



Criterion Three:

Student Learning and Effective Teaching

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

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The OSU-Oklahoma City [mission](#) as a technical institute presents exciting opportunities and unique challenges in the assessment of student learning. The institution embraces the Higher Learning Commission's challenge to evaluate teaching processes, instructional quality, and student learning. The institution demonstrates direct evidence of improvement in student learning, increased student retention, and improvement in student persistence through course, program, and institutional assessment activities.



Core Component 3a

The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.

As the result of a multi-year program outcomes revision project, every academic program at OSU-Oklahoma City now has measurable outcome objectives. Faculty for each degree program submitted a list of measurable objectives to the Office of the Vice President for Academic Affairs in 2006. These objectives identify the knowledge and skills faculty believe each of their program graduates should master. This was a major improvement because a comprehensive listing of all program outcomes was compiled for the first time.

In 2006-2007 the emphasis in this multi-year project shifted from the now accomplished compilation of a program outcome objectives inventory to the collection of methods used by program faculty to actually assess each of these outcome objectives. Academic Affairs gave program faculty an Excel spreadsheet with a number of commonly used assessment methods on campus ([Assessment Spreadsheet Example](#)). Program faculty identified the method or methods used to assess each objective, and in many cases, multiple methods of assessment were identified as tools used in class or capstone projects.

Faculty also reported the improvements made in curricula based on assessment results ([Sample Program Outcome Data Report Form](#)). Thus, the feedback loop has been closed, and the improvements in these programs actually documented. Examples of these reports from each of the six academic divisions are included in a separate Excel file (See Resource Room for division report forms).

In the future, Academic Affairs and the Assessment of Student Learning Committee will work with program faculty to further refine these procedures and improve the reporting process for outcomes assessment generated program changes.



Assessment of student learning provides evidence at multiple levels: course, program and institutional.

Course syllabi contain exit objectives, which faculty assess during the semester. Since many courses are part of a series or sequence, the end goals (course objectives) in one course must match the entry-level objectives in the next course in the series or sequence. Full-time faculty members often serve as program directors while other faculty are lead instructors and/or department heads. Both groups and faculty who teach the courses work together to actually assess student achievement of those objectives, analyze the data, use the data to modify the program to enhance student outcomes, report the data to concerned constituents, and refine the assessment process for the next evaluation cycle.

Institutional assessment is accomplished in two ways. First, general education competencies such as reading, math, writing, and critical thinking skills are assessed. These skills have been evaluated using several survey instruments. In 2005, the Teaching/Reinforcing Survey was developed in-house by the Arts & Sciences Division to determine which skills were taught and which were reinforced in courses across campus ([Teaching/Reinforcing Survey Fall 2008](#)).

The same survey was modified and redelivered across campus in fall 2008 to determine the degree to which core competencies were taught and reinforced through the different courses on campus. Competencies listed on the survey were developed within the departments primarily responsible for those competencies. For instance, the lead instructor for Computer Concepts, with the consultation of area faculty, developed the listed competencies for computer proficiency.

Results from this study can be accessed via links in the following table.

Agriculture Technologies Division	No report
Arts & Sciences Division	Developmental Studies Department
	Humanities Department
	Mathematics Department
	Social Sciences Department
Business Technologies	
Health Services Division	
Human Services Division	
Science and Engineering Division	

Each division head received a summary report. Participants were to analyze the material and comment on how they were going to use the data to make course/program improvements. In some cases there were discrepancies among instructors in different sections of the same course regarding which competencies were taught or reinforced. Different divisions and departments chose to use these results to hold conversations with faculty ([Division Feedback on Teaching/Reinforcing Survey](#)).

Another way institutional assessment occurs is through the CAAP test. In the fall 2007 semester, ACT's CAAP writing and critical thinking tests were administered to students, and in the spring of 2008, ACT's CAAP exam was given to several classes to assess students' math and reading skills. This pattern was continued through spring 2009. The institution invested in this assessment tool to determine the level of students' progress as they approach the midway point in their pursuit of an OSU-Oklahoma City degree. The ultimate goal in this assessment approach is to use data to determine if students progress towards goal attainment, and hopefully degree completion, in a steady



manner. The Assessment of Student Learning Committee wanted to know if students' basic skill sets were where they should be and if not, what changes, if any, would be appropriate in curriculum or elsewhere on campus to advance their progression.

The feedback from these assessments is reported to the faculty teaching general education classes and used to improve instruction in those courses ([see full analysis of results CAAP Analysis 07-09](#)).

CAAP provides useful information. The 2007-2009 test administration shows OSU-Oklahoma City students score roughly in line with national averages. Students also demonstrated improvement in most subject areas over the 2000 administration. One group scored exceptionally well. In spring 2009 mathematics students scored in the 90th percentile on the [CAAP math test](#), significantly above the national average (50%). From the administration of the CAAP, mathematics instructors are able to identify their students' math strengths and challenges and better tailor the course to their specific needs. The [fall 2009 CAAP tests](#), writing and critical thinking, demonstrate OSU-Oklahoma City students performed equal to the national average in writing and slightly above the national average in critical thinking.

The CAAP results started a demographic-based matriculation study of the developmental studies department focused on ethnicity in terms of representative groups in developmental course enrollments and their outcomes. Questions raised by the study include, "Were the same groups underperforming in developmental studies courses as indicated by CAAP?" "Were the same groups under-represented?" Though the outcome is still under review, indications show some similar results for both queries (see Retention and Assessment Coordinator for more details).

Assessment of student learning includes multiple direct and indirect measures of student learning.

Faculty use both direct and indirect methods to ascertain student achievement of program outcomes. Feedback from both methods of assessment is used for evaluation and lead to changes being instituted by the faculty and campus administration to improve classroom instruction and student learning. Indirect assessment methods are currently used by OSU-Oklahoma City in order to stay current with employer needs, current trends, and global perspectives.

The table below lists campus-wide direct and indirect measures used by OSU-Oklahoma City along with examples of specific methods being used by different programs on the campus.

Program Objectives Assessment Methods Summary

<i>Indirect Measures</i>	<i>Direct Measures</i>
Alumni Surveys	Academic Portfolios
Employer Surveys	Capstone course/project with rubric evaluation
	Case Studies
	Written Objective exams
	State/National certifications
	State/National licensure
	Internship/practicum with evaluation



Assessment methods used by select divisions are listed below.

<i>Horticulture</i>	<i>Nursing</i>	<i>Safety/Emergency</i>
Entrance Exam	Entrance Exam	Class Exam
Exit Exam	Exit Exam	Skill Testing
Practicum	Clinical	Observation
Oral Testing	Employer Surveys	
Employer Surveys	State Licensure	

As a specific example of direct assessment, in 2002 the Crime Victim/Survivor Services (CVSS) Program developed and implemented a capstone assessment process designed to assess the overall knowledge and skills of candidates for an associate degree in applied science. The capstone experience has two primary benefits. It measures how well students perform relative to the established course goals and objectives. Secondly, it encourages self-development among the students. All evaluation tools and documents may be viewed ([CVSS Capstone Assessment Documents](#)).

The CVSS capstone process involves three elements: 1) a comprehensive written exam, 2) a professional portfolio, and 3) an assessment of applied skills learned from coursework. Students are expected to pass the comprehensive written exam, which includes questions from all of their coursework, with a 75% or better. Additionally, each course in the CVSS program has a portfolio assignment. The professional portfolio in the capstone course must contain proficiency projects from each core course, a statement of personal and professional philosophy, vision or mission, a cover letter for a job, a resume, and other related academic achievement and community involvement information.

During the assessment of applied skills, students rotate through five different role-playing scenarios, answering questions, and strategically solving problems that have been set up to simulate victim advocacy situations. Student performance is assessed by professionals in the field. In addition to looking for a particular skill set, such as being able to quickly correct information about crimes and victims to others involved (e.g., DA, police, DHS, etc.), each scenario is assessed in the following areas: 1) verbal communication, 2) written communication, 3) decision making and judgment, 4) poise and confidence, 5) organizational skills, and 6) skills applications.

Several important changes to the program have been implemented based feedback gathered in assessment during the capstone experiences, both from panel and student feedback and instructor observation. For example, during one crisis intervention exercise, which included an elderly rape victim, the former department chair noticed the students did not know how to interact with older people. Because of this, the Elder Abuse Class, CVSS 1413, was developed and added to the curriculum.

In another instance, students were not performing well with the crisis intervention exercise in 2006. As a result, all instructors are now required to add role-play activities in all the CVSS Core Courses (Elder Abuse, Domestic Violence, Child Abuse, and Rape). While performance has improved somewhat, there is still room for growth. Of course, student nerves play a role in the assessment process, but the addition of role-play seems to help alleviate some anxiety in these situations.

In 2007, students were not appropriately documenting “services” in the crisis intervention exercise. As a result, a unit on documentation and record keeping was added to the Ethics Class CVSS 2413. The last two capstone assessment classes since the addition of the documentation unit have nearly perfect scores on the written records portion of the crisis intervention exercise, which indicates the additional unit successfully teaches students the skills they need in the field.



The CVSS group also conducts an informal review of their assessment process. In 2008, assessors (many of whom have been involved in the process for three years) discussed the Leaderless Group exercise. The exercise was frustrating for students, and assessors felt students were missing information they could not glean from other exercises. Instructors consulted the assessors, professionals in the field, and some members of the advisory board about how skill sets could be assessed differently. As a result, a rapid fire exercise was implemented. In this exercise, students are given 30 seconds to reply to misinformation about crimes and crime victims, which is something crime victim advocates do daily. This exercise, which students perform well and assessors like, has been used twice. The activity is valued by all involved because also assesses general education goals, critical thinking, and oral communication skills.

Finally, students' basic computer skills can be assessed by requiring the students to use computers to prepare written documents. This activity, which began in 2009, also assesses another general education goal of computer literacy. Skills are observed by the room facilitator and are scored. The Early Care Education Administration program plans to implement the same evaluation in the next series of assessments in spring 2010.

The entire capstone evaluation process is quite labor intensive with ample feedback both from the outside evaluators and from the program director. Students leave the evaluation day knowing precisely their strengths and challenges. What follows is a compilation of the students' self-assessment after the spring 2009 experience.

1. What qualifications/skills do you feel that you have gained from all of the courses you have taken in the OSU-Oklahoma City Crime Victim/Survivor Services degree program?

- *I think I have learned some of the different types of victims I will come across as an advocate. I think that the classes I have taken have better prepared me to advocate for victims.*
- *The education I received was very beneficial. I've learned (in different areas to crime victims) how to treat and understand victims of crime.*
- *To have patience and understanding of victims of crime. To defend and support all victims of crime.*
- *The ability to be empathetic, and know that all victims have different needs.*
- *How to compose papers. The statistics involved with victims. Different agencies and their purpose.*



<p>2. Is there one course that stands out from the other courses that you have taken, that you feel offered the most beneficial information for you in crime victim advocacy?</p>
<ul style="list-style-type: none"> • <i>Ethics.</i> • <i>I loved legal policy! I had never learned so much on the legislative process that will benefit me not just in my career but in my personal life.</i> • <i>Special Populations. I feel it's very important to give awareness of and the importance of diversity.</i> • <i>Domestic Violence, because I myself was a victim and didn't know it at the time.</i> • <i>Legal Policy. It had so much information about how advocates and victims change the law.</i>
<p>3. What are you walking away with as you complete this field of study at OSU-Oklahoma City?</p>
<ul style="list-style-type: none"> • <i>I feel I am walking away with the confidence I need to be successful advocate.</i> • <i>That I can do anything I set my mind to do. That I have the mentality and capability to help victims of crime. That I am unique for doing what I do.</i> • <i>An associate of applied science degree in Crime Victim/Survivor Services.</i> • <i>A new outlook of victims of crime, whether they are victims of rape, domestic violence or depression brought on by crime.</i> • <i>A great sense of pride, hard work and accomplishment, but also a need to make a difference for victims.</i>
<p>4. Tell me about an assignment that may have been more meaningful to you in helping learn more about or put crime victim advocacy into perspective.</p>
<ul style="list-style-type: none"> • <i>Grief—although I hated the class, it showed me that there are more types of grief than for the dead.</i> • <i>Many of the assignments were very meaningful, but I feel that doing policy briefs were the most beneficial. You have to think about <u>everything</u> to make <u>one</u> thing (policy) work accordingly.</i> • <i>Stress management. It was most meaningful to me because it taught me to take care of one's own personal needs/feelings in order to help others.</i> • <i>My practicum at the YWCA.</i> • <i>It wasn't an assignment, but role playing was very beneficial.</i>



Is there an area of study within crime victim advocacy that you wish had been included within your degree program?
<ul style="list-style-type: none">• <i>No.</i>• <i>A little more input on gang-related crimes.</i>• <i>I think this program is well-tailored.</i>• <i>How to deal with law enforcement when dealing with victims of rape or domestic violence.</i>• <i>An area of how to access resources would be helpful.</i>
5. What is different for you now from when you began the program?
<ul style="list-style-type: none">• <i>A huge understanding that not all victims feel the same pain.</i>• <i>I am more educated on crime victims than I ever thought I would be.</i>• <i>Other than a credible degree, I have a better understanding of how to compose papers and deal with the legal system to help others in regards to resources.</i>• <i>I have a lot more knowledge about what types of victims there are and what it takes to help them.</i>• <i>My mentality and perspective on life in general! I have a better “overall picture” of what I do.</i>
6. What are your education plans now that you are completing your associate degree?
<ul style="list-style-type: none">• <i>I would like to get a bachelor’s.</i>• <i>To work in this field and further my education in the field.</i>• <i>I intend to continue my education on to a bachelor’s in criminal justice or human services.</i>• <i>I want to pursue a bachelor’s degree; however, at this time in my life, I’m going to tend to matters that have been temporarily put on hold.</i>• <i>Bachelor of Science in Social Work from OU.</i>
7. If you could share something about this degree program with a good friend, what would it be?
<ul style="list-style-type: none">• <i>It helped me.</i>• <i>That it is very informative career wise, but it helps one develop as a better human being. Oh---and if they want to “heal” from a certain something, DO NOT ENROLL.</i>• <i>Come join us. You will be amazed!</i>• <i>Ann [Lowrance] has more knowledge in her little toe than I will ever have.</i>• <i>It is empowering as a student to gain this knowledge and you learn helpful tools for your own life experiences.</i>



The spring 2009 class clearly had a positive experience with the program. Not only have students' lives been affected, but so, too, will the victims they serve.

Another means by which programs assess student learning is through sophisticated testing software. The nursing program and paramedic programs began using Logic Extension Software (L x R) for test generation during the fall 2007 semester. Prior to L x R, the program used the ParScore test item analysis software. The L x R program was purchased because it gives faculty the opportunity to develop computer-assisted unit exams that correlate unit objectives to test items. L x R also has a comprehensive test bank faculty used to develop test items. ParScore did not have these features.

Once faculty select the list of test questions through the L x R software, the computer generates the exam, and several versions of the exam can be produced. Faculty will continue to use L x R because it provides the statistical analysis needed to determine exam and test-item validity. The computer-assisted test construction feature of L x R increases faculty efficiency by decreasing the amount of time needed to develop unit exams and ensures that test items are based upon unit objectives. These features also ensure that students are being tested over the unit objectives and related content.

Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

OSU-Oklahoma City has three levels of assessment: entry level, mid-level, and program level assessment. At the entry level, Student Services administers the COMPASS exam and CLEP tests, and Arts & Sciences faculty evaluate students in developmental studies courses. Students learn their scores in the testing center and in their classes. Mid-level assessment involves the CAAP exams (reading, writing, math, and critical thinking) and assessment of these goals in general education courses using evaluation tools instructors already employ. Assessment results are shared with all concerned constituents including students, faculty, and the administration.

Students in programs that require licensure examinations are notified of the pass rates of previous cohorts of students in their programs. NCLEX-RN licensure pass rates are posted on the Oklahoma Board of Nursing Website for all nursing programs within the state and are available to anyone who accesses the site.

At the program level, assessment results are reported to the programs' respective accrediting agencies and advisory boards, and campus wide assessment results are documented in annual reports sent to the Oklahoma State Board of Regents, usually in the spring of the academic year. Furthermore, assessment results are accessible to faculty and administrators on the institution's intranet SharePoint site, but adjunct faculty and students do not have access to this site.

The Assessment of Student Learning Committee, the Assessment Academy Group, and the Retention and Assessment coordinator have requested and are compiling a web site ([Student Learning](#)) to make institutional assessment data transparent to the public and to campus stakeholders. Finally, the Oklahoma State Board of Regents posts assessment results for all Oklahoma public colleges ([Annual Student Assessment Report](#)).

The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g. graduation rates, passage rates on licensing exams, transfer rates).

Graduation rates are tracked and used to improve retention. Graduation rates of first-time, full-time students are reported to the Oklahoma State Regents for Higher Education as one of the state's [Brain Gain 2010's](#) performance



indicators. OSU-Oklahoma City is also required to report licensure pass rates for its Nursing, Interpreter Training and Veterinary Technician programs. Faculty use both sets of data to identify academic areas that require improved pedagogy in order to improve student learning and retention.

For example, the NCLEX-RN examination is the final method of assessment to demonstrate students' competency to practice as a generalist following graduation. OSU-Oklahoma City students take state licensure examinations, and they consistently perform very well on those examinations. The following table shows the percentage of OSU-Oklahoma City associate degree nursing students from 1999-2008 who passed the exam on their first try. The table also notes OSU-Oklahoma City students engaged in a cooperative agreement for our nursing program at the Oklahoma Panhandle State University (OPSU) campus who took the same test.

National Average NCSBN	OSU-OKC Oklahoma Board of Nurses	OPSU Oklahoma Board of Nurses
1999= 84.7%	1999= 76.90%	1999=NA
2000= 83.8%	2000=71.69%	1999=NA
2001= 85.3%	2001=86.90%	2001=100.00%
2002= 86.7%	2002=88.41%	2002=83.33%
2003= 87.01%	2003=88.41	2003=100%
2004= 85.26%	2004=81.61	2004=87.5%
2005= 87.29%	2005=89.42	2005=100%
2006= 88.11%	2006=96.04	2006=100%
2007=84.80%	2007=93.97	2007=100%
2008=86.73%	2008: 83.5%	2008: 100%

As the table shows, OSU-Oklahoma City nursing students consistently surpassed the national average for six of the past nine years. On the OPSU campus, that number is higher than the national average in seven of the eight years of participation.

In 2006, the retention of Panhandle general-entry nursing students (offered by Interactive Television) to the Oklahoma City program (traditional classroom) was less than acceptable according to Oklahoma Board of Nursing standards. To meet time management needs of the Panhandle students, the program was migrated from interactive television to online delivery. Unfortunately, the retention rate has not improved since that migration, though NCLEX pass rates for students in the cohort who graduate is better than the pass rate for the general-entry students.

The nursing program is considering several options to better assess student achievement for all the program entry groups. One option is to require mid-level third-party assessments with subsequent required remediation for students not demonstrating adequate achievement after completion of the second semester or LPN program completion. Another option is to add a remediation requirement based upon the third-party assessment given at the end of the nursing program.



The organization's assessment of student learning extends to all educational offerings, including credit and non-credit certificate programs.

Assessment of student learning in credit programs and credit and non-credit certificate programs occurs through a variety of methods (e.g., course and programmatic assessments [e.g., exams, oral reports, essays], alumni surveys, employer surveys, student satisfaction questionnaires, employment rates, transfer rates, state and national licensure exams, internships/practicum evaluations, etc.). Assessment occurs at every level of instruction from entry-level courses, which do not count for credit, to bachelor's degree program courses.

Assessment results are shared with faculty members in order to facilitate discussion about the continuous development and improvement of the curriculum or degree program. Assessment information is used to justify continued use of methods that work well in the program or curriculum and to identify areas for development or improvement.

A partial list of the ways OSU-Oklahoma City uses assessment results follows.

- Changes in course content.
- Addition / deletion of courses or changes in course sequences.
- Changes in degree requirements or degree sheet options.
- Changes in emphasis for new or vacant faculty positions.
- Facilitates curriculum discussions at faculty meetings, curriculum committee meetings, and faculty retreats.
- Guides changes in degree programs and development of new degree program options.
- Justifies past curriculum changes and shows program improvement resulting from those changes.
- Changes in advising processes.
- Development of academic services for students.
- Development of new career exploration and career services for students.
- Changes to student academic facilities such as computer labs, science labs, and study areas.
- Development of program-based websites to provide students with academic and program information.
- Sharing assessment information with alumni and industrial review boards.
- Refine the assessment methods or to implement new assessment methods.

Students learn about program outcomes during recruitment, new student orientation, and class. Objectives targeted by a particular course are built into the syllabi for that course and are available to students in a printed form or an electronic form. They are also available online through Desire2Learn (D2L), the course management system for online and hybrid courses at OSU-Oklahoma City.

Credit and non-credit certificate programs on campus are assessed in the same manner, and modifications are made based on feedback. Both of the Agriculture Division's certificate programs, the Retail Floral and the Horticulture certificates, were modified in 2007. The modifications created certificate programs that focus more on technical horticulture offerings. In addition, hours for the certificates were decreased from 36 to 24 credit hours in order to make them more easily accomplished in a one-year school period.



The non-credit certificate programs, such as those offered through the Technology Education Center, are assessed through similar means, such as surveys and the aforementioned classroom techniques, though the processes of data gathering, data processing, and feedback delivery need improvement.

Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

Faculty define and write measurable student learning outcomes at both course and program levels. The campus administration does not assist, attempt to unduly influence, or dictate the content of those objectives. It is important that faculty—as content experts—feel free to best determine what they believe are the necessary objectives students must master in academic programs.

Based on data gathered by the Institutional Effectiveness staff, during the six terms after the new college algebra prerequisite was implemented, the number students who earned a D, F, or W was significantly reduced. There were 108 students who had D/F/W in the first time period, with only 49 students in the more recent time period. Changing the prerequisite on business statistics from general college math to college algebra, a more comprehensive course, has improved student success by 55%.

Lead instructor full time-faculty determine expected learning outcomes and appropriate assessment tools for courses. In doing so, faculty often consult with one another to ensure seamless transition in sequential courses, for example, and to eliminate unnecessary repetition of course work. At this level, all instructors who teach the courses are expected to use similar, if not the same, syllabi in order to achieve curricular consistency from course to course.

At the department level, in 2004 the developmental studies department faculty began the Matriculation Study, which has been previously discussed. Noteworthy activity regarding changes due to assessment and course outcomes in this project includes the following:

- Modified and/or added course objectives for all developmental studies courses in math, reading, and writing to reflect the smooth sequence from one developmental course to the next in the same discipline.
- Refined language in the course objectives for all developmental studies courses using the language of the COMPASS Diagnostics, making it less confusing and easier to understand.
- Revised old or created new pre- and post-tests to reflect new course objectives for all developmental studies courses.
- Examined COMPASS student placement in all developmental studies courses with pre- and post-tests.
- Incorporated the pre- and post-test into the course lesson plan for each developmental course.

Based on data tracking successful completion and retention rates in developmental classes, the Developmental Studies Department has many options. First, the department ensures accurate placement in developmental classes, in order to best prepare the students for college level work. The department places special emphasis on enforcing pre-requisites and timeliness of assessment as they pertain to the current enrollment. They are currently revising the writing curriculum for the two-course sequence, so the objectives better match what instructors want students to produce over the duration of the course.



The department will further emphasize the Early Alert System where students who are struggling receive extra assistance and guidance from established institutional resources. The department must look at success rates in developmental classes. Finally, the department also needs look at persistence with those students, and determine how many students are re-taking the courses. More data is needed to fully comprehend impact of the work, but developmental studies instructors predict higher retention, success, and persistence rates over time if their efforts are successful.

Finally, one programmatic example includes the Nursing Curriculum Focus Committee, which evaluates all curricular objectives for the nursing program. In particular, the HESI Exit Examination is administered in the final semester of the program to predict student success on the NCLEX Licensure Examination, and remediation is offered (but not required) based upon the examination results. The nursing curriculum committee routinely compares course objectives to the NCLEX test plan, released every three years, and adapts course objectives accordingly. Then, composite achievement results of the HESI Exit Examination are compared to objectives within each of the four courses.

As these few examples show, faculty are integrally involved in all matters related to course curriculum decisions.

Faculty and administrators routinely review the effectiveness of the organization's programs to assess student learning.

Faculty and administrators found room for improvement in institutional assessment processes, so the Matriculation Study and the program outcomes revision initiative occurred. OSU-Oklahoma City also joined the NCA/HLC's Assessment Academy. The Assessment Academy Group's project is the integration of mid-level and program outcomes into a single scheme of assessment. This project has already shown results in a revitalized assessment effort on the campus, especially as it relates to mid-level or general education objectives. Some of the accomplishments of the Assessment Academy Group as of spring 2009 are as follows:

- April 2008 - Developed survey of student learning assessment efforts.
- April/May 2008 - Completed survey of faculty on Student Learning Assessment Activities Inventory (Teaching/Reinforcing survey data linked in **Criterion 3**).
- June 2008 - Compiled data of student learning assessment.
- Fall 2008 - Presented survey results on Student Learning Assessment Activities Inventory at faculty in-service.
- Fall 2008 - Began assessing general education goals campus wide. Completed a Civic Responsibility assessment during election week ([Citizenship Survey Results](#))
- Spring 2009 – Voted to change name of Institutional Assessment Committee to Assessment of Student Learning committee.
- Summer 2009 – Began development of an online community website for assessment.

Faculty have an institutional "Program Outcomes Assessment" instrument in place which is used by each program coordinator to record behavioral objectives (learner outcomes), assessment methods, and assessment data. The instrument requires the users (program coordinators) to assess the effectiveness of their program(s) and accordingly revise instructional or assessment methods or refine objectives. Each program coordinator is required to evaluate, update, or modify their Program Outcomes Assessment information on an annual basis.



Small groups of faculty participated in group interviews and gave their perspective regarding the effectiveness of student learning assessment, regarding program outcomes. Many faculty described routines of collecting data regarding retention/graduation rates and success on examinations administered by national organizations.

Most were able to describe how the data was used to inform decisions regarding student-learning needs for the courses/programs in which they teach. Some faculty had difficulty describing routine strategies for comparing and reporting student learning outcomes for new courses and programs utilizing different methods of delivery or after changing entry requirements, which is an important challenge.

The university shows direct evidence of improvement in student learning, increase student retention, and gains in student persistence through course, program, and institutional assessment activities.

Core Component 3b:

The organization values and supports effective teaching.

OSU-Oklahoma City faculty, administrators, and staff appreciate that educating students involves more than lectures and textbooks. Quality education involves meaningful interaction between engaged students and effective instructors. Meeting the increasingly diverse needs of students, including the way they receive and process information and the way they access their education, remains challenging. The university has made significant financial, human, and physical investments to meet those challenges in order to provide the best quality education possible for its student population.

Qualified faculty determines curricular content and strategies for instruction.

Qualified Faculty

Typically, OSU-Oklahoma City faculty members on a full-time, permanent, tenure-track position hold at least a master's degree with at least 18 credit hours of graduate level coursework in the subject in which they teach. In some technical areas, such as sonography, turfgrass management, technical Spanish-translation/interpretation, and construction technology, where years of service and expertise in the field are invaluable and advanced degrees in such areas are uncommon, faculty members may be hired with less than a master's degree.

To raise the bar even higher, the associate degree nursing program in the Health Services division requires faculty members to have a master's degree in nursing, have at least two years experience as a registered nurse, and hold a valid license as a registered nurse in the state of Oklahoma, which is required by the Oklahoma Board of Nursing. However, due to the national and state shortage of nursing faculty with Master of Science degrees, nursing faculty are hired if they have six credit hours or more towards a Master of Science in nursing, a practice allowable by the Oklahoma Board of Nursing (OBN). The experience requirement is a necessity in providing current quality clinical education in a health field.



Curricular Content

Curricula are primarily the responsibility of faculty members in all academic divisions. Initial curricula development and subsequent modification begin with faculty members with expertise in the content area. In order to ensure appropriate support for faculty members and to encourage consistency within a subject area, certain faculty members have been identified as lead instructors. Lead instructors' responsibilities include, but are not limited to, coordinating curriculum matters, assisting with class scheduling, dealing with student issues, and assisting faculty in instructional matters.

New curriculum ideas are welcomed from any source although on occasion the campus administration will request additional or revised curriculum. Curriculum ideas presented by the public, academic program advisory committee members, faculty members, adjunct instructors, and/or students are explored for feasibility. Listed below are examples of some of the ways different divisions approach curricula matters (see **Criterion One** for a description of the Curriculum Committee process).

In Arts & Sciences, full-time faculty members who work as lead instructors approach curriculum in two ways: 1) they have standardized curriculum with common course goals and use syllabus guides which all faculty (full-time and adjunct) generally follow; 2) they rely on the guidance and expertise of adjunct faculty who teach individual courses to develop and revise course syllabi outside of their content knowledge.

All four departments (developmental studies, humanities, mathematics, and social sciences) in Arts & Sciences have courses using standardized curriculum. All students in Psychology 1113, for example, receive the same departmental syllabus, which has common course goals, but individual instructors create their own course schedule to tailor the course to their teaching strengths and preferred assignments.

In the Business Division, faculty members, department heads, the division head, and advisory boards help with curriculum determination. Faculty review student enrollment and current trends in technology for determination of course changes or new courses. The value of these activities is improved curricula, increased enrollment, and better educational experiences for students.

One recent curriculum change was the addition of a college-level reading prerequisite for CIS 1003, Windows. The rate of D, F, and W for students in the course prompted a study among faculty to determine the cause. One possible cause, faculty posited, was the inability of students to read the textbook, which is highly technical and instructional (step-by-step) in nature. If students are not naturally visual learners anyway, and they have a reading deficiency, faculty reasoned their chances for success in CIS 1003 were reduced.

Faculty concluded the best course of action was to require a minimal reading score of at least ACT 15-18, or Reading for College Preparation II (READ 0133) as a prerequisite for the course. College-level reading is indicated with an ACT score of 19. Fall 2008 was the first semester for the collection of data to determine whether the change made a difference in student retention. The following tables represent success rates for the fall 2006 and 2008 semesters.

**Fall 2006 Course Grades**

Office of Institutional Effectiveness

Prepared February 6, 2009

Sec. ID	# en-rolled	A	B	C	D	F	I	W	AW
M09*	4	2	1	1					
102	8		3	1	1	1		1	1
104	12	3	2			1		5	1
106	10	5	1	1	1	1			1
108	18	8	3	4		1		2	
502	15	9	1			4		1	
504	16	10	2	1		1		2	

*Metro Tech.

Fall 2008 Course Grades

Office of Institutional Effectiveness

Prepared February 6, 2009

Sec. ID	# en-rolled	A	B	C	D	F	I	W	AW
M04*	1	1							
M07	6	2	3	1					
M08	3	1	2						
M13	1		1						
102	8	3	3					3	
104	5	2	1	2					
502	9	6	1			1		1	

*Metro Tech.

According to the tables, adding the prerequisite proved smart. The one student who failed the course in fall 2008 stopped attending class. Since the addition of the reading pre-requisite for CIS 1003, the Business Division has decreased the number of sections offered (six in fall 2006 and three in fall 2008), but pass rates for students have improved. It stands to reason if students possess the skills necessary to read the textbook, they are in a better position to succeed in the course.

As another example, business statistics faculty discovered a trend – students who lacked college algebra were unsuccessful in business statistics. Success was defined as earning a C or better in the course. At the November 2005 curriculum committee meeting, the business statistics course prerequisite was changed to college algebra from general college math in order to improve student success.



In Health Services Division, any one of the administrators, faculty, and/or teaching teams determines if content needs to be added or changed. Modifications to curricula in the nursing division are based on changes in current nursing practice and nursing education.

A change proposal is submitted to the division's internal curriculum committee. If approved, then the curricular change(s) is taken to all full-time nursing faculty members for consideration and a vote. Major curricular changes, such as adding or deleting a course from the program, must go on to the OSU-Oklahoma City curriculum committee for consideration.

In Health Services, the involvement of qualified faculty in curriculum matters remains critical because training their students, as in other programs on campus, directly correlates to public safety in terms of producing qualified graduates. Nursing faculty and administrators continually review curriculum not only to provide the best quality education for students but because it is reviewed by the Oklahoma Board of Nursing during its accreditation process at least once every five years.

In addition, the National League for Nursing Accreditation Commission reviews the curriculum for ongoing accreditation purposes at least once every eight years.

In the Human Services Division, curricular content development is often a team process. Both adjunct instructors and full-time faculty members meet to discuss curriculum issues. They also review prospective textbooks, learning materials and discuss ideas for class activities and instruction.

In the Science & Engineering Division, one full-time faculty member has been identified as the lead teacher for a specific course(s). Science and engineering courses are now standardized, so students have the same experience no matter which class they attend. Because of this practice, the quality of education in the division has improved, and grading across sections is more consistent.

Anatomy lab instructors used to create and distribute their own versions of lab tests, which created disparity in difficulty and grade distribution among the lab sections. Now, when students earn an "A" in one anatomy lab section, they would have earned an "A" in any section. Similar procedures have been developed in other courses in Science & Engineering, but not to the extent that it is in anatomy courses.

OSU-Oklahoma City faculty are also integrally involved in the creation of content and design decisions for online courses. Any faculty, full-time or adjunct, who develops a new online course is compensated for the creation of content and appropriate design of the course in Desire2Learn. However, all materials remain the intellectual property of OSU-Oklahoma City according to Oklahoma State University Policy and Procedures, General University Policy, [Intellectual Property Policy](#).

Overall, faculty on campus are heavily engaged in curriculum decisions in their programs and divisions. Their ideas and input are considered indispensable as content experts and former field professionals.

Strategies for Instruction

OSU-Oklahoma City faculty use multiple methods of instruction in the classroom in order to engage students' varied learning styles and to keep the delivery of content fresh and engaging. Since the last self-study, OSU-Oklahoma City has become a technology rich environment, both in and out of the classroom, which benefits instructors and students alike. This technology rich environment allows instructors to employ numerous teaching strategies and extend learning well beyond the classroom.



OSU-Oklahoma City's Online Classroom and Community, featuring Desire2Learn, facilitates part of the extended learning option. Multiple open computer labs, a wireless campus, and several well-furnished, wired and wireless study areas allow students to continue conversations with instructors or their classmates online outside the classroom.

Select examples of various ways of teaching from different divisions follow.

In Arts & Sciences, the strategies for instruction are determined by each instructor. Faculty developed course syllabus guides for the majority of developmental and introductory college-level courses in order to establish consistency across the curriculum. Other instructors use PowerPoint, multimedia, film, moderated group discussion, and written exercises for proficiency to reach multiple learners for the varied content delivered.

In terms of using technology, many instructors use the Online Classroom and Community (OCC) to have discussion board components. The discussion board is especially useful for large classes such as Sociology 1113, where any one class may have 50 students. In a class of 50 students, all students' voices will not be heard on a particular discussion topic, but through the use of technology outside the classroom, learning and educational conversation can continue. Arts & Sciences also delivers courses through cable television.

To maintain the integrity of the curriculum, instructors use the same teaching strategies online and COX cable classes as they do in the classroom. For example, students in all sections of technical writing (English 2333) still have a group project. In both the online and campus-based class, the Online Classroom and Community is the key to helping students communicate amongst themselves outside the classroom to complete their projects on time. The OCC allows them to share files, amend and upload files for each others' review, and communicate with their groups.

In a campus-based class, the OCC is invaluable as it allows students unparalleled access to instructors' notes, handouts, and PowerPoint presentations. They are also able to test online, which is a practice several instructors have adopted since 2006, in many courses, which frees up more time in the classroom for educational activities.

Qualified faculty members in the Business Division determine strategies for instruction and how changes in course material may affect the teaching strategies needed in the classroom. For example, when a course depends on students learning new software, a hands-on lab and lecture approach is the process. Lab experiences give the students an opportunity to work with the instructor and learn the software application in the classroom. Faculty also have input into the technology purchased for each of the classrooms since most of them are computer lab facilities.

In Health Services, the faculty determine instructional approach. For lecture content, the faculty teaching that topic determines the teaching strategy. When teaching broad topics, like math testing or NCLEX-RN preparation, for example, the whole faculty review different methodologies and determine the procedure for these teaching strategies.

The academic freedom to determine teaching strategies for a subject/content topic taught is very important. The determination by all or a majority of faculty on the broader topics is also important and of great value to maintain quality and consistency for outcome criteria. The administration within the Nurse Science Department and Health Services Division is very supportive of this process.

Faculty are encouraged to attend workshops to develop new teaching strategies. Faculty members are also encouraged to share new instructional ideas. The division has a Nursing Enrichment Committee that provides a platform for continuing education workshop reports and faculty development speakers.



In the Human Services Division, the Crime Victims/Survivor Services program faculty design all activities to develop or improve skills students need when they become crime victim advocates. For example, students who take the Legal Policy course track pertinent pieces of legislation through the entire Oklahoma legislative process. This activity is conducted in real time since the class is only offered during the spring when the state Legislature is in session.

Students also participate in Violence against Women Awareness Day at the state capitol and in the National Crime Victim Awareness Conference, both held in the spring. These activities are critical to students' educational experiences because crime victim advocates are frequently engaged in the legislative process in their workplaces.

To illustrate further, in the Crisis Intervention course, students develop a curriculum to train a group of related professionals (i.e. police officers, nurses, prosecutors, or teachers) about some aspect of crime victim services, and they present their training plan to the class. This is another critically important exercise for students because crime victim advocates are frequently asked to conduct seminars and workshops in the course of their employment. Program faculty continually look for ways to both make the curriculum engaging to students and keep it relevant to students' experiences as they prepare to leave for the workplace.

In Science & Engineering, collaboration on strategies for instruction is frequent and continuous. There may be time in a lecture for group activities, which is encouraged in every section. Faculty share notes and teaching methods which include lesson plans, course handouts, and PowerPoint presentations. Faculty and administration try to make the division's courses as consistent as possible so students will have the same chance for success in subsequent courses.

The organization supports professional development designed to facilitate teaching suited to varied learning environments.

In keeping with the campus mission of preparing students to compete in an increasingly technological and global society, faculty members participate in on-going professional development opportunities on and off-campus whenever possible. Instructors know it is critical to keep abreast of trends and developments in their respective fields.

The following discussion includes examples of professional development activities in several academic divisions. Typically, a number of full-time faculty members attend conferences and workshops within their specialty each year.

In the Agricultural Division, the several division members attend at least one national conference a year, and one associate professor of horticulture sits on the [Irrigation Association Education Foundation](#) board. This committee is responsible for putting together training materials for other college instructors.

In Arts & Sciences, the Mathematics Department supports professional development of the full-time faculty by sending them to the American Mathematics Association of Two-Year Colleges national conference (AMATYC) every two or three years. Due to budget restraints, only one person attends each year as the opportunity to attend this conference rotates among the three full-time Math Department faculty.

Math faculty are also encouraged to attend the Oklahoma-Arkansas section meeting of the Mathematics Association of America. Also, faculty who are members of the Mathematics Association of America (MAA) or AMATYC receive monthly magazines with articles about new ideas in teaching math. In the other departments, at least one faculty member attends a conference in his or her area of specialty, which is usually outside of Oklahoma, and others attend conferences locally.



In the Business Technologies Division the accounting professor attends workshops throughout the year while the economics and accounting faculty all keep their certified public accountant accreditations up-to-date by attending workshops. Marketing, management, and computer information system/information technology faculty stay current in their field through updated readings and annual conferences.

Within the Health Science Division, 12 faculty members attended the National Nurse Education Conference in San Antonio in September 2008. National certification for nursing educators remains vital to the program's success. Faculty maintain their discipline certification through a variety of means ranging from interactive television and online instruction to various clinical experiences. Many opportunities for professional development are offered to nursing faculty through the National League for Nursing, as well as nursing webinars.

The majority of the instructors also opt to continue working as nurses during the summer months when they are not on campus. Faculty's continued service in hospital and clinical settings is important because nursing instructors must be familiar with current technology in the field to be effective teachers.

Over the past year, Electronics Engineering Technology Department faculty and students from the Science and Engineering Technologies Division have visited companies to see first-hand how these companies are using electronics in the workplace and to see what new technologies they use. This enables the campus personnel to evaluate courses and program curriculum.

The Electrical Engineering Technology faculty has also participated in a hands-on workshop of National Instruments [LabVIEW](#) software. Over the last several years, that department has participated in workshops related to electronics outside of Oklahoma, most funded by the National Science Foundation. Since the last Higher Learning Commission visit to the campus in 2000, the electronics faculty attended professional development workshops in Kansas, New Mexico, New York, and Texas.

The organization evaluates teaching and recognizes effective teaching.

Evaluation of Effective Teaching

OSU-Oklahoma City evaluates its teachers and the university with multiple methods. Students have the opportunity to present their views on both subjects at different points in their educational careers. The first of these opportunities occurs during the class where they complete Student Instructional Evaluations. During each semester at least three classes taught by full-time faculty are evaluated. At least one of the classes taught by an adjunct faculty member is evaluated, and all classes of new faculty, full-time or adjunct, are evaluated.

Student Instructional Evaluations are class and instructor-oriented. Students rate the class and the instructor using a rating of 1-5 with 1 being the lowest and 5 being the highest. These student instructional evaluations are reviewed each semester by the lead instructors, the department heads and the division heads. If upon their review, they discover a negative pattern, the instructor is made aware of their concern and is given the opportunity to respond. These evaluations play an important part in full-time faculty members' annual appraisal and the reappointment, promotion, and tenure (RPT) process and cumulative post tenure review (CPTR) process.

The second opportunity to evaluate teaching occurs when students submit their request to graduate and complete a graduation survey. Graduation surveys have a rating of 1-4 with 1 being the lowest and 4 being the highest. OSU-Oklahoma City instructors have an average rating of 3.39 for 2007-2008 which tells us that they are pleased with the education they received ([Graduation Surveys 2007-2008](#)).



To ensure that they receive the education they need to succeed in their chosen career field, a survey is sent to graduates and their employers six months after graduation. This is the third opportunity that students have to express their opinion on their education. These surveys are used to evaluate what the students and employers think of the education that OSU-Oklahoma City graduates received and if it met the employers' needs. In all cases, the employers have said the graduates either met or exceeded their expectations and that they would employ other graduates from OSU-Oklahoma City in their organization ([Employer Survey 2006-2007](#)).

The final stage is the Student Opinion Surveys. The Student Opinion Surveys are typically conducted every other year. Student Opinion Surveys have been completed in [2001](#), [2004](#), [2006](#), and [2008](#). Students surveyed at OSU-Oklahoma City rate the campus higher than national norms on most survey items.

Recognition of Effective Teaching

OSU-Oklahoma City recognizes the excellence within the teaching faculty with a formal system of awards each year. The awards issued are the "L. E. Dean Stringer Award for Teaching Excellence" for full-time faculty and "Adjunct Excellence Award" for adjunct instructors. Nominations may be submitted by students, faculty, staff, or adjunct instructors. Nominees are contacted to complete the evaluation materials, and the completed nomination packets are reviewed by a campus committee that selects the deserving candidates.

The "L. E. Dean Stringer Award for Teaching Excellence" includes a \$1,000 stipend that is permanently added to the recipients' salaries. Adjunct instructors receive a one-time \$500 stipend. Each year both the full-time faculty member and the adjunct instructor are invited to attend the [National Institute for Institutional and Staff Development \(NISOD\)](#) conference in Austin, Texas.

The teaching award began during the 1995-1996 academic year, with three awards per year, one full-time faculty member and two adjunct instructors ([L.E. "Dean" Stringer Award for Teaching Excellence Winners](#)). Awardees are also honored at the annual OSU-Oklahoma City Service Awards Banquet, and their photos are prominently displayed on a permanent "L. E. Dean Stringer Award for Teaching Excellence" plaque in the lobby of The Learning Center, the hub of general education and learning resources for campus. The banquet is always well attended, presenting a gala atmosphere to celebrate fellow employees' successes and enjoy their company. The 2009-2010 awards will mark the university's 15th year for this award process.

The organization provides services to support pedagogies.

OSU-Oklahoma City invests heavily in technology upgrades and support services for faculty. One means by which the institution supports quality teaching is through on-going technology upgrades in the lecture classrooms. Beginning with a Title III grant in October 2003, two classrooms in The Learning Center received new computers, new computer desks, [SMART Boards](#), ceiling-mounted projectors, instructor stations (computer, document camera, and DVD/VCR player), and ceiling-mounted sound systems. SMART Board technology, in particular, has been very useful for instructors, allowing them to demonstrate points in multiple ways, verbally and graphically, for example.

Furthermore, the ability to use live Internet connections in the class, connected to a video projector, allows instructors to bring resources into the classroom without printing hardcopy materials. This practice also demonstrates the institution's determination to incorporate green practices in everyday operations where possible. Instructors often link what they present in class to their Online Classroom and Community for later review or viewing by students who missed class.



Since 2003, 30 additional classrooms have been upgraded with similar technology (see chart below for details). OSU-Oklahoma City has also invested in a portable lab where laptop computers are available on a cart for classroom use. Additionally, existing computer labs that function as classrooms have received computer upgrades at least two times since our last self-study, and several have received teacher stations with ceiling-mounted projectors and projection screens. New labs created since 2003 (LRC 342 and BT 102, for example) and others (LRC 213, ET 134E, and LRC 100, for example) continue to be renovated.

Larger classrooms also enjoy the benefit of technology. OSU-Oklahoma City delivers courses via Cox Cable television from LRC 100. This classroom experienced substantial upgrades in 2008, including three new projection screens, new cameras, and a new instructor station with all new equipment. The room is now booked Monday through Friday from 8:30 a.m. to 8 p.m. with Fridays open for special taping sessions. Traditional classrooms have been upgraded to support faculty teaching technology preferences as well. All classroom VCR players have been replaced with DVD players, and all classrooms have Internet ports. The campus is also a wireless campus, so instructors may access the Internet via any laptop. Buildings with room upgrades with links to specific descriptions of those upgrades follow.

Agriculture Resources Center (ARC)	Business Technologies (BT)
Engineering Technologies (ET)	Human Services Education Center (HSEC)
Health Technologies (HT)	Learning Resource Center (LRC)
Public Safety Training Center (PSTC)	Other

Primary technical support for teaching is provided by [Information Services](#). This department, which reports directly to the president, provides the technical expertise necessary for modern pedagogy. It installs and maintains newer technology (such as SMART Boards, multimedia stations, computer labs), provides assistance in video recording and editing for televised classes, offers instructional design assistance for online courses, and more. Information Services also provides workshops and on-demand training for faculty members seeking to enhance their technical skills. The department also provides support for the campus network, Information Technology infrastructure, and desktop computers.

Another means of support for faculty and students is [OSU-Oklahoma City's modern library](#). Well-funded, the Library has embarked on a multi-year project to double its book collection. In addition, funds from technical fees have allowed it to support faculty and students by purchasing access to a number of electronic databases. The Library also participates in an interlibrary loan system that links all college and university libraries in Oklahoma. OSU-Oklahoma City faculty members also have the added benefit of free online access to OSU-Stillwater's library materials, particularly their scholarly periodicals.

OSU-Oklahoma City provides a variety of human support to faculty and adjunct instructors. First, there are several layers of administrative support for teachers: [lead instructors](#), [department heads](#), and [division heads](#). Lead instructors are responsible for a limited number of courses, department heads supervise one or more related programs, and division heads supervise a number of related academic programs and services. Each position ensures faculty have what they need to instruct students. The support that faculty receive from a strong administrative team is vital to their success in the classroom.

**The organization demonstrates openness to innovative practices that enhance learning.**

One of the most important examples of innovation is the Title III grant, *Building Bridges for Student Success*, which funded innovation in the areas of academic delivery and student support, including adding state of the art computer labs involving substantial equipment upgrades. Other innovative software packages were purchased for the nursing, police and fire science programs to better support their educational missions.

Title III also allowed development of community sites when the institution used the Blackboard course management system. The goal is to develop a virtual community to support all students of OSU-Oklahoma City, on campus and online, and to increase opportunities for student engagement.

Learning Communities also developed in connection with the Title III Grant, linked two or more courses together allowing students to develop student communities and become engaged in the campus. Several different designs were developed and offered over the life of the grant.

Basic Composition (ENGL 0123)
Read College Prep II (READ 0133)

Pre-algebra (MATH 0103)
Student Success (GEN 1152)

Interpreting I (ITP 2623)
Sign to Voice (ITP 2113)

English I (ENGL 1113)
American Government (POLS 1113)

Fundamentals of Nursing (NURS 1116)
Adult Nursing (NURS 1128)

Other combinations were provided, but this listing demonstrates that learning communities were offered at both the developmental and divisional level. Final reporting for the learning communities offered during the 2007-2008 academic year indicated an 8.17% increase in term-to-term persistence rates for learning community participants when compared to students in comparable non-learning community courses ([2007-2008 Learning Community Data](#)). Most indicative of the success of learning communities is the continued support they have received from academic departments after funding for the Title III grant ended and program costs were absorbed by campus resources.

Supplemental Instruction (SI), successfully introduced in conjunction with the more difficult classes offered by the institution, was based on the model created at the University of Missouri-Kansas City. It is a program designed to help students in historically difficult courses with peer-led study and review sessions. The sessions have the following characteristics.



- Open to all students in the course
- Voluntary
- Anonymous
- Led by a student who has recently demonstrated a mastery of the course who will also attend lectures regularly, thus hearing what the students are hearing.
- Designed to provide an opportunity for students to meet and study together in smaller groups.
- Designed to allow for a more open discussion of difficult concepts.

Supplemental instruction helped students complete those difficult courses successfully because students receive additional help from peer students who have been successful in those same classes. Microbiology, BIOL 2124, provides the most telling example of the positive impact supplemental instruction can have.

Recent Results for Supplemental Instruction

BIOL 2124 Microbiology - Spring 2008

	SI	Non-SI	Total	
Number Students	24	92	116	88
Number w/ Successful Outcomes (ABC)	23 (96%)	54 (59%)	77 (66%)	48 (55%)

Of 116 students enrolled in spring 2008, 24 attended at least one supplemental instruction session. Ninety-six percent of those students completed the course with an A, B, or C. Only 59% of those who did not attend supplemental instruction matched that outcome. The most telling statistic involves the entire class. The spring 2008 class had an overall successful completion rate of 66%. Spring 2006, the most recent term when no supplemental instruction was offered at all, only showed a 55% successful completion rate.

Microbiology demonstrated the most dramatic results; however, similar courses also showed improved success rates via supplemental instruction. Several faculty members continued using supplemental instruction as an aid to students after the Title III grant expired because they felt it helped students. Comments include the following from an instructor for Human Anatomy: “The supplemental instruction program has been beneficial for the anatomy students. It gave the students another place to seek help in their studies. I am in support of the program. I hope to see this program again.”

Service learning was also incorporated into a variety of courses campus wide, including business management, marketing, computer science, and victimology.

The university has an active [service learning](#) program which encourages academic projects that assist the community. Students propose service learning to faculty who guide and approve the structure and scope of the project. In the fall 2008 academic term, 64 students participated in the program completing 1,240 hours of service to the community. This is an increase from 2006 when 59 students completed 1,019.5 hours of service.



The increased participation indicates an embrace of the program by students and faculty. This program enhances learning by taking students out of the classroom and into an environment where they can both participate and observe the application of concepts and results, increasing curricular impact.

The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

As technology has changed, children have grown up with it, and it has influenced their learning habits. Students coming into college now depend more on elaborate visual aids rather than line diagrams to understand complex ideas. Delivery of instruction must keep up with the changing student populations in order for them to get the maximum benefit of their college experience.

Technology usage and adoption is continuing and increasing. There has been a substantial increase in multimedia-equipped classrooms on campus. Many faculty members use PowerPoint to present the outline of the lecture while others incorporate video into the presentation. Sixty-seven percent of all lecture and computer lab classrooms on campus have been equipped with instructor lecterns that include a computer with Internet connection, SMART Board, and a digital visualizer (replacing the overhead projector). The remaining classrooms will be upgraded as funding becomes available.

The Online Classroom and Community (OCC) has experienced incredible growth since the last accreditation visit in 2000 and expectations are that it will continue to do so. Currently, all general education courses needed for any OSU-Oklahoma City degree are available online. According to enrollment records, over 2,700 duplicated students at OSU-Oklahoma City enrolled in at least one online course for fall 2009. Often students take one online class along with two or more traditional classes in general education or their academic program.

Several courses, most notably in the social sciences, use the local cable educational access channel to deliver a number of general education courses using that medium. The Faculty Senate recently voted to embrace a standardized interactive student response system that allows for real time electronic interaction via clickers in class. Instructors in nursing and science used clickers in 2008 to the present. Nursing faculty report the clicker system is a good way to keep students involved in the classroom discussion. Questions are posted on the PowerPoint presentation, and students must respond with an answer using the clicker at that time. Responses to the questions are figured into the semester grade, so students have an incentive to attend and participate.

Current chemistry education literature indicates that successful students are continuously engaged during lecture and laboratory sessions. In response, the National Science Foundation funded the process-oriented inquiry-based learning (POGIL) project. POGIL is a research based learning environment that actively engages students in mastering course content and developing essential skills, working in self-managed teams on guided inquiry activities. The challenge is how to achieve this goal in large classes.

Two main technologies became logical choices – classroom response systems (clickers) and online homework. The classroom response system allows the instructor to post a question on the board and receive instant feedback on student understanding of the concepts taught. The OSU-Oklahoma City Science Department created an experimental class in which both technologies were utilized to be compared to a control class. Both classes were taught by the same instructor. The experimental class achieved average grades 10 percent higher than the control class. Therefore, the OSU-Oklahoma City Science Department has progressively increased the number of courses in which these technologies are used in order to increase student success.

**Faculty members actively participate in professional organizations relevant to the disciplines they teach.**

OSU-Oklahoma City faculty actively participate in professional development. The table below provides a limited sample of the many professional organizations in which full-time faculty instructors are active.

Department	Professional Organizations	Full-Time
Architecture and Construction	Licensed Architect	X
Business Administration	Oklahoma Society of Certified Public Accountants, Liaison with Educational Institutions Committee Oklahoma Society of Certified Public Accountants, Francis Tuttle Technology Center Accounting Advisory Board	X
Computer Information Systems/Information Technology/Technical Communications	Oklahoma Distance Learning Association, National Association of PhotoShop Professionals, Internet Society	X
Horticulture	Oklahoma Licensed Landscape Architects, American Society of Landscape Architects, Association of Professional Landscape Designers, Professional Land Care Network	X
Veterinary Technology	American Veterinarian Medical Association, Oklahoma Veterinarian Medical Association, Central Oklahoma Veterinarian Medical Association, Association of Veterinarian Technician Educators, No More Homeless Pets: Oklahoma	X

These organizations provide means to keep abreast of substantive changes in the various fields, stay current on new techniques for engaging and teaching, and ensure all teachers are aware of changes in the technologies applicable to their areas ([Professional Organizations](#)). The professional organizations link contains a representative list of full-time and adjunct faculty members' professional development activity in 2009.



Core Component 3c:

The Organization Creates Effective Learning Environments

OSU-Oklahoma City continuously refines and develops more effective learning environments to enhance student achievement and cultivate student learning, and currently provides a wide variety of learning environments including on-campus, online, and off-campus course delivery.

In addition to the classroom and online instruction experiences, OSU-Oklahoma City, a technical institution, creates unique learning environments to meet the needs of its various student populations. From the Phonic Ear Loop system available for classroom use by students with hearing disabilities to role-playing scenarios developed to give crime victim survivor majors in-the-moment experience, OSU-Oklahoma City excels at providing students hands-on, reality-based learning environments that require them to apply what they learn and experience the results.

Students also have at their disposal open computer labs with tutors, a Cyber Café, the Library, and a student lounge for study opportunities. They enhance their learning as they get involved in service learning projects, take credit and non-credit seminars and participate in learning communities and internship opportunities. For leisure, they go to the cafeteria, participate in Student Life activities for students and families, study abroad, get involved in student organizations, and use the Wellness Center – learning to expand their lives and thrive in this new community, knowledge and skills that will help them adapt in the future.

Effective learning environments have four main characteristics. The environment is learner centered, knowledge centered, assessment centered, and community centered. Effective learning environments are created both inside and outside of the classroom. Specific examples of OSU-Oklahoma City learning environments and resources that support student learning are discussed in this core component.

Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

Institutional assessment is accomplished in two ways. First, general education competencies such as reading, math, writing, and critical thinking skills are assessed through surveys and coursework in students' academic programs. Faculty use both direct and indirect methods to ascertain student achievement of program outcomes. Assessment feedback from both methods is evaluated and leads to changes instituted by faculty and campus administration to improve classroom instruction and student learning.

An excellent illustration of the assessment process in action occurs in the Health Services Division in the nurse science area. The Nursing Department uses assessment data to improve curriculum, teaching strategies, instructional resources, and students services, recognizing that learning occurs within society and the environment (total setting in which life and behavior occur).



Example: Learning Environment and Assessment in Nursing, A.A.S

The faculty believes that nursing education should be augmented by knowledge derived from courses in general education, physical, biological and psychosocial sciences. Faculty also recognize a responsibility to patients. Learning activities are planned and provided that promote student growth and incorporate client safety through adherence to established standards of practice. The curriculum facilitates a holistic approach to nursing practice and education, providing the knowledge base, experience and critical thinking opportunities necessary to become a safe practitioner.

In Fundamentals of Nursing students have two hours a week of scheduled skills laboratory (See [Health Services Learning Environments](#) for more illustrations). Each student is also provided with an additional four hours per week of non-mandatory laboratory attendance, so they may receive additional faculty instruction.

The faculty note students who attend this non-mandatory laboratory experience are better prepared to begin care of clinical patients immediately upon arriving in the clinical area. Student success is attributed to the addition of the adjunct faculty and the fact that there are more faculty available to work individually with students.

Beginning nursing students have little to no knowledge of patient care needs and how nurses meet these needs. Students must be prepared quickly for patient care; thus, classroom laboratory content begins with basic assessment skills (vital signs, beginning physical assessment, patient safety, restraints, and so forth). Incorporated with each laboratory, students demonstrate theory and skills related to the topic being presented. A variety of techniques ranging from model and human simulations to hands-on experience of equipment are used in teaching students.

Evaluation of the skill laboratory portion of Fundamentals is obtained in several ways: student evaluation of the course (conducted each semester), input from successive nursing courses, recommendations from nursing curriculum focus committee, clinical site NESAs (Nursing Educators and Service Administrators) evaluations, and from the OSU-Oklahoma City Nurse Science Advisory Committee.

Based on student evaluations from spring 2007, faculty developed a physical assessment video. This video is now placed on the Online College Community, so the students can access and watch this video as often as they feel the need before performing their first physical assessment. Students from fall 2007 stated that these videos greatly enhanced their comfort level in combining history taking along with the skills of physical assessment. The Fundamentals Team has also developed two other videos, sterile dressing changes and catheterization of both male and female, to assist the students.

Classrooms, skills laboratories, and interactive television are all available on campus. Along with these traditional settings, the nursing program offers other learning environments/opportunities which include:

- use of computer programs, Internet and online instruction.
- use of simulation technology to ensure essential learning.
- use of clinical facilities in the Oklahoma City area which include hospitals, clinics, out-patient facilities.
- ongoing continuing education outside of required classroom activities i.e., Margaret Brock Lectureship, student nursing conferences.
- individually designed remediation programs for at-risk students <http://www.osuokc.edu/is/>.
- use of educational resources for preparation to achieve success on the RN licensure exam.
- participation in off-campus, service learning activities.



Nurse Science faculty members are constantly appraising quality of educational experiences. Classroom and clinical experiences, computer software, curriculum content and progression are just a few of the areas under continuing scrutiny. Input is derived from student and faculty evaluations and through input from department committees and the Nurse Science Advisory Committee.

Results of graduate and employer surveys are also important in the review process. Because many faculty members are employed actively in nursing practice, the curriculum is carefully evaluated for its ability to prepare graduates for current practice. Changes in manner of content presentation are made on an ongoing basis in order to facilitate better student learning and outcome. The department collects satisfaction data from both graduates and employers.

Curriculum Evaluation:

The National Council Licensure Examination (NCLEX-RN) results are evaluated by graduating class.

During the fiscal years 2004 and 2005, the nursing program pass rate on the NCLEX declined. The pass rate for 2004 was 86.36 for the OSU-Oklahoma City campus and 100% for the Goodwell Campus. The pass rate for 2005 was 83.68 for the OKC campus and 81.81 for the Goodwell Campus. With the exception of the 2005 pass rate for the Goodwell campus, these pass rates were below state and national pass rates.

An NCLEX-RN Task force was formed and the nursing faculty compared the curriculum with the NCLEX-RN Examination Detailed Test Plan for the National Council Licensure Examination for Registered Nurses. The results of the comparison and analysis were that there were no major differences between the NCLEX-RN test plan and the nursing curriculum.

The NCLEX-RN pass rate steadily increased since 2005 and in May 2006 the OSU-Oklahoma City nursing program achieved a 100% pass rate. However, the pass rates for 2007 (82%) and 2008 decreased. The OSU-Oklahoma City results were 83.58 and the OPSU campus 100% pass rate compared with a national and state pass rate of 86.73% and 85.65% respectively. Nursing faculty have been evaluating the cause of this decline and implementing strategies to increase the pass rate to above state and national levels. These efforts are working since the pass rates for 2008-2009 are above 90%.

Other activities in this division include continual curriculum review to eliminate duplication and improve the time spent on task. They also look at the ways in which student performance on the HESI exam can be improved.

Retention Activities

Nursing faculty monitor, evaluate, and implement strategies to reduce student attrition on the Oklahoma City and Goodwell campuses. Admission information sessions are continually refined to raise students' awareness of curriculum and time expectations of the program. Applicant pool data is examined to attempt to identify students who may be at-risk. Each teaching team has initiated focused counseling activities for each student who fails an examination or otherwise demonstrates unsatisfactory performance. The Nursing Admissions Committee increased its role by adding retention to its title and actions.



In 2007, the OPSU interactive nursing program (ITV) was converted to an online nursing program in an effort to increase student retention. Graduation of the first online class will occur December 2009. Faculty are evaluating the effectiveness of this program; however, the graduation rate has increased from 35% in 2006 to a projected graduation rate of 53% for the 2009 graduating class, so the change appears successful.

During the 2006-2007 academic years, attrition for the OSU-Oklahoma City nursing program was 22%. As students progress in the nursing program, attrition increases for the last two nursing courses, Maternal-Child Nursing and Advanced Nursing. Attrition for Maternal-Child Nursing for 2006, 2007 and 2008 was 8%, 8%, and 12.5% respectively. Advanced Nursing attrition for the same years was 8%, 17% and 10%. In response to this attrition, faculty for each teaching team developed remediation plans for at-risk students. "At risk" was identified as any student who met the following criteria:

- repeated a nursing semester as a result of withdrawing with a failing grade
- cumulative test score in a prior course was <80%
- scored < 77% - 80% on first unit examination
- course grade average falls below 77 – 80% at any time during the semester
- LPN/Paramedic/Transfer students

During the 2006-2008 academic years, the faculty reviewed commercial student tutorial and remediation products and a learning system was selected to help facilitate student success in nursing courses. There is a 2.5% decline in Advanced Nursing attrition in 2008-2009, but evaluation of remediation plans continues.

The Nurse Science Department provides an excellent example, using assessment results to improve curriculum, teaching strategies, instructional resources, and retention. Data is collected regularly, documented, shared with students, and used to make improvements in order to produce the kinds of students the Nurse Science faculty desire: highly skilled, professional nurses capable of delivering first-rate care to a deserving public.

The organization provides an environment that supports all learners and respects the diversity they bring.

OSU-Oklahoma City creates a welcoming campus that supports the rights of individuals and reflects respect for diverse cultures, backgrounds and ideas. The goal of the university is to provide services and programs that promote understanding, appreciation and tolerance of diverse cultures.

Committed to creating a dynamic learning environment that enhances the development of the whole student, OSU-Oklahoma City offers students a wide range of social, recreational, cultural and civic activities. [Student Life](#) works closely with student organizations, providing guidance and information concerning student organization constitutions, by-laws, membership and issues concerning college policy. The university catalog and website provide contact information and a brief overview of each club.

OSU-Oklahoma City also offers a number of support services that celebrate the diversity students bring to campus. Some of those services include, but are not limited to, the following.



- [Student Support Services](#) This goal of this TRIO program is retention and graduation for eligible students (first-generation, financially disadvantaged, students with disabilities).
- Developmental Studies Department offers courses, with tutoring and supplemental instruction for learning community courses, for students with varying levels of academic readiness.
- Hispanic student liaison provides one-on-one counseling and advisement to all prospective students with emphasis on Spanish-speaking students and their families.
- International advisor has expanded recruitment efforts to the international student population to increase retention.
- OSU-Oklahoma City provides information about the college and programs in Spanish on the web site – www.osuokc.edu/espanol/.
- The campus has initiated special retention activities with diversity in mind:
 - Martin Luther King, Jr. Day programs
 - Hispanic Heritage Week
 - Native American Heritage Week
 - African American Week
 - Salsa Night
 - International Bazaar
- Retention counselors hold mid-term checks/visits with at-risk students.
- Proactive Advisors contact students marked as at-risk for failure in class. Students receive early alert letters, phone calls, and emails.
- A newsletter specific to the international student population is generated at least once a semester.
- International and non-traditional student orientations are scheduled prior to the beginning of each semester.
- Academic advisors have areas of expertise that enable them to work effectively with specific populations of students.
- Scholarships exist for at-risk students.
- New student orientation is held at the beginning of the academic year to promote student engagement from the first campus experience.

Advising systems focus on student learning, including the mastery of skills required for academic success.

OSU-Oklahoma City advising systems focus on student learning, including the mastery of skills required for academic success. A centralized advisement system for first semester students is on the first floor of the Student Center. Advisors review prospective students' transcripts and evaluate the need for remedial coursework to insure mastery of skills required for academic success.

After their first semester at OSU-Oklahoma City, students have several options for enrollment: enrolling by phone, receiving advisement and enrollment through the appropriate division according to their major, or continuing with centralized enrollment in Student Services. Generally, academic advisement is provided by professional advisors and faculty. This ensures that the student is on the proper degree track and is taking courses that lead to graduation.



Online advisement is available via email between academic advisors and students. The Advisement Center web page links to advisors' email addresses. The university website also identifies specific program advisors in each of the academic divisions providing students with access to on-campus, email and phone advisement. Information regarding students with disabilities and access to services is also listed on the university website. This allows students, prospective students, and parents to learn about the campus, programs and services before they arrive, viewing the information whenever and as often as they like. Information and online forms allow students to complete more of the enrollment process from the comfort of their home or business, with fewer trips to the campus.

Student development programs support learning throughout the student's experience regardless of the location of the student.

Responding to the enrollment increase, OSU-Oklahoma City is enhancing resources available to students, improving technology, and enabling the campus to create an effective learning environment for both on-campus and online students. Changes include expansion in The Learning Resource Center, the Library, and the Technology Support Center.

[The Learning Center](#) (TLC) has increased the number of tutors available to students. The Learning Center provides tutoring in all levels of math (developmental, college algebra, trigonometry, and calculus), chemistry, physics, and English. In the past, nursing tutoring was offered, but it was challenging to locate and keep nursing students willing to tutor. One of five certified learning centers in Oklahoma and one of 750 mostly in the United States ([ITPC Current Certification](#)), The Learning Center is certified to train tutors and grant tutor certification through the College Reading and Learning Association.

Average Number of TLC Tutors*			
Year	Summer	Fall	Spring
2005-06	13	13	11
2006-07	11	15	8
2007-08	13	13	11
2008-09		17	11
2009-10	10	12	

*Average number of tutors does not reflect the number of subjects covered or the number of hours available to students. For example, one semester TLC may have a different tutor for each subject, but the next semester one tutor may be qualified to tutor in multiple subjects.

Generally, TLC has been able to support anatomy and physiology tutoring since many tutors can tutor multiple science subjects. Reading and study skills issues usually fall to the English tutor, as do psychology and sociology. In 2000 (to present) ASL (American Sign Language) tutoring was added, and in 2005-06 the lead tutor full-time position was added. By fall 06-07 a Spanish tutor (who also tutored in accounting), and in spring 2006 (to present), an accounting tutor was added. These changes provide students with more access to tutors and technical assistance.



The Learning Resource Center also offers computer-assisted instruction in most academic areas. Currently online students receive tutoring and assistance (concerning course content topics) from their online instructor.

[OSU-Oklahoma City's Library](#) (discussed in greater detail in **Criterion 5**) continues to grow and assist students. The OSU-Oklahoma City Library meets the needs of students pursuing online and on-campus holdings with an up-to-date book collection focused on the programs offered. Subscribing to approximately 200 periodicals and providing electronic access to well over 5,000 journal and magazine titles, the Library has increased its holdings since the last self-study from 14,000 volumes in 2000 to just over 26,000 volumes ([Library Materials and Support](#)). Furthermore, the Library expanded its floor space in 2006 to accommodate the growth in holdings.

Additionally, the Library provides access to virtually any book or periodical students may want or need either through Interlibrary Loan with the [Edmond Low Library in OSU-Stillwater](#) or through the Oklahoma Council of Academic Library Director's [OKShare program](#) that connects OSU-Oklahoma City with every library in the state of Oklahoma. OKShare provides students with circulation privileges and access to almost every academic library in the state of Oklahoma. Cooperative agreements between OSU-Oklahoma City, OSU-Stillwater and the OKShare program save OSU-Oklahoma City hundreds of thousands of dollars and provide students with quick access to materials.

As part of their classes, over 1,500 students (particularly in the areas of English, Speech, and Student Success Strategies) receive library instruction. This includes a tour of the facility, followed by a specific, research-oriented session teaching them how to use databases and other library resources. The reference desk and e-mail reference assist with over 15,000 questions per year. Door counts for the library are over 90,000 entrances per year. Books circulated and renewed total over 15,000 annually. No matter where students are located, their academic experience may be enhanced by OSU-Oklahoma City's Library.

The organization employs, when appropriate, new technologies that enhance effective learning environments for students.

- OSU-Oklahoma City offers a wide variety of technological support to enhance students' academic experiences. On-campus courses are taught in a variety of teaching environments.
- lecture classrooms (TV/VCR/DVD equipped, Internet portal)
- multimedia lecture classrooms (includes instructor computer, projector, and document camera)
- Smart classrooms (53)
 - SMART Board equipped rooms = 14
 - SMART Symposium equipped rooms = 29
 - SMART Airliner equipped rooms = 10
- laboratory classrooms (include art, computer, computer-aided drafting, nursing, horticulture, veterinary technology, emergency medical technology, sign language, and science)
- hybrid courses – courses that provide students a mix of classroom lecture activities and online instruction.
- Cox Cable (local cable television provider) classes



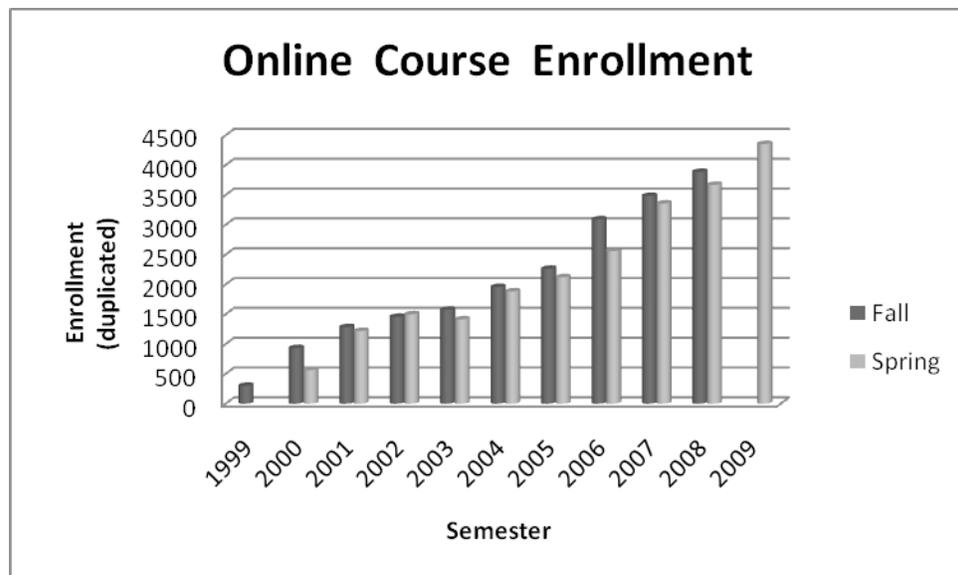
Online courses have had a substantial impact on enrollment at OSU-Oklahoma City. Since online delivery began in the fall of 1999, online enrollment has dramatically increased.

OSU-Oklahoma City Internet Course Statistics

Year	Summer Enrollment	Fall Enrollment	Spring Enrollment
1999		300	
2000	565	932	565
2001	1219	1283	1219
2002	1498	1456	1498
2003	1413	1576	1413
2004	1882	1956	1882
2005	2120	2261	2120
2006	2559	3090	2559
2007	3356	3482	3356
2008	3769	3886	3,669
2009	1707	2703	4,354

Data derived from Office of Institutional Effectiveness

The Online Course Enrollment chart, shown below, dramatically presents the rapid growth of online enrollment.





OSU-Oklahoma City has instituted a number of changes to help support the online learning environment. These changes include, but are not limited to, the following:

- The campus moved from Lotus Notes to Microsoft Outlook, in part due to the increase in faculty email traffic resulting from online courses. The Lotus Notes version in use was not able to reliably handle the number of emails coming to faculty from students. Microsoft Outlook handles the increase in email traffic, and it is also the software of choice in the community.
- The online course delivery system has changed due to the growth in online enrollment and use for on-campus courses. OSU-Oklahoma City originally began with the WebCT system, moved to Blackboard and is currently using Desire2Learn. The Oklahoma State University System began using Desire2Learn in August 2006. Students now have smoother transitions when taking online classes at different campuses, and all students now have access to the OSU-Stillwater helpdesk for online assistance. The Stillwater helpdesk provides expanded hours and assistance in addition to the OSU-Oklahoma City help desk hours. In addition, since the online course system is hosted on the Stillwater network, giving students access to the Stillwater helpdesk reduces the turnaround time for solutions to technical problems.
- Instructors are offered tutorials in instructional technology such as podcasting, streaming video, mediated-learning programs, and “Go to Meeting” to make their online courses more centered on student learning rather than simply a vehicle for the delivery of content.
- Many on-campus courses now use Desire2Learn sites for student grades and to make course documents available to students. The use of Desire2Learn websites for class information and student grades means that students taking courses on-campus can have access to documents and handouts for class, as well as their grades, at their convenience. Students can view and print their class syllabus / handouts and review their grades from home 24 hours a day seven days a week. All of these changes allow the students more time for their course work and a more ‘user friendly’ educational environment.

Online programs and courses require full and equal online access for all students to the resources necessary for success in college life. Currently, students online can submit an application for admission, check grades, seek academic counseling (saving students a trip to campus), receive online tutoring, access course and library materials, pay their OSU-Oklahoma City bills, and even order textbooks. The OSU-Oklahoma City catalog is available on the campus website and students receive information about campus events and activities via the website homepage.

Computer lab access is provided to students in the Learning Resource Center (72 computers). Students there may complete homework on the computer, check their email, work on online courses and receive tutoring. The following table lists the computers utilized by students in campus labs, classrooms, and the Library.



OSU-Oklahoma City Computer Holdings

Building	Room	# of Computers
Business Technologies	Portable laptop cart	30
	102	31
	103	41
	105	41
	200A	21
	200B	21
	201E	21
	201W	21
	202	21
	204	14
	205	33 (A+ lab)
Engineering Technologies	108	3
	110	10
	203	16
	316	21
Human Services Education Center	Portable laptop cart	30
Health Services	Portable laptop cart	30
Learning Resource Center	Library	20
	Library	17 laptops
	200	30
	219	6
	200	71 (open computer lab)
	211	21
	300	30
342	26	
Horticulture		6
Cyber Café	SC	7
Testing & Assessment Center	SC	32
Upward Bound		10

*Data provided from OSU-Oklahoma City
SharePoint Technology Resources web site.*

OSU-Oklahoma City strives to create a learning environment that is supportive of the diverse needs of students and the community. Improvements have been made to the physical campus and the structures that support student learning, such as assessment, technology infrastructure, and curriculum.



Core Component 3d:

The organization's learning resources support student learning and effective teaching.

Effectively utilizing resources to facilitate and support student learning and teaching is a high priority at OSU-Oklahoma City. The institution strategic plan, mission documents, publications, and instructional practices bear out the philosophy that effective teaching and learning must be adequately supported by human, physical, and financial resources.

The organization ensures access to the resources necessary to support learning and teaching.

OSU-Oklahoma City takes its mission to prepare students seriously. In doing so, the campus offers a wide variety of services to help students achieve their educational goals.

- Proactive advisors help teachers reach students who are not performing to their potential. By contacting them through phone calls or emails, advisors ascertain what other available services on campus may help retain the students and help them achieve their goals.
- Follett Higher Education Group serves as the OSU-Oklahoma City Bookstore. Students who receive financial aid are able to charge their books before the semester begins which ensures a more stable academic start to the semester.
- OSU-Oklahoma City adopted an [Instructional Materials Policy](#) in 2008 pursuant to 70 O.S., Section 3218.8 which essentially requires colleges and universities to provide the greatest access to textbooks at the least cost to students.
- Information Services supports learning and teaching through an office/studio facility, the Technology Support Center, and technical assistance staffing. The office/studio is equipped with several computers to supports both walk-up and distance education students. The department also offers a faculty resource area, allowing faculty to get training or work on their various materials associated with classes across the campus. In addition, IS supports all computer labs, servicing or replacing technology such as computers and printers. The Technology Support Center is available 90.5 hours per week, in person or by phone, assisting students, staff, and faculty with any technical support questions.
- The Learning Center supports student learning by providing service and support 75 hours per week (weekends included). In addition, it has 72 computers and three duplexing black and white printers and one duplexing color laser.
- The Library ensures access by opening its doors 73 hours per week and has many resources that support teaching and learning, including 26 computers available for research connected to three laser printers. There are 16 laptop computers for student use with access to the Microsoft Office Suite, and WiFi Internet access and WiFi access is available to students with their own laptops. There are also two public access photocopiers available for student use and the Library can also provide color prints and overheads as requested.



- The Testing Assessment Center facilitates both teaching and learning, guaranteeing resource availability to all students, staff, faculty, and community members Monday through Friday with hours on Saturdays before fall and spring enrollment dates, and extended hours to 7:30 p.m. during heavy enrollment periods. To serve their constituents, the staff includes a full-time director, two full-time assistants, two half-time assistants, and a work study position.
- Degree programs such as [nursing](#), [echocardiography](#), [vascular technology](#), [veterinary technology](#), [emergency medical technician](#), and the Bachelor of Technology-Emergency Responder Administration program all provide access to clinical sites.
- Programs such as Police Science and Firefighter I bring experts to campus to offer certification in areas of specialty such as radar and field sobriety testing. Firefighter I students participate in live burns, second-story entry exercises, and receive flashover training from experts at the Edmond Fire Department ([Police Science and Firefighter I Training](#)).

One necessary ingredient to a teaching and learning environment is safety and OSU-Oklahoma City believes safety is paramount. To secure the campus, security guards patrol the campus 24 hours daily, and surveillance cameras were installed in 2008. Additional lighting was also installed in the parking lots and on the sides of buildings. The Security Office is accessible to students and faculty both because it is centrally located on the first floor of the Business Technology building and because anyone can reach a security officer by dialing 945-9111. The officers carry an emergency phone on them at all times.

In addition, a central phone system with voice message broadcasting capabilities was installed in all classrooms and offices in 2008. The phones will dial the security office and 911, but they cannot receive calls. Individual buttons will also automatically dial areas on campus such as Information Services for technical support if technology fails during class, and an instructor needs help. Due to this new system, the instructor no longer needs to leave class to search for assistance.

The organization evaluates the use of its learning resources to enhance student learning and effective teaching.

Information Services uses several tools to help track the number of visitors and calls to the area. One of the primary ways IS tracks overall numbers is through the OSU-System's help desk system "CSupport" which enables support technicians to create tickets for each visitor helped and also tracks the status of the ticket through the system. Personnel can see how long tickets are open, how many have been opened per user, and also help identify key areas where it can offer training to reduce the number of tickets received. Currently, Information Services is working on satisfaction surveys which will be sent out to a representative population of the campus. Information Services will be polling students, faculty, and staff on its ability to support both student learning and effective teaching.

The Learning Center evaluates itself through two different mechanisms. First, through the Accutrack system, the staff can track student head count as well as total number of visits and hours worked in any time/date range set. In addition, the system is able to track the areas of use or the tutors or areas requested. Second, student satisfaction surveys are completed throughout the semester at four-week intervals to get feedback.



The Library evaluates its learning resources through an annual survey of students. The [2009 Library Survey](#) indicates students' overall satisfaction with the library and its services. Faculty is also surveyed concerning the quality and relevance of the library instruction offered by the Library staff. Additionally, door counts are kept to track Library use. Door counts kept for the Library since Fiscal Year 2000 show numbers have increased from 72,398 to 100,658 in Fiscal Year 2008. Finally, circulation counts and reference statistics are kept to determine usage for future reference in purchasing decisions. Also, reference questions have grown from 5,998 in Fiscal Year 2004 to 8,317 in Fiscal Year 2008, which suggests that librarians are doing a better job of helping students use the Library.



The Testing and Assessment Center evaluates the use of the resources by properly signing in all test takers and test providers for quality assurance measures and accountability. Each signage mark shows which test was issued. The number of tests and assessments given in 2001 totaled 7,783 and grew to 11,985 in 2007. The signage system is integrated with the W-drive on campus to account for all tests and assessments given, and the system lets Testing Center employees know testing patterns, so they can plan for coverage to serve the student population.

Learning resources are reviewed for relevance to contemporary nursing and sonography practice. Outdated learning resources are replaced or updated. The online remediation program "Meds Publishing" was replaced and students will begin utilizing the Elsevier Online Remediation Program. The Elsevier program more effectively meets the student learning needs and includes a midlevel assessment as well as case studies and comprehensive student remediation.

At the end of the Crime Victim/Survivor Services practicum experiences, students submit journals of their daily experiences and a reflection paper which explores their experiences in terms of what they learned, how they felt, and what they would change. Students also provide a site evaluation at the end of the practicum. Instructors use this information to make changes in curriculum and teaching practices.

Bachelor of Technology-Emergency Responder Administration (BT) students also submit journals and a final paper at the end of their extensive practicum experience, which documents their experiences, issues or problems that have surfaced in their practicum in three different areas of emergency management, and analyzes what could improve emergency services' processes. Site supervisors are able to submit evaluations of students, and the BT department head is able to make changes to the curriculum based on all feedback received.

The organization regularly assesses the effectiveness of its learning resources to support learning and teaching.

The effectiveness of proactive advising is measured, in part, by the number of positive contacts made with students where students return to class and successfully complete the course in which they have been flagged as being at-risk for failure. The coordinator for Retention and Assessment also conducts retention and persistence studies of cohorts of students to assess the effectiveness of these advising efforts. This effort began as part of a Title III grant, Academic Warning System (AWS) program in 2006, which the university retained because the data is used to help instructors better serve students ([AWS 2008](#); [AWS 2009](#)).



The OSU-Oklahoma City Bookstore has not had formal evaluation processes until 2009. By order of the campus president, the Textbook Advisory Committee will conduct at least one annual review of performance. The Textbook Advisory Committee was created in spring 2006 to address performance issues regarding customer service and textbook availability. Concerns from the past 10 years include having enough textbooks on the shelves the first day of class, buy-back policies, and faculty in-put in quantity of textbooks ordered. In 2009, new management for the Bookstore was hired and is working with the committee on performance standards and processes by which the Bookstore may be evaluated for excellence.

Information Services evaluates its effectiveness in supporting educational activity by examining its processes. Management hopes to shorten response time to helpdesk tickets and expedite response time to problems by documenting weekly activity and the designated responsible party ([AT Weekly Report](#)).

The Learning Center regularly assesses itself by administering surveys at 4, 8, 12, and 15 weeks to gauge student satisfaction and improvements needed. To receive and maintain College Reading and Learning Association certification, tutors are evaluated each semester by the TLC director.

In the Library, student and faculty surveys are evaluated and changes are made in order to meet the needs of Library users. Also, individual comments and observation of student use are taken into consideration when making decisions on the effectiveness of learning resources. From these tools, decisions about the selection of books, journals, and databases are made to support Library user needs.

The Testing and Assessment Center assesses the effectiveness of its resources by implementing an Observation Room. Staff members can watch individuals in each of the rooms to assure testing fairness, accuracy in disbursement of materials, and facilities maintenance. In addition, evaluation cards are available at the main signage/information desk to provide input and feedback of services provided.

The effectiveness of campus learning resources in the Health Services Division are evaluated partially through student evaluations. Input from these evaluations is used to guide curriculum decisions. Students requested an online capstone course "Trends and Issues in Nursing" because of their schedules and time commitment in completing the course. This request was discussed in the Nursing Curriculum Committee and faculty voted to change the delivery format from live to online for this course. A clinical evaluation tool is used for weekly evaluation and assessment of nursing and sonography students in the clinical setting.

Students are given unit examinations to assess and evaluate their learning in the classroom. National licensure exams administered after graduation assist in the evaluation of student learning after completing the program. National pass rate results are used to guide decisions related to curriculum changes or revisions.

In the Crime Victim/Survivor Services program, students' site evaluations are designed to provide more specific information about their experiences within the placement agency. These evaluations are used to determine whether or not to continue recommending future practicum placement within those agencies ([Site Evaluation Form](#)).

The BT department head chooses the practicum sites and allows students to make recommendations for alternative sites pending his approval. Approved sites include experienced offices of emergency management such as Oklahoma City Emergency Management, Oklahoma County Emergency Management, Oklahoma State Fire Marshall, and the Oklahoma City Fire Department. All of these agencies are quite reputable, and are internally and externally evaluated for excellence.

**The organization supports students, staff, and faculty in using technology effectively.**

The university helps support students, faculty, and staff use technology effectively. The Technology Support Center promotes both the support and training services provided by the university. In addition to TSC, the university sponsors various training events, such as Office 2007 in 2008. Training is offered in one-on-one sessions, group training events, or even specialized focus groups. For example, training events are conducted during [in-service week](#) for the faculty while at the same time students are learning how to use the online system in their various orientations.

The Learning Resource Center building supports students, faculty, and staff by providing space filled with technology. The Learning Center on the second floor of the building is the main campus computer lab includes two completely equipped classrooms with projectors and multimedia capability, a scanner for student use and one more classroom in the development stage.

A librarian is available 61 hours per week for more complete reference assistance in the OSU-Oklahoma City Library. The librarians offer assistance via e-mail for patrons who cannot come to the Library. Other Library staff offer library instruction to the entire campus, either in the Library itself or in the classroom. Electronic databases are available to students with Internet access 24/7 via [EZProxy](#).

The organization provides effective staffing and support for its learning resources.

OSU-Oklahoma City recognizes that part of students' successful educational experience is supported both by quality faculty and ample learning resources. The creation of the TSC added 90 extra service hours for students, faculty, and staff. The university also approved two additional/upgraded staff positions to 40 hours to ensure adequate staffing.

Efficient staffing and support in the Library is demonstrated as follows: The Library provides at least one librarian with a master's degree in library science available for reference assistance for 61 of the 73 hours the Library is open. During open hours, there are at least two staff members available to provide basic reference assistance. All Library staff is provided with continuing education opportunities, either through the attendance at conferences, workshops, or webinars.

Additional staffing is needed to improve the quality and quantity of services in the Career Resource Center. Currently the director must devote 50% of the work schedule to other duties such as assigning and managing a federal workstudy program, so, in effect, the director's job is only part time. One part-time work study student provides some minimal support. To improve effectiveness, additional trained staff members are needed.

The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

Information Services partners with various groups across the country to improve student learning and promote effective teaching. One of the primary partnerships is the relationship with the Institute for Teaching and Learning Excellence at OSU-Stillwater. Four other key partnerships are the university's membership in the Oklahoma Distance Learning Association (ODLA), OKC-Educational Television Consortium, Instructional Technology Council, and InfoComm International.



Student Support Services (SSS) enables partnerships and innovations by developing activities and programs that can be coordinated to benefit other campus departments. Examples include developing/coordinating workshops in computer skills/time management skills with Project Reach (state grant program working with DHS clients), Second Chance (low-income single parent students), Upward Bound (low-income and first generation high school students seeking college educations), and Talent Search (low-income and first generation junior high and senior high school students seeking higher education).

These partnerships build bridges between traditionally underserved populations and higher education, which gives these students chances for a better life they may otherwise not have. All Student Support Services staff members are supported through on-going classroom training to acquire the latest skills in technology. All students are supported in technology training through on-going workshops or one-on-one training from the SSS administrative and technical assistant, who has an associate's degree in computer technology.

Similarly, The Learning Center's partnerships are in place with Oklahoma Department of Human Services (OKDHS) for projects REACH and REACH4Work. Both of these campus programs work with TANF (Temporary Aid for Needy Families) recipients to give them the skills necessary for self-sufficiency. The TLC director serves on the advisory board for the Oklahoma State Regents for Higher Education's Single Mother Academic Resource Team to gather information for ways that all colleges in the state can assist these students in being successful.

The Library is involved in a variety of partnerships that enhance student learning. Through its relationship with OSU-Stillwater, the Library is able to provide access to the OSU high-end, online library system and access to several databases (including the ProQuest databases) at a greatly reduced cost.

A recent agreement with the Oklahoma City Memorial Institute for the Prevention of Terrorism (MIPT) has allowed the campus Bachelor of Technology-Emergency Responder Administration students access to the MIPT collections and brought MIPT librarians to the campus to teach the BT-ERA students how to access MIPT online information.

The OSU-Oklahoma City Library also has access to Newsbank and PsycInfo at a reduced cost because it is a member of the Oklahoma Council of Academic Library Directors. Through this organization, the OKShare card gives OSU-Oklahoma City privileges at virtually every academic library in Oklahoma at no cost. Library membership in Online Computer Library Center (OCLC) and AMIGOS, a library cooperative, gives the Library access to tools for cataloging and interlibrary loan at reduced rates.

Having access to OSU-Stillwater library resources and having free access to other state and local libraries through the OK-Share card program is a great advantage for students, faculty, and staff. No library can have material on every subject. These resources open the doors of possibility, so students, teachers, and life-long learners in the community can pursue their own interests without borders.

Finally, the Testing and Assessment Center encourages and enables partnerships that embrace student learning and teaching effectiveness. Through the years it has developed partnerships with key industries to provide state and national testing in CNA (certified nursing assistant), NICET (national engineering certification), ACT (national and local testing), MPRE (national testing for lawyers), TOEFL (testing for those with English as their second language), and GED (Oklahoma Department of Education Testing).

**Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization.**

All budgeting priorities are reflected in the Agency Strategic Plan. During FY09, the Information Services Department has been funded to upgrade or replace equipment in over 20 classrooms. The budget for Information Services has increased since the last NCA visit. In 2000, OSU-Oklahoma City funded Information Services with \$10,130.00 to support the purchase of new technology, equipment replacements, and miscellaneous items (projector bulbs, cleaning supplies, etc).

In 2004, the budget was actually reduced to \$9,015 before being increased to nearly \$22,360 in 2006. Since then, the department's budget has increased to \$42,160 to support both the purchase of new technology and maintenance of over 60 high tech rooms on campus. Despite the increase in 2006, the department has not seen growth in the allotted budget since FY07. The growth of room renovations and equipment support, however, has doubled in the past three years. All of these budget increases for classroom improvement demonstrate the institution's emphasis on improving teaching and learning.

Student Support Services' budgeting priorities are currently reflected by providing large lab space, 12 computer stations, TV/VCR station, educational CD's/tapes, educational materials, two printers, and fax access. They also provide for 40 combined hours of tutoring services each week. Similarly, Cooperative Alliance Services' budgeting priorities are addressed and met through the Perkins Grant Fund.

The Learning Center's budgeting priorities are demonstrated through (1) total carpet replacement in 2007, (2) update and expansion of student use area in 2008 (exceeded \$100,000), (3) replacement of 72 monitors with new larger flat screen monitors, (4) total furniture replacement in the lab area, and (5) office furniture upgrade for entire staff housed in TLC. This lab has become the main open lab on campus. While student can go there for independent study or tutoring, there is also a separate facility within the lab for math and nursing students. This lab is reserved for advanced classes where class instruction occurs and students learn by individual or group practice.

Since the last NCA visit, the Library budget has increased and the Library has expanded over 1,400 square feet to accommodate journals and magazines. This additional space allowed for doubling the amount of shelving available for books. Also, the Library doubled its book collection. Computers, laptops, printers, televisions, and video equipment are now on a three- or four-year rotation for replacement or upgrade. Plans have been made for a smart group study room, which will provide a big screen LCD monitor with the capability of playing video or connecting multiple laptops with WiFi and Internet access for group projects. The Library is also scheduled for a major remodeling, which will replace the carpeting, all of the library furniture, and most of the Library book shelving.

Three other areas where budget allocations show institutional support of effective teaching and student learning include the Testing and Assessment Center, Student Support Services, and Cooperative Alliance Services. Testing and Assessment Center budgeting priorities have expanded greatly through the years including: (1) the expansion of 18 computers in 2001 to 33 computers in 2008, (2) moving from one testing room to three individual testing rooms to address three unique testing needs at one time, (3) adding an observation room, (4) the addition of security cameras, (5) adding an ADA accommodation machine, (6) a scanner, and (7) additional budget dollars. All these priorities have been added to effectively support student learning and effective teaching.



Conclusion

The high priority this institution places on learning resource support of student learning and effective teaching are evident in the amount of fiscal and human resources devoted to these areas. Technology has been a clear focus with improvements made in all of the learning resource support areas. The creation of the Technology Support Center and the Career Resource Center has greatly improved the resources available to students and faculty. The renovation of The Learning Center greatly increased the quality of the services it is able to provide, and the proposed renovations to the Library show the commitment of the institution to providing the students and faculty with the best possible facilities to support learning.

Though much has been done in support of learning resources more still can be accomplished. The proposed renovation of the Library needs to be completed, the Career Resources Center could use more staffing to make it more effective, and long range planning needs to ensure technological advances are maintained and updated in a timely manner. All of the learning resource support areas need to continue to improve upon the way they assess what they are doing and how they can use these assessments to improve the services they provide.

Overall, the institution has placed a great deal of emphasis on providing the learning resources support that students need for learning and that faculty need for effective teaching, and the various areas have done an outstanding job of meeting the needs of students and faculty.



Criterion 3:

Strengths, Challenges, and Recommendations

Strengths:

- Many assessment efforts at OSU-Oklahoma City during the last five
- Academic years involved entry-level assessment and program outcomes assessment.
- Mid-level assessment efforts were focused on using the results of the survey of reading, writing, math and critical thinking conducted since the spring of 2005 to improve instruction in general education courses.
- The Matriculation Study was started in 2004 and continues to be refined.
- OSU-Oklahoma City continues to use the CAAP test for assessment.
- The campus has a more systematic process for program assessment.
- OSU-Oklahoma City joined the HLC's Assessment Academy.
- OSU-Oklahoma City instituted an instructional materials policy.

Challenges:

- Some faculty have difficulty identifying the methods of assessing each program outcome objective.
- Some faculty were unable to describe routine strategies for comparing and reporting student learning outcomes for new courses and programs utilizing different methods of delivery or after changing entry requirements, which is an important challenge.
- Faculty and staff need to be kept informed of research on teaching and learning.
- Need an Office of Assessment with a dedicated person.
- Challenging to locate and keep nursing students willing to tutor.
- To improve effectiveness, additional trained staff members are needed in the Career Resource Center.
- Despite the increase in 2006, the IT department has not seen growth in the allotted budget since FY07. The growth of room renovations and equipment support, however, has doubled in the past three years.
- The proposed renovation of the Library needs to be completed.
- Long-range planning needs to ensure technological advances are maintained and updated in a timely manner.
- All of the learning resource support areas need to continue to improve upon the way they assess what they are doing and how they can use these assessments to improve the services they provide.



Recommendations:

- Continue the campus participation in the Higher Learning Commission Assessment Academy, which can help increase assessment activity across the campus.
- Increase awareness among faculty and staff of the importance of and the process assessing student learning through faculty/staff development, best practices workshops, and peer mentoring programs.
- Seek and document evidence of positive change in program and course assessment processes.
- Add mid-level assessments for programs with external accrediting agencies.
- Task the Campus Curriculum Committee or Assessment of Student Learning Committee with the responsibility of “closing the loop” on program outcomes and assuring that curriculum is the purview of the faculty.
- Assure that affected faculty are involved in every major change that affects curriculum, such as instructional delivery method, program entry requirement, new course and/or program adoption. Evidence of faculty support (e.g. meeting minutes reflecting a vote) should be submitted to the Campus Curriculum Committee for these changes prior to approval. For every committee-approved change, assure that program outcomes are reported back to committee for evaluation of the effect of the change on student outcomes. This reporting should be expected on a routine basis until it is clear that changes have positively affected student outcomes. Reports should be accompanied by a faculty analysis of the data and appropriate recommendations that result from that analysis.
- The non-credit certificate programs, such as those offered through the Technology Education Center, are assessed through similar means, such as surveys and the aforementioned classroom techniques, though the processes of data gathering, data processing, and feedback delivery need improvement.