Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Delivering quality education at OSU-Oklahoma City is no longer just about providing a foundation of general education with a core of technical classes. It means providing a springboard from which students may explore their own interests and become informed, productive citizens, and socially conscious, trustworthy people.

The exceptional 21st century university sets both cognitive and affective learning objectives in order to achieve this desired goal. The desired result is students who possess both the technological skill and content knowledge to produce new ideas to help improve society as a whole.

Core Component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

University regents and campus administrators value a life of learning as evidenced by the OSU-Okahoma City mission statement, and demonstrated in campus activities, organizations, programs and services. The enriched university campus environment motivates students, administrators, faculty and staff to adopt an approach that values and sustains the spirit of life-long learning.

To embrace life-long learning is to value diversity. The university celebrates both and provides financial resources to promote a life of learning for its students, faculty, staff, and community. In addition to classroom experience, students are encouraged to learn through participation in student organizations and service learning projects. Professional development and training opportunities offer faculty and staff opportunities to expand their knowledge. Administrative support of campus events offers OSU-Okahoma City students, faculty and staff, as well as the community, enjoyable and educational life-long learning opportunities as well.

OSU-Okahoma City does an excellent job of instilling in its students the philosophy of life-long learning and all the benefits that accompany this cognitive and motivational approach to life.
The organization’s planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

OSU-Oklahoma City financially supports life-long learning. In 2008, 16.7 million dollars was awarded in tuition assistance, through financial aid, student loans and scholarships. The campus has awarded over 21 million dollars in scholarships and financial aid so far in 2009. Scholarships are awarded based on academic excellence, leadership and community service. Tuition waiver programs are extensive and offer competitive awards for full-time as well as part-time students. Strategic Planning budget allowances provide for faculty and staff to attend and participate in seminars and conferences, and employees have the educational assistance program.

OSU-Oklahoma City supports a life of learning with several educational assistance programs that target students. From 2003-2008, a Title III program, Building Connections to Increase Student Retention and Success, supported and facilitated the continued learning of students, faculty and staff. Throughout the life of the grant numerous faculty benefitted from local and national training opportunities sponsored by the grant. Students and faculty were supported through the establishment of Title III sponsored learning communities in three of the six academic divisions (outcomes discussed in Criterion 3).

The grant also developed a resource center in Information Services where faculty and staff could go to learn about modern developments in teaching and learning. Students benefit from technology sponsored by Title III such as smart class rooms, which include engaging students in class lectures and activities and faster Internet access for instructor presentations, leaving more time for other class activities. All of the projects were designed to develop and maintain stronger connections among faculty, staff, and students to build a stronger continuous community of learners.

The Developmental Studies Department was established as a new department in the Arts & Sciences Division in January 2006 in order to meet the needs of life-long learners returning to school and to help all students who need special assistance in basic reading, writing, and math areas. The new department includes two developmental writing courses, two developmental reading courses, and three levels of developmental math classes that provide intensive instruction and review of fundamentals concepts.

Once students achieve success in these preparatory courses, they are ready for college-level courses and have a greater than 50% chance for persistence and retention in their college-level courses. Because students receive the additional educational assistance they need during a critical period in their education, they are better prepared to continue along a long-range path of learning.

Another course offered by the Developmental Studies Department is Student Success Strategies. This course is required for students who come to the institution and test into developmental courses or who are on academic probation, and is recommended for students who need good study skills. The goal of this course is to set the foundation for students’ success in both their college career and in their personal lives by giving them life and study skills for immediate and future use. The Student Success Strategies class is designed to increase student retention and academic success by teaching critical thinking, study and memory skills that set the foundation for a lifetime of study.
Another means of assisting students on their path for life-long learning includes the variety of reasonable accommodations and services for students with disabilities available through the advisor to students with disabilities. Reasonable accommodations are based upon the individual student’s strengths and limitations, documentation of their disability, and the essential requirements of the selected course or degree program. These services allow equal opportunity for students to receive an education and prepare them for careers.

Each of these OSU-Oklahoma City programs helps faculty, staff, or students in their educational pursuits.

The board has approved and disseminated statements supporting freedom of inquiry for the organization's students, faculty, and staff, and honors those statements in its practices.

Freedom of inquiry and academic freedom are essential elements in the pursuit and delivery of quality education at OSU-Oklahoma City. Both are protected by policies outlined in the Student Rights and Responsibilities, Catalog, Adjunct Faculty Handbook (August 2009), Faculty Handbook (August 2009-2010), and the Human Resources website. These documents provide necessary guidance and direction in the institution’s support of freedom of inquiry in four different ways: 1) they provide parameters for anticipated behavior; 2) they outline disciplinary actions when expected behaviors are not achieved; 3) they describe expected computer use; and 4) the faculty and adjunct handbooks describe the importance of academic freedom and respecting the opinion of others.

Section VII of the Student Rights and Responsibilities notes “a goal . . . is for OSU-Oklahoma City to be a superior educational center for the preservation, transmission, and discovery of knowledge. The wide variety of extracurricular activities at OSU-Oklahoma City represents one way this goal is achieved.” (p. 26). The section goes further to claim:

The University must recognize and protect free inquiry and free expression as indispensible components of the critical examination of philosophies and ideas. Given the unique mission of educational institutions in a democratic society, this inquiry should be more open and vigorous, and should consequently have greater protection than in society at large, provided that such inquiry does not infringe upon the rights of others. (p 26)

The context of this discussion is to protect students’ use of facilities in their quest for knowledge and expression of ideas within established parameters, such as the 1st and 14th amendments of the United States Constitution.

Student Rights and Responsibilities clearly delineates expectations for student/faculty relations and classroom activities where academic freedom and freedom of expression are concerned (p. 3). Statements in the text note students should enjoy freedom of inquiry and expression, should be evaluated based on academic merit, and should not participate in academic dishonesty or misconduct. Academic dishonesty and misconduct are defined both in the Student Rights and Responsibilities and in the Catalog.

The Faculty Handbook (2009-2010) strongly supports academic freedom and freedom of inquiry through two important points. The first is a specific statement supporting academic freedom: The Institution endorses the general statement on academic freedom, as it applies to state universities, which is embodied in “Academic Freedom and Tenure (1940 Statement of Principles)” as drafted by the Association of American Colleges and the American Association of University Professors (p. 115). The Faculty Handbook proclaims academic freedom as “indispensable to the success of OSU-Oklahoma City in fulfilling its obligations to its students, to the state of Oklahoma, and to
society in general” (p. 109). A large part of this effort is the granting of tenure to campus professors. Tenure is granted after a lengthy review process after several ranks of promotion have been granted, unless a candidate has been hired as an assistant or associate professor (p. 109). Both of these efforts to support freedom of inquiry and academic freedom are supported by Appendix A “Statement on Professional Ethics,” and Appendix B “Statement on Academic Freedom.”

The Student Rights and Responsibilities and Faculty Handbook (2009-2010) also delineate procedures for violators of students’ or faculty members’ pursuit of freedom of inquiry or academic freedom. In the Student Rights and Responsibilities, procedures for corrective action when students are accused of academic dishonesty or misconduct are delineated in Section IV, Academic Discipline, Procedures, and Grievances (pp. 7-12). The Faculty Handbook (2009-2010) describes disciplinary actions through termination for violations of academic freedom as well (pp. 116-120), which includes references to documents published by the AAUP (“Academic Freedom and Tenure, 1940 Statement of Principles and Interpretive Comments” and “1982 Recommended Institutional Regulations on Academic Freedom and Tenure”). The Human Resources website also contains grievance and complaint procedures for administrative/professional and classified staff.

The Faculty Handbook (2009-2010) and the Student Rights and Responsibilities both contain statements about appropriate computer use as it relates to academic freedom and the pursuit of knowledge. The institution must protect the rights of some while respecting the rights of others to expand their knowledge base. In doing so, they ask that computers on campus are used with care and consideration of others (Adjunct Faculty Handbook (August 2009), p. 12; Faculty Handbook (2009-2010), p. 26).

The Adjunct Faculty Handbook (August 2009), the Faculty Handbook (2009-2010) and the Student Rights and Responsibilities all comment on sexual harassment as it applies to course content. While the institution strictly prohibits gender discrimination and sexual harassment, campus policy states “harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum, and this policy shall not abridge academic freedom or the university’s educational mission” (Adjunct Faculty Handbook (August 2009), p. 67; Faculty Handbook (2009-2010), p. 219; Student Rights and Responsibilities, p. 43).

OSU-Oklahoma City clearly supports academic freedom and the freedom of inquiry for all on campus, including those in the community who use facility computers. Campus documents proclaim this mission, and they provide policies and procedures for those who would interfere with such pursuits.

The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

OSU-Oklahoma City offers a variety of professional development and training for faculty, staff, and administrators. Some training and development opportunities are external while other opportunities are internal. These opportunities are supported under various organizations within OSU-Oklahoma City and the OSU-Stillwater campuses.

Internally, the Faculty/Staff Development Committee, Information Services, and Technology Education Center offer training opportunities. The Faculty/Staff Development Committee plans training sessions which are made available to all employees throughout the year. Topics for past training sessions include the following: Sexual Harassment, Grant Writing, Customer Service, Computer-Technical, Computer Software, Diversity Awareness, Safety, Performance Management, Financial, and Wellness (Employee Training 2006; Employee Training 2007; Employee Training 2008; Employee Training Through 2009).
Information Services offers software training to any employee who needs additional instruction or hands-on demonstrations of Microsoft Office products or other commonly used software. Training sessions offered include: Microsoft Office 2007, D2L Gradebook, Open Forum, Turnitin.com, Faculty Web Pages, and many other topics. Information Services also offers individual or group training.

The Technology Education Center offers various classes throughout the year. These classes include soft skills, conflict resolution, time management, stress management, and communication. The TEC also provides training on technology, such as Microsoft Office products or other frequently requested software. OSU-Oklahoma City employees are offered these classes at no charge. A more detailed list of classes offered by the Technology Education Center for 2007 and 2008 follows.

- CPR
- First Aid
- Computer Skills
- Myers-Briggs for Success
- Managing Difficult People and Situations
- Time Care
- Stress Ease
- Good to Great
- Made to Stick: Why Some Ideas Survive and Others Die
- Improving Written Communication in the Workplace
- Cultural Diversity in the Workplace
- Emotional Intelligence: Unlocking the Keys to Success
- Behavioral Based Interviewing
- Balances Scorecard
- Face to Face Communication
- Ethics in the Workplace
- Intergenerational Communication
- Managing Difficult People and Situations

Faculty, staff, and administrators can also find professional development opportunities externally. OSU-Oklahoma City provides an internal training budget to employees to cover the cost associated with external seminars and conferences. OSU-Stillwater offers eight training and development certificate programs. These programs are open to OSU-Oklahoma City employees and include the following: the HRStar Program, Ambassador Program, Certificate of Continued Development, Leadership Development Program, Advanced Leadership Program, Basic Research Administration Program, General Workout for Fiscally Fit Program, and the Strength Training for Fiscally Fit Program. Stillwater’s Training 2008 brochure is available and lists available classes.
The organization provides a strong support for life-long learning opportunities for students, faculty, staff and administrators through wellness education.

The mission of the OSU-Oklahoma City Wellness Center is to give all OSU-Oklahoma City students, staff, faculty, alumni and community the means to achieve total well-being in a global community, by providing health and fitness education, recreation and Wellness Center services. The Wellness Center is staffed with a coordinator, attendants, and fitness instructors. The center is well-equipped with some of the latest in exercise equipment which includes treadmills, elliptical trainers, weight machines, and free weight equipment.

The Wellness Center was originally part of the Student Center renovation which took place in June 1994. In January 2001 the Wellness Center was relocated to its present site on the first floor of the Administration Building where it continues to thrive. Located south of the Administration Building and Wellness Center, it overlooks a half-mile walking track that surrounds a scenic fountain, giving the members and the community a pleasant environment in which to exercise. Other additions that came with the new Wellness Center include a five-hole Frisbee golf course, volleyball court, outdoor basketball goals, and tennis court. These features provide members even more outdoor activities to supplement their healthy lifestyle activities.

Past programs supported by the Wellness Center and Human Resources include: Lighten Up and Weight Watchers. Employees enrolled in the Lighten Up weight loss program, beginning January 9, 2008, and ending May 7, 2008, had a total weight loss of 445 pounds. Additionally, a special on-site nine-week session of Weight Watchers was conducted in the summer 2008. A total weight loss of 121.6 pounds was accomplished by Weight Watchers members. The Wellness Center strives to offer ample opportunities, information, and services to its members as it supports non-academic life-long learning.

The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

As previously discussed, OSU-Oklahoma City recognizes outstanding teaching and services through the “L. E. ‘Dean’ Stringer Award for Teaching Excellence” for full-time faculty and adjunct instructors and through the “Distinguished Staff Excellence Award” for campus staff. The awards for faculty and adjuncts are selected from nominations provided by students, staff, or other faculty members. Staff awards are given in two categories: administrative and professional, and classified staff. These awards are another way that OSU-Oklahoma City instills the premise of life-long learning among faculty and staff. In addition to attendance at a nationally-recognized training conference, awardees are also honored at the OSU-Oklahoma City spring 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 Resource Center, hub of general education and learning resources for campus. The banquet has always been well attended because it presents a fun atmosphere to celebrate fellow employees’ successes and enjoy their company. The 2009-2010 awards will mark the 15th year for this award process.

OSU-Oklahoma City has been an institutional member of the Oklahoma Global Education Consortium since 2000 and supports its goal to prepare individuals and communities to participate in a global society. Two awards are given each year at the Oklahoma Global Education Consortium. The Faculty and Adjunct Faculty Award is given to a faculty member who uses global techniques and innovation in the classroom. OSU-Oklahoma City has had one faculty member win this award for excellence in teaching. The second award is for the Student Essay Contest. This
is a 500-word essay that can encompass any aspect of the positive outgrowth of global education. There are three contest winners each year, and six students from OSU-Oklahoma City have won the essay contest. The consortium, as well as the two annual OGE awards, supports the spirit and orientation of life-long learning (OGE).

To encourage students’ quest for knowledge, OSU-Oklahoma City has long been a supporter of Phi Theta Kappa Honor Society. Students with a cumulative GPA of 3.5 or higher are invited to join Phi Theta Kappa and must maintain a cumulative GPA of 3.0 to continue membership. Students are invited to an induction ceremony when they accept membership. There are a number of colleges and universities around the nation that offer exclusive transfer scholarships to Phi Theta Kappa members. Members attend three regional meetings and the international convention where hallmark competitions acknowledge the best chapters, advisors, presidents, officers, and members from the nation. The OSU-Oklahoma City chapter is awarded various awards each year (Oklahoma-Arkansas Award). Current awards include the following.

- Most Distinguished Chapter – Runner Up
- Leadership Award – Second Place
- High Hopes Award (for chapter that have improve from previous years)
- Newsletter Award
- Distinguished President – First Place
- Distinguished Officer – First Place
- Distinguished Member – First Place
- International Distinguished Member

The honors program at OSU-Oklahoma City proposes greater interactivity between PTK and the honors program in order to both enhance students’ learning and to heighten the visibility of the program. Currently, if students graduate with at least 15 hours of honors credit, they will be listed in the graduation program, recognized as their names are being read, and receive medals that designate them as honors scholars.
Core Component 4b:

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The organization demonstrates a commitment to providing students with a breadth of knowledge and skills through innovative teaching practices, specifically stated course outcomes, and a wide range of educational experiences, including service learning and volunteerism, internships, and student organizations. Providing students a quality educational experience involves the acquisition of a range of knowledge through programs that require an extensive span of general education courses. The commitment to the exercise of intellectual inquiry is embedded within these required and elective opportunities.

The organization provides students an extensive span of required and elective courses (both general education and technical) involving innovative teaching practices with specifically-stated course outcomes. These courses offer a wide range of educational experiences (including service learning and volunteerism, internships, and student organizations). Students gain a breadth of knowledge and skills, and the commitment to exercise intellectual inquiry embedded within these required and elective opportunities.

OSU-Oklahoma City integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

Life-long learning in a diverse society can be defined as an attitude that stimulates critical thinking and inquiry through all areas of learners’ lives. It involves an ongoing curiosity and subsequent investigation of cultural and global issues and a sense of social awareness and responsibility.

In keeping with the university mission to prepare students as socially aware and responsive knowledgeable workers, general education courses are incorporated into all degree programs. Core general education courses at OSU-Oklahoma City include the following courses.

- English 1113 – Principles of English Composition I
- English 1213 – Principles of English Composition II
- History 1483 or 1493 – U.S. History to 1865/U.S. History Since 1865
- Humanities 2103 or 2203 – Humanities-Ancient/Medieval or Humanities-Modern
- Math 1413 or Math 1513 – General College Math or College Algebra
- Political Science 1113 – American Government
- Psychology 1113 – Introductory Psychology
- Science – any science class with a lab
- Sociology 1113 – Introductory Sociology
- Other – usually a speech class
In addition to the courses’ individual learning objectives, all general education courses incorporate the campus-wide general education goals by either teaching or reinforcing the skills in class: critical thinking, effective communications, computer proficiency, civic responsibility, and global awareness (Catalog, p4).

OSU- Oklahoma City integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society. Faculty regularly review and refine curriculum for general education courses. Learning objectives and assignments for each course are tailored to offer coursework or experiences designed to stimulate intellectual growth and perpetuate the learning cycle long after students leave campus.

All degree programs (including plans of study) on campus require Principles of English Composition I (ENGL 1113), and 76% of them require Principles of English Composition II (ENGL II), Introduction to Technical Report Writing (ENGL 2333), or Introduction to Speech Communication (SPCH 1113). These courses provide the critical writing and speaking skills demanded by business and industry of well-educated, critical thinkers.

Most programs on campus require General College Math (MATH 1413) or College Algebra (MATH 1513). Recognizing some students’ anxiety regarding math, mathematics professors frequently use narratives of mathematically significant historical events to stimulate students’ interest in the course content. Instructors relate course objectives to real life experience through curriculum objectives, cross-curricular teaching with historical figures, and a variety of practical, concrete applications in order to inspire students’ desire for life-long learning. Real life objects are used as examples of three-dimensional geometric figures such as offering a potato chip as an example of a hyperbolic paraboloid, and a nuclear cooling tower is an example of a hyperboloid.

The development of attitudes and skills necessary for a life of learning in a diverse, global community, can be found in general education courses such as U.S. History to 1865 or Since 1865 (HIST 1483 and HIST 1493), Introductory Sociology (SOC 1113), Humanities-Ancient/Medieval or Humanities-Modern (HUMN 2103 and HUMN 2203), and Introductory Psychology (PSYC 1113). Eighty-five percent of all programs on campus require either HIST 1483 or HIST 1493, 40% require SOC 1113 and PSYC 1113, and 25% require HUMN 2103 and/or HUMN 2203. In these courses, students learn important skills that prepare them to extend their education far beyond the boundaries of campus life. Some of those critical abilities (found in the course objectives for general education courses) include, but are not limited to, the following.

- Integrate technology in the course of their academic life to the point of becoming comfortable with the concept that using technology is a necessity in the 21st century.
- Identify and assess basic political economic, social, and religious institutions.
- Evaluate the effectiveness of major American foreign policies on the world scene and at home.
- Explore the development of the United States including the growth of industry and its impact on society and foreign affairs.
- Interpret and understand the rituals and customs of their own culture.
- Understand the interdependency of the modern world and the ways in which countries’ economies are tied to one another.
- Explain the major approaches of the study of psychology and describe the scientific method of doing research.
- Explain the acquisition and modification of behavior using the concepts of classical, operant, and cognitive learning theories.
• Apply knowledge of the physiology of the brain to explain behavior.
• Explain human development using psychological concepts.
• Apply knowledge of personality theories to explain the development of behavior.
• Recognize, recall, and relate the major socio-geographical-political events and figures, major artistic movements, works, and artists, major literary movements, works, and authors; and major philosophical/religious movements and figures in those cultures studies.
• Recognize and identify the interrelationships among the various socio-geographical-political, creative, and philosophical developments in those cultures studied.
• Examine, recognize and relate basic human concerns and the common humanity that links people of all times.

Additionally, 38% of programs require a general science course, which promotes intellectual inquiry and critical thinking beyond academic assignments. For example, in general biology, students are required to complete four Internet research projects that prepare students for employment and life challenges. Students analyze their own personal health and diet to determine whether they need improvement. Additionally, students access the American Cancer Society website to better understand cancer prevention. The knowledge base attained in these courses provides the foundation for a well-rounded, educated person who is not only able to read, write, and speak well, but who is also able to think critically and independently, which are all qualities highly valued by today’s local and global marketplace.

**OSU-Oklahoma City regularly reviews the relationship between its mission and values and the effectiveness of its general education.**

The university mission is underscored by the notion that, in addition to their degree, students will need soft skills and technological know-how to be successful in a modern workplace. Campus administrators understand most of this supporting educational experience occurs at students’ entry and mid-level educational experiences, which generally, but not always, happens in Arts & Sciences courses. Because of this, OSU-Oklahoma City faculty and administrators recognize the importance of making sure the campus mission and values are supported by a system of general education that works. Arts & Sciences project management documents (2000-2005), strategic planning documents (2006 to present), and institutional assessment reports submitted to the Oklahoma State Regents for Higher Education (2000-2008) bear out the notion the relationship between the mission and general education does, in fact, work for the benefit of students.

The mission of the Arts & Sciences Division is to provide the highest quality traditional, distance and career education opportunities in order to prepare students for success in an increasingly technical and global workforce marketplace. Its vision is to be a model for academic excellence in these three significantly different educational delivery modes. Core values of the division include a strong commitment to the following.
The Division’s mission and core values are echoed in the strength of its planning processes, which mirror the processes of the institution. Both the mission and core values exist to support students’ pursuit of their educational dreams.

Common themes emerge since the last self-study in the division planning processes that influence students in general education courses. These themes support the division’s routine examination of the correlation between the campus mission and values and the success of general education on campus. Themes include, but are not limited to, the following items.

- creating a course schedule building system to help students build better schedules and maximize campus, lab space, and online course offerings (A&S Project Management 2001, 2002, and Strategic Plan 2004, 2005)
- creating a common course syllabus for more frequently taken general education courses, such as English 1113 and Introductory Sociology 1113 (A&S Project Management 2000 and Strategic Plan 2004, 2005, 2006, 2007)
- improving campus-wide relations with Arts & Sciences faculty (Project Management 2004 and Strategic Plan 2005)
Concern for the congruity between its mission, vision, and the efficacy of the general education core appears in planning processes already in place in each academic division and in all other areas on campus. The planning cycle occurs each academic year with input from faculty, staff, and administrators. The process is meant to be evaluative in that units on campus assess strengths and needs, make requests for resources accordingly, track progress based on change each year, and re-examine the plan each year with existing and new goals in mind. Wherever deficiencies or opportunities are found, adjustments are made for the improvement of students’ educational experiences. One great example of change for students’ benefit includes instituting a system of tracking at-risk students for the purposes of retention and persistence (Matriculation Study, 2005 and work of Assessment and Retention coordinator presented in Criterion 3), and another is creating new degree programs, for example ATEC and its coordinating plans of study.

Fortunately, OSU-Oklahoma City has a college preparation program in place that provides a bridge leading to college for students with a broad range of specific academic needs. As part of a continuous effort to better serve this student population, OSU-Oklahoma City’s Arts & Sciences Division has created a system of assessment and tracking called the Matriculation Study, an on-going project. The goal of the matriculation study is to create a systematic measurement of OSU-Oklahoma City developmental students’ success or failure. The project developed a systematic approach, noting what students learn, identifying how they learn, documenting how long it takes them to progress through each developmental track, and tracking where they go academically. Additionally, OSU-Oklahoma City has created a basic profile of the developmental studies student. Increased attention to the program details throughout the Matriculation Study has resulted in numerous improvements to developmental studies courses geared to improve student achievement and retention. The noteworthy changes made in the developmental studies department as a result of the study are discussed in Criterion 3, Core Component 3A.

The Developmental Studies Department considers the pilot Matriculation Study successful because faculty have learned a great deal about developmental studies students and been able to improve the department’s curriculum.

The department developed pre-tests and post-tests to aid in deficiency identification and verify student placement for all students in the seven different developmental courses currently being offered. During the 2005 Spring and Summer semesters, developmental studies faculty developed new pre-tests and post-tests for the college readiness courses Developmental Writing (ENGL-0033), Basic Composition (ENGL-0123), Reading for College Prep I (READ-0033), Reading for College Prep II (READ-0133), Pre-algebra (MATH-010), Introductory Algebra (MATH-0101), and Intermediate Algebra (MATH-0213). These diagnostic instruments were specifically designed to: 1) identify academic deficiencies in prerequisite entry-level college skills, 2) ensure that students are being placed properly to receive necessary remediation, and 3) measure program success in remediation of the identified deficiencies. Some changes over the last four years resulting from the Matriculation Study include the following.

The developmental writing (ENGL 0033) course was revised to focus more on teaching grammar in the context of students’ writing rather than in isolation or drill and practice.

Because the Basic Composition course (ENGL 0123) focuses mostly on writing where grammar is learned in the context of students’ work, faculty determined that the pre-test/post-test should reflect that practice. The original pre-test/post-test focused more on grammar than writing. Because of this, the original pre-post test was revised. Some changes over the last four years resulting from the Matriculation Study include the following.

The post-test demonstrated this was a positive change.

In general, fewer students take the post-test than take the pre-test. PRIDE (Practice Intervention for Degreed Education) counselors assist in the retention of developmental students. Their services help in the early alert process to retain more students to the end of the semester, so the number of students taking the post-test increases. This effort yields better positive results in test scores and improves academic progress among developmental students.
The net result of these changes is that developmental writing students performed better overall on their writing pre-tests and post-tests, which led to increased retention and persistence through the developmental writing track. Furthermore, the addition of a designated Arts & Sciences PRIDE counselor has been a tremendous asset to OSU-Oklahoma City students in that her efforts have increased personal contact with at-risk students, which increases their potential for persistence to college-level courses.

Another major change since the last self-study is the addition of new degree programs with general education courses at their core. In 2003, OSU-Oklahoma City petitioned for and was granted permission to add an Associate of Applied Science in Applied Technology (ATEC), General Studies Emphasis. In 2006, OSU-Oklahoma City developed seven different plans of study under the ATEC degree: art, history/political science, humanities, math/economics, math/physics, Oklahoma studies, pre-nursing, and psychology/sociology. These degree programs serve students’ educational needs by giving them options that cater to their specific areas of interest whereas the general education emphasis of the ATEC is fairly generic. These degree programs are effective for students because of the dramatic increase in actual enrollment over projected enrollment since 2007.

![Arts & Sciences Enrollment Management History, Projections, and Targets (2005-2009)](chart)

Since the ATEC degree began, Arts & Sciences enrollment has exceeded projections by at least 20%, and since the seven added ATEC emphases, enrollment projections have exceeded 58% and more. The division has also had steady graduation rates for these years, which further demonstrates these degrees meet students’ general education needs.
Graduation rates have doubled (Graduate Comparison Report), and all indications suggest students will continue to take advantage of the ATEC programs for workforce preparation.

**OSU-Oklahoma City assesses how effectively its programs establish a knowledge base on which students develop depth of expertise.**

OSU-Oklahoma City is committed to continuous program improvement. Program outcomes data is being used as a guide to measure student learning achievement on campus. The Office of Academic Affairs works closely with the campus Assessment of Student Learning Committee and the coordinator of Retention and Assessment to gather data on program outcomes assessment. The result of this work is that each degree and certificate program now has 1) a set of individualized plan of program outcome objectives that reflects the skills and knowledge that faculty believe each program graduate should possess, 2) an identified set of methods to assess these objectives (such as examinations, capstone courses, or portfolios), and 3) an annual data report that gives faculty an opportunity to report and analyze the data obtained from assessment efforts in their departments.

Program assessment at OSU-Oklahoma City is driven both by program faculty the institution’s assessment committee. Both efforts have enjoyed success and challenges since the last site visit in 2000. Institutional assessment committee activity focuses mostly on entry-level and mid-level assessment, and it strongly supports the Applied Technology (ATEC) degree, the ATEC emphases, and general education components of all programs. A summary of Assessment of Student Learning Committee activity from 2000-2009 follows. All Annual Student Assessment Reports may be found in the Resource Room.

**2000-2001**

- Administered the CAAP (OSU-Oklahoma City, Annual Student Assessment Report, 2000; OSU-Oklahoma City, Annual Student Assessment Report, 2001).
- Conducted a textbook readability test (OSU-Oklahoma City, Annual Student Assessment Report, 2000).
- Studied general education competencies and their relation to the institution’s placement test, COMPASS (OSU-Oklahoma City, Annual Student Assessment Report, 2001).
• Studied remedial students (OSU-Oklahoma City Annual Student Assessment Report, 2001).
• Administered the Noel Levitz Student Satisfaction Inventory. On a 7.0 scale, all students rated OSU-Oklahoma City well above 5.0, which means they were very satisfied with their experiences (OSU-Oklahoma City Annual Student Assessment Report, 2001).

2002
• Conducted an intensive review of general education goals and objectives (OSU-Oklahoma City Annual Student Assessment Report, 2002).
• Administered the Teaching/Reinforcing survey to determine which core competencies in courses are either taught or reinforced by full-time general education faculty (OSU-Oklahoma City Annual Student Assessment Report, 2002).
• Implemented a course-embedded general education measure used to tie student learning to a skill in a course (OSU-Oklahoma City Annual Student Assessment Report, 2002).
• Initiated a pre-test and post-test in developmental reading and writing classes. Writing courses improved with the use of the Nelson Denny test (OSU-Oklahoma City Annual Student Assessment Report, 2002).
• Developed a developmental studies student profile in order to reduce the number of Ws and Fs (OSU-Oklahoma City Annual Student Assessment Report, 2002).

2003
• Continued the course-embedded general education measure used to tie student learning to a skill in a course (OSU-Oklahoma City Annual Student Assessment Report, 2003).
• Administered the Teaching/Reinforcing survey to determine which core competencies in courses are either taught or reinforced by all general education faculty, full-time and part-time (OSU-Oklahoma City Annual Student Assessment Report, 2003).
• Added a writing component as part of the pretest/post-test assessment (OSU-Oklahoma City Annual Student Assessment Report, 2003).
• Added attendance policy in mathematics classes; class scores improved with retention of students (OSU-Oklahoma City Annual Student Assessment Report, 2003).

2004
• Added prerequisite skill codes to the catalog for college-level reading and reasoning [R], writing [W], mathematics [M], and science [Sci] to help improve retention (OSU-Oklahoma City Annual Student Assessment Report, 2004; catalog, p. 139).
• Administered Student Opinion Surveys – on a Likert scale of 4, students ranked their experience as very satisfying (OSU-Oklahoma City Annual Student Assessment Report, 2004).
• Started the Matriculation Study to create a systematic measurement of success and failure of OSU-Oklahoma City developmental students. The study notes what students learn, identifies how they learn, document how long it takes them to progress through each developmental track, and track where they go academically (OSU-Oklahoma City Annual Student Assessment Report, 2004).
2005

- Continued the Matriculation Study (OSU-Oklahoma City Annual Student Assessment Report, 2005).
- Administered the Teaching/Reinforcing survey to determine which core competencies in courses are either taught or reinforced by all full-time and part-time faculty (OSU-Oklahoma City Annual Student Assessment Report, 2005).
- No formal program assessment reported (OSU-Oklahoma City Annual Student Assessment Report, 2005).

2006

- No formal mid-level assessment reported (OSU-Oklahoma City Annual Student Assessment Report, 2006).

2007

- No formal program assessment reported (OSU-Oklahoma City Annual Student Assessment Report, 2007).
- Joined the Higher Learning Commission’s Assessment Academy (OSU-Oklahoma City Annual Student Assessment Report, 2007).

2008

- Administered the CAAP (OSU-Oklahoma City Annual Student Assessment Report, 2007; OSU-Oklahoma City Annual Student Assessment Report, 2008).
- Administered Student Satisfaction Surveys (OSU-Oklahoma City Annual Student Assessment Report, 2008).
- Administered a modified version of the U.S. Citizenship test to evaluate Civic Responsibility, a general education goal.

2009

- Administered Teaching/Reinforcing Survey to full-time and part-time faculty to determine whether they taught or reinforced general education competencies in their courses.
- Conducted a survey of adjuncts regarding the HLC Self-Study.
- Administered the CAAP.
Several strengths present themselves. First, activity #6 ultimately resulted in what the institution currently has listed as general education goals. Numbers 3, 4, 9, 10, and 13 eventually led to the creation of the Matriculation Study (#17-18), which has been very beneficial for the institution and students. One of the best outcomes of the study has been the creation of a department devoted to the service of developmental studies students, who, with appropriate service and care, later become successful college-level students.

Assessment activities #8, 11, 12, and 19 also proved valuable. The course-embedded and teaching and reinforcing measures were successful assessment instruments because they asked instructors to look to their courses for tools they already used in the classroom instead of bringing in outside measures. The benefit of these activities is that because the instruments were faculty generated and course-embedded, they actually measured course content as students experienced it.

Challenges with the Institutional Assessment Committee activities include a major restructuring of committee leadership in 2005, after which consistent activity lost momentum. In particular, proven methods of the past were not consistently applied or replaced with new methods. Former methods of assessment, such as the CAAP, deemed unproductive for faculty were brought back into use, but results have not been widely shared with faculty. To address this issue, the Assessment of Student Learning Committee recommends creating a web site to share information both with faculty and with the public.

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The Institutional Assessment Committee is being restructured again, this time with the addition of student services personnel. The Arts & Sciences Division has also started its own internal assessment committee to get at more specific assessment of important foundational general education goals with measures generated by general education faculty. Finally, both committees are partnering with the Assessment Academy Group, whose purpose is to integrate college-level learning objectives into program outcomes across the campus. The Assessment Academy Group looks at current assessment efforts in general education and program areas to see how the different units use assessment results to improve student learning. The outcomes goals are to use assessment results across campus to improve student learning and ensure student learning is a primary consideration in all campus decision making. In addition, the group identifies where assessment processes are appropriate to the instructional delivery methods. A short description of the project is “General Education + Program Outcomes = Holistic Student Assessment.”

Program assessment falls under the purview of department heads and divisions, but efforts are led by the Assessment of Student Learning Committee and Office of Academic Affairs. A summary of institutional programmatic assessment committee activity from 2000-2008 follows.

1. Program outcomes assessment documents do attempt to note mission statement, intended student outcome, assessment tools, responsible units, a timetable, and assessment results/action(s) taken or planned. However, the overwhelming majority of program assessment plans do not have measureable objectives, learning outcomes, or tools (OSU-Oklahoma City, Annual Student Assessment Report, 2000, in Resource Room).

2. Program outcomes assessment documents do attempt to note mission statement, intended student outcome, assessment tools, responsible units, a timetable, and assessment results/action(s) taken or planned. However, the overwhelming majority of program assessment plans do not have measureable objectives, learning outcomes, or tools (OSU-Oklahoma City, Annual Student Assessment Report, 2001, in Resource Room).

3. The institutional assessment committee recommended a new format for reporting program learning outcomes. The new narrative format forces faculty to answer questions about each learning outcome stated,
but useful information is difficult to glean from the narratives. The impetus for change was duplication of measurement tools and listed tools that are not being used or implemented. The goal of the change is to determine whether or not students are learning in their programs, how learning can be measured and documented, and what can be done to improve students’ educational experiences. One benefit from the new format is the inclusion of information related to student satisfaction surveys and employer surveys (OSU-Oklahoma City Annual Student Assessment Report, 2002, in Resource Room).

4. Results from narrative reports this year are very similar to 2002 except more detail was recorded. However, the information recorded mostly reports what happened instead of evaluating students’ experiences for improvement (OSU-Oklahoma City Annual Student Assessment Report, 2003, in Resource Room).

5. No individual reports by division were submitted this year to Academic Affairs. This was a period of regrouping and training for new forms of data gathering and reporting (OSU-Oklahoma City Annual Student Assessment Report, 2004, in Resource Room).

6. The Office of Institutional Research was eliminated and was replaced by the Offices of Institutional Effectiveness (responsible for internal reports in evaluation and effectiveness) and the Office of Academic Effectiveness (responsible for grants, evaluation of academic programs, and support of campus assessment efforts). No individual reports by division were submitted to Academic Affairs this year due to new personnel involvement (OSU-Oklahoma City Annual Student Assessment Report, 2005, in Resource Room).

7. Each program submitted outcomes objectives to the Office of Academic Affairs to compile an inventory of program outcomes in one location. The idea behind a single storehouse for all program outcomes available to all is that others might be able to glean good ideas for assessment in their areas by being able to look at and study other programmatic assessment plans (OSU-Oklahoma City Annual Student Assessment Report, 2006, in Resource Room).

8. The inventory of program outcomes assessment reports is complete. Each document lists program objectives and tools for assessment. A separate form asks follow-up questions about how many students were assessed for each objective using each tool and what actions are planned based on the results. However, the depth of responses across all programs on campus still needs work (OSU-Oklahoma City Annual Student Assessment Report, 2007, in Resource Room).

9. Program outcomes reports for 2008 have been submitted at the time of the writing of this report (OSU-Oklahoma City Annual Student Assessment Report, 2008, in Resource Room).

Program outcomes reporting presents significant challenges. Initially, there was a need for better understanding of both measurable outcomes and direct and indirect measures. By making assessment training part of in-service training for several years, understanding increased and programmatic assessment improved. While actual assessment processes have improved, documentation for process still needs work.

Beginning 2007, OSU-Oklahoma City developed a more solid system of writing good, measurable objectives paired with tools that not only were useful, but were tools that measured student learning on a level that goes beyond simple knowledge recall. Tools such as internships, practicum, and occupational proficiency experiences all require students to demonstrate that they have the knowledge based upon which to be successful in their chosen field. Once students reach this level of assessment, typically near the end of their program, if they cannot perform, they must repeat coursework until they achieve competency level. Incorporating assessment methods such as these ensures students prepared for the workplace.
OSU-Oklahoma City demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

OSU-Oklahoma City students have the option to participate in the Oklahoma Global Education Consortium essay contest and the honors program, and social responsibility is also reinforced through active participation in community-based projects. For example, students in most humanities classes are required to complete a student project that accounts for a portion of their grade. Humanities students use the Harn Homestead cleanup day each semester as their volunteer student project. Students participate in activities such as building or refurbishing walkway paths, stripping and painting various buildings, trimming trees and hedges, removal of various vegetation on the property, general cleaning of all the site buildings, preparation for upcoming events, tilling of gardens, building foundations for buildings being moved to the site, and more. Sixty to 70 students each fall and spring semester participate in the project, and the instructor reports that several of those students have returned to the Harn Homestead to volunteer on their own and to fulfill internships.

Students also learn social responsibility through service learning projects at OSU-Oklahoma City. In the business division, classes such as Organizational Behavior work with the Regional Food Bank to satisfy service learning requirements. The students' project is to plan, organize, and implement a food drive on the OSU-Oklahoma City campus. Through this program students have the opportunity to apply classroom learning to the community in which they go to school, work and/or live. Completion of service learning projects like this are documented on students' OSU-Oklahoma City student activity transcripta and are noted on the commencement program at the time of graduation.

Students can further exercise their intellectual creativity and problem-solving skills through co-curricular activities. The Public Service Program's Leadership Development Project targets high school juniors from disadvantaged backgrounds that are not already being targeted by other programs. The project features three intensive days of activities and training with 12 students nominated by their high schools who show leadership potential. The project takes place during April of the school year, when the state legislature is in session. During those three days, OSU-Oklahoma City faculty, staff, and high school students visit the capitol, the Governor's Mansion, the Oklahoma Museum of History, and other points of interest.

Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

All degree programs have identified methods of assessing learning objectives. Each program posts a Program Objectives Assessment Summary. Each summary describes what a student must be able to do upon completion of the degree or certificate. Each objective has assessment methods, such as internships, portfolio assignments, or capstone experiences, to measure if the student has accomplished the objective.

Graduates of OSU-Oklahoma City achieve a breadth of knowledge and skills through internships, practicum, and clinical experiences, and thus they achieve the capacity to exercise intellectual inquiry.

For the purposes of this study, an internship can be defined as an opportunity for students to gain experience in their field, determine if they have an interest in a particular career, create a network of contacts, or gain school credit. An internship may be on or off-campus; it is typically graded as pass/fail; and may or may not be directly related to the major course of study.
A practicum is required by the major course of study or technical occupational field, is typically graded “A” through “F”, and is completed off-campus at a field-site location. The site provides supervision for the student to determine how the education they receive is applied in a practical way day-in and day-out. Clinical experiences are similar to practicums in that they require students to apply their education in a practical way in a medical facility while under direct supervision.

A capstone course can be defined as a culmination of a student’s program of study and success in a capstone course would demonstrate success in one’s field of study.

Of the A.A.S., A.S., or certificate programs studied, 26 programs (63% of the programs) require internships, practicums, clinical, or field practicums. The Business Technologies Division has 67% of the internships. Human Services Division has the most of the practicums at 42%, while the Agriculture Technologies Division has 25% of the practicums. Health Services has 67% of the clinical, and the Human Services Division has 83% of the field practicums. Twelve programs require capstone courses, and the success rate of the capstone courses is 93% (L. Dillon, personal communication, September 2, 2009).

OSU-Oklahoma City offers a wide variety of educational experiences for students during their program study to develop critical thinking skills necessary for intellectual inquiry and growth. The success rate of these assessment events speaks to students’ abilities to both apply what they have learned and also grow from the experiences.

**Core Component 4c:**

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

OSU-Oklahoma City uses program advisory boards, program reviews and accreditation self-studies, program outcomes assessment, and student activities to assess curricula.

Regular academic program reviews include attention to currency and relevancy of courses and programs.

The Oklahoma Agricultural & Mechanical Colleges Regents require all technical occupational programs, as well as associate of science programs, to perform reviews every five years. The reviews allow the departments to examine their programs for strengths and weaknesses as well as continued relevance to the fields of study. An example of recommendations drawn from a program review follows from the 2008 Crime Victims Survivor Services Program review.

The process of self-study is a valuable one which has illuminated opportunities for improvement in the CVSS Program.
Investigate the viability of splitting the elder abuse class and adding specific instruction on the crime of stalking.

Explore the potential of integrating crime victim curricula into other degree programs including Early Care, Police Science, Nursing, and Emergency Medical Technology.

Develop, establish, and maintain a more consistent data base on employers and program graduates, which can be used to steer the future direction of the courses and program.

Explore the potential of developing a Certificate of Mastery as a means of recruitment of students to stair step into the CVSS A.A.S. Program.

Monitor the number of students who transfer to four-year institutions to determine the need for either transfer agreements or the possibility of a bachelor’s degree in the field.

Program Outcomes

In 2007, Dr. Larry Edwards (Vice President of Academic Affairs), with the assistance of the Assessment of Student Learning Committee, began to review all programs outcomes. The purpose of this effort was to ensure that all programs had measurable outcomes as a part of the campus’ overall assessment effort. The Assessment of Student Learning Committee created several forms to aid in collecting the data necessary for this effort. The committee developed a form to assist the departments in evaluating their programs and in creating programmatic outcomes (Assessment Spreadsheet). This form helped to identify what the program outcomes were and where they were addressed in the curriculum. Once this was completed, an additional form (Program Outcomes Data Report) was used to help track the evaluation of these program outcomes and any changes made as a result of the evaluation of the outcomes. Specific samples of what has happened as a result of these efforts follow.

- Health Services (Nursing General Education Outcomes, Nurse Science Data Report, and Nursing Division Outcomes Chart)
  - Capstone course called for creation of an Academic Portfolio consisting of samples of work from the student’s last two years of education. Feedback from employers and students revealed that students were not having difficulty in obtaining employment and that the creation of the Portfolio was not necessary for them to become employed. Anecdotal data revealed that students who asked potential employers if they wanted to see their portfolios were met with a, “No thank you.”
    - Action: The Academic Portfolio was deleted as a course requirement. It was used as a bonus point opportunity, as Title III had began working with NURS 1116 students on developing e-portfolios. The last time the bonus points were offered, only eight out of approximately 65 students took advantage of that opportunity. Subsequently, the portfolio is no longer part of the capstone course.

- Business Technology (Business Assessment Summary, Business Technologies Program Objectives, and Business Technologies Outcome Data Report)
  - Program objective #1 states that students will “Be able to identify, analyze, and solve business problems in the area of management and software application.” It was reported that students can now solve business problems.
    - Action: No changes were planned as a result of evaluating this outcome.
The program outcome assessment process occurs each year, which demonstrates currency and relevancy of courses and instructional processes.

Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

According to the OSU-Oklahoma City diversity [website], “The overall commitment of OSU-Oklahoma City is to create a welcoming campus that supports the rights of individuals and reflects respect for diverse cultures, backgrounds, and ideas.” The website goes on to say, “It is our goal to provide services and programs that promote understanding, appreciation and tolerance of diverse cultures. We will empower individuals to think and act in ways that will embrace and promote a more diverse community and world.” In a recent event on campus, the Margaret Brock Lectureship, a nurse ethicist and a nurse dramatist presented a nearly two-hour long program on diversity; both from a cultural and a socioeconomic perspective. After each section was a case study, and the participants assimilated the information delivered. Another way that diversity is emphasized on campus is through student organizations. Student organizations serve to give the student a sense of belonging to the school. The following is a partial list of student organizations on campus.

- Black Student Association (BSA)
- Baptist Collegiate Ministries (BCM)
- Deaf/Hearing Social Club (DHSC)
- Diverse Partners, Family & Friends Student Association (DPFFSA)
- Hispanic Student Association (H.S.A.)
- Native American Student Association (NASA)
- Students Association for Victim’s Interest and Empowerment (SAVIE)
- Student Leaders of Tomorrow
- College Democrats of America
- College Republicans of America

This list reflects a wide range of diversity from race to religion, and from culture to political affiliation. The Black Student Association helps to educate the campus on black history and culture. The Deaf/Hearing Social Club provides opportunities for students to become more aware of deaf culture and sign language communication. In addition to this, the club will provide outings, events, trips, and educational functions. A commuter campus, OSU-Oklahoma City has many adults returning to school to update or change their current career. There is typically more responsibility in being a returning adult student. The Student Leaders of Tomorrow helps students bridge that gap and provides a network of support for the students.
Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

Advisory Boards

OSU-Oklahoma City has 28 advisory boards that assist programs and faculty by providing current occupational information, and who, recognizing the importance of outside professional and community involvement, help identify adjunct faculty and secure off-campus laboratory sites and visits. In addition, advisory boards make recommendations for program improvements, help procure equipment, and facilitate practical skill evaluations during laboratories and applied visits. Advisory board members include employers, professionals, and graduates who often sponsor workshops and activities for the continued education of faculty, staff, students and the public.

A few examples of how the advisory boards’ input has shaped curricula follow:

- Engineering Technology added a unit on surface mount soldering to the Electronic Fabrications course and a unit of LabVIEW.
- The Business Division added a C+ Programming class and then Advanced C+.
- The Sign Language Interpretation Program added a unit on multicultural aspects of interpreting and incorporated more team interpreting practice.
- The Police Science Program instituted a new required course, Ethical and Professional Behavior in Law Enforcement.
- The Fire Protection Program included additional hands-on fire suppression exercises.
- The Public Service Program advisory board has defined the skill set they are looking for in graduates and this information has shaped the curriculum.
- The Horticulture Program has added six new classes and modified two based on assessment activities and advisory board recommendations.
- The Veterinary Technology Program made revisions to the program to allow a more effective transfer process into the Animal Science Bachelor program at OSU-Stillwater.
- Input from the Nurse Science and Cardiovascular Technology Advisory Boards provided recommendations for curricular changes and led to improvements in sonography clinicals and coursework.

The organization provides curricular and co-curricular opportunities that promote social responsibility.

OSU-Oklahoma City provides opportunities for students to serve their communities and learn social responsibility as well as learn more about their fields of study. These activities often help students make connections within the community that will serve them throughout their careers.

Opportunities for service to communities are found in student clubs on campus. For example, the Deaf and Hearing Social Club members volunteer to help at the Deaf Children’s Christmas Party, the Central Association of the Deaf and Hard of Hearing Spaghetti Supper fundraiser, and Deaf Awareness Day at the Oklahoma State Fair Park. They also host a Halloween Carnival each year as a fundraiser to support the biannual banquet for high school
students who are deaf or hard of hearing. This event serves as an encouragement for the high school students to continue their education to the post-secondary level. Hispanic Student Association members committed to one hour per week to mentor and tutor students at a local junior high with students considered at-risk. They also volunteered one hour per week for outreach services in the Hispanic community, recruiting students into the Oklahoma’s Promise program and assisted individuals in completing the application.

Go Green is a relatively new student organization that promotes environmental awareness on the OSU- Oklahoma City campus and within the community. Examples of events would include, Earth Day, planting trees, and possible recycling projects. Student Leaders of Tomorrow raised funds for the Juvenile Diabetes Research Foundation “Walk for the Cure” and promoted a canned food drive to provide food baskets for students in need of help during the holidays. They also raised funds to purchase toys for 150 children that were given out during the Holiday Banquet and organized and planned an HIV/AIDS Awareness Day.

The Student Government Association hosts Halloween Blast for children in the community which drew over 1300 in attendance in 2008 and ran a voter registration booth for two days in September to encourage the student body to get involved civically. The Society of Student Sonographers volunteered at the school health fair and performed circulation peripheral tests. Phi Theta Kappa students’ servant leadership project, “Keeping America Beautiful,” has kept them busy for two years picking up cell phones and planting trees.

Core Component 4d:

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The Agency Strategic Plan (2009, p. 1) notes a commitment to ethical principles for the university; it asserts that “we are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional.” The same document commits the institution to the promotion of “ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge” (p. 1). Therefore, the pursuit of knowledge in an ethical context is of paramount importance to the institution.

Numerous efforts have been made to educate faculty, students, and staff in the responsible pursuit and use of knowledge and to establish policies and procedures, as well as technical tools, to ensure that this actually occurs.

The institution dedicates resources to technologies and the training of faculty in the use of those technologies that promote student ethical practices in their course work.

Student academic conduct is addressed in the institutional document entitled Student Rights and Responsibilities, which clearly states:

Students and faculty are expected to help maintain the quality and integrity of the educational process by conducting themselves in an honest and ethical manner. Any form of academic misconduct represents an erosion of academic standards and should not be tolerated by either the instructor or the student. Knowledge of any dishonest act should be reported and dealt with through orderly procedures as established by the institution (p. 3).
This document is available to all on campus in the form of a printed copy provided by Student Services and on the [OSU-Okahoma City web site](#).

Specific technologies in use by the institution to enforce the above statement include the software program entitled "Turnitin.com" that enables faculty to detect plagiarized work by their students. This software is supported by faculty training provided by Information Services personnel.

Another specific technology that faculty can use is the Respondus lock-down browser. Many courses are taught online, and online testing occurs via the Desire2Learn online platform for campus-based classes. The Respondus lock-down browser prevents students from printing exams from the online site. This system was tested by select faculty during the spring 2008 semester and was available for all faculty by the fall 2008 semester. Numerous training sessions in the use of Desire2Learn have been conducted by Information Services since January 2007, and beginning in the summer of 2008, such training included the use of the Respondus lock-down browser. Schedules of these training sessions were available in the Information Services office in LRC 105.

The institution has certain non-technological procedures in place to ensure the security of exams and other confidential information from students.

In 2006, OSU-Okahoma City stopped using Social Security numbers and began using Campus Wide Identification numbers (CWIDs). The purpose of the change was to help eliminate identity theft and better protect student records. In 2008, an audit of campus records was conducted to ensure only those records that required Social Security numbers, such as federal financial aid documents, contained the numbers while all other records were destroyed. Currently, students are identified only by their CWID.

The Testing and Assessment Center administers a wide variety of standardized tests. These include ACT national and residual exams, CLEP (College-Level Examination Program), GED exams, HESI (Health Education Systems, Inc.) exams, HESI-A2 (the exam required for admission to the OSU-Okahoma City nursing program), CNA (Certified Nurses Aid) national exam, SPEAK (a measure of the oral English proficiency of students for whom English is not their first language), TOEFL (Test of English as a Foreign Language), and COMPASS (a computerized placement test in reading, writing, and math). Most of these exams come with their own set of security requirements which are observed by testing staff. A comprehensive assessment manual with individual tabs for the various tests provides easy access to information about each exam to new employees. There is also an individual notebook available which is pertinent to each exam. These documents are located in the Testing and Assessment Center (SC 104).

Student make-up exams are also administered in the Testing and Assessment Center. Exams are kept filed in a locked filing cabinet. In order to take an exam, a student must show a valid photo ID, and the staff members are trained to ask for identification. A “quick guide” to FERPA (Family Education Rights and Privacy Act of 1974) is available to all staff as a quick reference. The Testing and Assessment Center recently installed a phone detector, which allows staff to determine if a student has a phone turned on. If indicated, the staff member ensures that the phone is turned off, or in extreme cases removed from the room, until the testing is completed. In the event of testing irregularities during an exam, a form is completed by the test administrator to inform the faculty member of the problem. Following completion of an exam, tests are filed in a secure location. Access to faculty exams requires three different keys.
ACT and COMPASS test score data is also stored securely in filing cabinets. The filing cabinets lock, and then a separate padlock-like system prevents the drawers from opening should the locks fail. Four keys, two door keys and two filing cabinet keys, are required to access these records.

Concerning OSU-Oklahoma City Print & Mail Services and exam security, print jobs may be submitted three ways. Faculty may submit a test digitally via the secure online print website. Online Print Services. They may also put originals of their tests in sealed envelopes and send them to Print & Mail Services. The office also recently added a locked drop box for instructors who need to drop off exams after regular business hours.

Access to the mailroom is strictly controlled because its doors are kept locked at all times. Checks, billing statements, financial aid probation and award letters are placed in a secure location with very limited access. Mail is sent out the day it is received to avoid leaving it overnight in the mailroom area. Each department has its own locked and secured mailboxes for the delivery of mail it receives, and there are a limited number of keys.

The institution has established written policies and procedures that both enforce ethical academic student conduct and protect students from abuse by faculty.

In the document entitled Student Rights and Responsibilities (pp. 5-10), academic misconduct and academic dishonesty are defined and illustrated. Also outlined in that document are the procedures that faculty must follow if they choose to formally charge a student with either academic misconduct or dishonesty, and the rights that both parties have if a student chooses to challenge either the charge itself or the penalty levied by the faculty member.

The institution provides some training or guidelines for students in its many academic internship programs, practicums, clinical assignments, and service learning programs.

All six academic divisions at the institution offer at least one internship, practicum, or clinical program for their students. Altogether, there are at least 20 such programs.

During their participation in these programs, students often have access to information that must be kept confidential. There is no standard institutional set of guidelines or training of students required, for each of these programs is so different from the others. Therefore, the guidelines and training methods vary from division to division and from program to program. Five of these programs outline ethical standards of conduct, as well as other degree program information, in special handbooks.

- TCOM (Technical Communications) internship program—[TCOM 2823 Capstone Internship Program Handbook]
- Business Internship Program—[Internship Program Handbook]
- Nursing Clinical Program—(Nurse Science Department Student Handbook, Resource Room)
- Cardiovascular Clinical Program—(Cardiovascular Technology Department Student Handbook, Resource Room).
- Echocardiography Clinical Program—(Cardiovascular Technology Department Student Handbook, Resource Room).
The Science and Engineering Division internship programs offer in-house training to their students during course lab hours. All other internship or practicum programs at the institution provide written guidelines, either as part of the course syllabus or independent of it. The one exception to this rule is the Agriculture Technologies Division, whose Horticulture Practicum course (HRT 2244) provides only this brief written statement about internship. “An internship in ornamental horticulture in areas such as park maintenance, landscape maintenance, wholesale or retail sales, horticulture therapy or turf management will be established either in the industry or at the Horticulture Center.” All written guidelines and course syllabi for these various division programs are located in the respective academic division offices.

An off-campus service learning component to students’ course work is available across a wide spectrum of courses offered at the institution. This component is monitored by a Service Learning coordinator, who is a full-time faculty member at the institution. Numerous checks and balances are in place to ensure that a participating student has permission from the community site and is otherwise eligible to participate.

Through the coordinator’s office, records are kept in order to demonstrate that ethical and insurance obligations are fulfilled. For example, participating students must complete a checklist (as must the faculty member), which serves as an official statement that a Service Learning Student Packet has been signed, dated, and witnessed. There is also a service learning placement confirmation agreement completed by the agency or organization at which the service learning occurs. Other reporting documents are also required (Internship Hourly Report, Agency Evaluation of Intern). However, issues relating to access to confidential records (e.g., social security numbers, birthdates) are handled at the discretion of the organization being served. Copies of all such documents are available in the Service Learning coordinator’s office (BT 309A).

The institution provides written guidelines and some opportunities for general training in ethical behavior.

Rules, regulations, and issues of ethics and confidentiality are made available to faculty and staff through the Faculty Handbook (distributed to faculty during in-service meetings) and the Staff Handbook (portions available online). Students are provided information regarding academic dishonesty, misconduct, plagiarism, and other rules and regulations via the Student Rights and Responsibilities publication, available to view or download on the website at www.osuokc.edu/rights or printed copies may be obtained at the Office of Student Life, Student Center 102, or the Office of the Vice President, Student Services, Student Center 180. References to this publication are also found in the Student Handbook and the OSU-Oklahoma City Catalog, p.9. This information is also available in each course syllabus which is given to every student on his/her first day of class, and all syllabi on campus are supposed to adhere to the campus syllabus guide. A presentation on ethics is provided to students during orientation by the vice president of Student Services.

FERPA (Family Educational Rights and Privacy Act of 1974) is explained to and followed by all staff, faculty, and work-study students. Signed forms are kept on file to verify understanding of this important issue. A breakdown of permissible and prohibited information is provided to each staff member for easy access as a quick reminder (FERPA Quick Reference).

Additionally, any department hiring a student work-study communicates FERPA guidelines to the student along with additional rules and regulations regarding the handling of student and other information the work-study will have access to in the course of their employment. The student work-study program is an equal opportunity employer. If a student’s employment application shows that he/she has a felony conviction, a criminal background check is
conducted by Human Resources. If this shows that the student’s offense involved the misuse of social security or other information, they are referred to a department that will limit their exposure to confidential information.

Ethics training is incorporated in the Student Leadership Retreat and the Student Leadership Workshop every year. The retreat is held each fall, and the workshop is held each spring. The OSGA (Oklahoma Student Government Association) annual retreat also incorporates breakout sessions on the subject of ethics and leadership. In 2007, the Leadership Book Club was established, which highlights various aspects of leadership, including ethics. Student Support Services offers English workshops, where the subjects of plagiarism and academic integrity are included. Also, various clubs have state leadership conferences that provide workshops in ethical issues related to student leaders.

OSU-Oklahoma City remains in a unique position when compared to other two-year colleges. The campus is subject to policies and procedures from Oklahoma State University-Stillwater and, when OSU-STW rules do not apply, policies and procedures developed by OSU-Oklahoma City do apply. Other two-year colleges generally only have their own “rules” by which to operate. OSU-Stillwater has put in writing, and in one location, their policies and procedures, so they are easy to find. While OSU-Oklahoma City has many policies and procedures on campus, they have not historically all been available in one central repository until efforts began in 2009 to reach this goal. Significant progress has been made in gathering and scanning policy and procedure documents, so they may all be made available via the campus website. The office of the assistance vice president for academic affairs is leading this important effort.

The institution’s Services to Students with Disabilities Office maintains strict confidentiality of student disability information.

The OSU-Oklahoma City Office of Services to Students with Disabilities maintains confidential records of student disability documentation, access and accommodation records, and provides communication to faculty and students related to the ethics and confidentiality of disability related information and issues (Students with Disabilities Brochure).

Disability related information and documentation is treated as medical information and handled under the same strict rules of confidentiality as other medical information. It is shared only on a limited basis within the institutional community and then only when there is a compelling reason to the individual seeking the information to have knowledge of a specific aspect of this confidential information.

FERPA (Family Rights and Privacy Educational Act) allows faculty to have free access to student educational files of the students with whom they are working. Records related to disability are excluded from free access under FERPA. Also excluded from free access under FERPA are inquiries external to the institution related to a student’s disability or academic progress. Family members are included in this exclusion and are not provided with access to student information regarding disabilities, accommodations, or academic progress.

Students requesting accommodations based on disability sign a form authorizing the advisor to Students with Disabilities to contact instructors or other professionals on a limited basis to arrange necessary accommodations as required. Files related to students and disability issues are maintained in a secure separate location from those records of the general student body.

Information related to ethical and legal disability information is provided in brochures, the student handbook, the Services to Students with Disabilities web site and in public dialog with faculty within the context of in-service workshops and personal conversations.
Criterion 4:

Strengths, Challenges, and Recommendations

Strengths:

- The Developmental Studies Department was created to help address needs of learners returning to school with educational deficiencies.
- The OSU-Oklahoma City chapter of Phi Theta Kappa is nationally recognized for excellence.
- General education courses provide a strong foundation for students’ education.
- The Matriculation Study improved outcomes for developmental studies students.
- OSU-Oklahoma City has improved assessment data collection and reporting processes, so data can be used to make programmatic changes.
- Student Success Strategies (a developmental studies course) offers students on academic probation, and students with poor grades, skills they need to succeed in college.
- Freedom of inquiry and academic freedom are protected by written policies in university documents readily available to students, faculty, staff, and administrators.
- The Adjunct Faculty Handbook, the Faculty Handbook, and the Student Rights and Responsibilities all comment on sexual harassment as it applies to course content.
- The Faculty/Staff Development Committee plans training sessions which are made available to employees throughout the year.
- Information Services offers flexible training options for individual students, staff, and faculty or groups.
- Information Services is improving its customer service response time to helpdesk requests.
- OSU-Oklahoma City publicly recognizes outstanding teaching and staff performance.
- Student Life has student activities that promote social responsibility.
- OSU-Oklahoma City has policies and procedures in place to address expectations for ethical behavior.
- General education courses prepare students well to be socially aware, responsive knowledge workers.
Challenges:

- The institution lacks a comprehensive faculty/staff professional development plan.
- While OSU-Stillwater does offer numerous faculty/staff development opportunities, access to them is difficult.
- The budget for faculty/staff development is inadequate.
- Developmental math students struggle with persistence and retention to college-level math courses.
- The Honors Program is struggling.
- Campus-wide participation in the Oklahoma Global Education Consortium needs to grow.
- Sharing assessment data campus-wide presents challenges.
- Large-scale assessment in general education needs improvement.
- The Matriculation Study is labor and time-intensive to conduct.
- There is no standard institutional set of guidelines or training of students required for practicum or internships because programs vary.
- Program outcomes data is not reported as the Assessment of Student Learning Committee would like.
- Lack of centralized policy and procedure repository prohibits access to important documents when necessary.

Recommendations:

- A one-sheet handout containing specific information about ethical student behavior should be given to students by the enrollment contact person. Such information should include the specific web address of the Students’ Rights and Responsibilities document.
- The Print Shop should devise a plan to secure exams so that they are never located in a public area where unauthorized persons might gain access to them.
- Any departments that do not currently have written policies regarding students working in outside places (e.g., internships) should develop such written policies.
- The Student Government Association (SGA), and possibly other student organizations, should develop a systematic plan to raise greater awareness of academic ethical issues among students.
- Ethics training of all faculty should occur during at least one in-service meeting per academic year.
- A comprehensive faculty/staff development plan should be formalized.
- Information Services should work with Stillwater to make existing training available via Interactive Television or video streaming.
- Funds should be reallocated to provide more widespread faculty and staff development.
- The Matriculation Study format should be reconsidered to save labor and glean better results for students.
- The Honors Program revitalization should continue.
- Communication about the Oklahoma Global Education Consortium should come in timely manner to entice faculty as presenters.
- Global education should be more frequently discussed on campus.