



Criterion Five:

Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

5

OSU-Oklahoma City serves a multitude of entities in the metro area. The mission of the campus is to prepare students to live and work in a technology-rich multicultural environment locally and around the world, and OSU-Oklahoma City provides academic and personal enrichment opportunities for its constituents.



Core Component 5a:

The organization learns from the constituencies it services and analyzes its capacity to serve their needs and expectations.

With over 7200 students, nearly 570 faculty and staff, numerous degree plans (Bachelor's, A.S., and A.A.S) and certificates, as well as a variety of continuing education and community outreach programs, OSU-Oklahoma City constantly strives to meet the needs of those it serves in the metropolitan area as well as throughout the state. In addition, with six online degrees, numerous online courses and courses televised on Cox Cable, the constituencies OSU-Oklahoma City serves has expanded further than could ever have been imagined at the time of the last site visit.

The organization's commitments are shaped by its mission and its capacity to support those commitments.

OSU-Oklahoma City persistently develops and delivers collegiate-level career and transfer educational programs to meet the needs of its constituencies. Revisions to existing programs, addition of new degree programs, and proposed future programs continue to meet the needs of a constantly changing society ([New, Revised, and Proposed Programs](#)).

OSU-Oklahoma City has recently experienced some very significant increases in enrollment. For example, when compared to the fall 2008 semester, the fall 2009 enrollment increase by more than 20% or 1,200 students. This dramatic increase brought to light several issues related to the institution's capacity to appropriately serve its students. These issues ranged from the mundane, but important, issues as parking and classroom utilization to



problems related to the identification and orientation of qualified full-time and part-time faculty. Once the Fall 2009 semester was well underway, short-term capacity issues have been handled through the regular administrative channels while long-term capacity issues are addressed through the strategic planning/budget development process.

The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

OSU-Oklahoma City appreciates the Academic Program Advisory Committees because they help illuminate the changing needs of constituencies. An example of an excellent working advisory committee belongs to the Horticulture – Turfgrass Management degree programs. Made up of approximately 40 members from the community, the members represent industries highlighted in the programs, including golf courses, home lawn care, landscape design, landscape contracting, forestry, and greenhouse and nursery management. Typical meetings include program updates and brainstorming sessions as a large group, as well as discipline-specific brainstorming to provide more content specific suggestions. High-level OSU-Oklahoma administrators typically attend these board meetings and their presence gives advisory board members direct access to the campus decision makers.

Another function of the Advisory Committee includes recommendations for program classes. Committees may recommend new programs to meet industry demands. For example, in the Horticulture area one committee recommended classes in soils science and sustainable horticulture, and a viticulture track of study. Today, HRT 2023/ Horticultural Soil Science, the Associate in Applied Science in Horticulture Technology-Sustainable Crops Production Emphasis, and three viticulture courses: HRT 1503/Introduction, Site Selection and Cold Protection, HRT 1513/ Establishment and Propagation), and HRT 1523/Canopy and Harvest Management are a reality.

The organization demonstrates attention to the diversity of the constituencies it serves.

OSU-Oklahoma City serves a very diverse constituent group. The institution's emphasis on technical education generally results in faculty and staff recruited from all areas of business and industry. Many of these employees retain their ties to the non-academic world by serving on industry-related boards and associations, interacting with others in that field and maintain an invaluable perspective into the trends and needs of their particular discipline.

In addition to offering degree programs, OSU-Oklahoma City provides a wide variety of non-credit programs and initiatives to meet the needs of the community. Helping students finish high school and move on to college, offering basic and advanced driver training to support safer roads for everyone, Certified Nurse Aide training delivered across the state to raise the standard of care in long-term care facilities, guiding home and center child care administrators to higher standards for Oklahoma children. These are just a few of the projects currently in process. ([Non-Credit Initiatives](#)).

OSU-Oklahoma City shows attention to the variety of groups it serves by offering numerous outlets for educational, cultural, and social growth. Examples of student activities include "Howdy Week." Organized by the Student Life Office, Howdy Week occurs at the beginning of each spring and fall semester with a variety of activities and, Student Center displays set up by student organizations to increase the visibility of the various ethnic and social groups they represent. In September Hispanic Heritage Week is celebrated, November celebrates Native American History and in January the campus recognizes Martin Luther King Day. February is Black History month with a diversity speaker and also events planned for each Wednesday. In the 2008-2009 academic year, the Native American Student



Association of OSU-Oklahoma City partnered with the Oklahoma History Museum to bring a display honoring the Choctaw Native American tribe's service as Code Talkers during World War II ([Student Activities](#)).

Other programs take students (and interested community members) on international trips. In the Humanities Department students can travel to European countries to study history and culture and earn course credit during these trips ([Travel Abroad](#)). In the Division of Agriculture, horticulture students have traveled to Costa Rica and Australia to study tropical flora as well as broaden their cultural horizons. In the Public Service degree program, students, faculty, and staff are invited to attend the Spring Gathering, a forum for the exchange of ideas and view points related to what it means to be a public servant. Recent speakers have included a former Oklahoma governor, a former mayor of the City of Oklahoma City, and Burns Hargis, current president and CEO of the Oklahoma State University System.

Other enrichment activities already discussed elsewhere in this report include the OSU-OKC Farmers' Market, Family Health and Safety Day, the Child Development Center, the OSU-Oklahoma City Job Fairs, and public access to the Library. OSU-Oklahoma City looks for opportunities to serve students and community constituents in academic and non-academic settings.

The organization's outreach programs respond to identified community needs.

Outreach programs encompass almost all areas of the institution. They include, but are not limited to service learning, Upward Bound, Educational Talent Search, summer academies, student volunteerism, faculty/staff volunteerism, charitable giving, and community contacts.

Service Learning engages students with the community and the community with the students in a variety of ways. Although not currently required for all students, many courses have a service learning component. Service learning projects respond to the needs of various constituencies including charitable organizations, schools, churches, healthcare providers, and more. One campus service learning project is The Club at City Church. The Club is an after-school program for at-risk students from Taft Middle School. OSU-Oklahoma City students involved in this program tutor, mentor and supervise activities for these at-risk middle school students.

Various summer academies are offered by OSU-Oklahoma City to engage middle and high school students with the campus and provide educational as well as social opportunities for the participants. The summer 2009 session once again presented the Remote Controlled Basics of Technology, or RC Bot Summer Academy, a two-week commuter academy that uses critical thinking and scientific principles to solve real world problems in a challenging and entertaining way. The RC Bot Summer Academy has been hosted at OSU-Oklahoma City since 2003, with approximately 20 middle and high school students attending each summer session.

Community volunteerism is also popular among students, staff, and faculty. In addition to student service learning projects, additional volunteerism activities include: students, faculty, and staff tutoring with students at Westwood Elementary School, student volunteers for maintenance/repair at Harn Homestead, student volunteers for hospital events such as Stroke Screening, faculty judges in local/regional science fairs, student and faculty/staff volunteers at the Regional Food Bank, and Hispanic Student Association members mentoring Western Oaks Middle School students. Students, faculty, and staff are also involved in charitable fund drives for national non-profit organizations, such as the United Way, Susan G. Komen Breast Cancer Foundation, Heart Association and others. OSU-Oklahoma City is a supporter of the Juvenile Diabetes Research Foundation "Race for the Cure" fund drive and the Regional Food Bank of Oklahoma.



OSU-Oklahoma City contact with the community is a constant endeavor to serve the needs of its constituents. From Halloween parties offering safe trick or treating for children to the weekly Farmer's Market, community outreach to the nearby Stockyards City area and outreach to the increasing Hispanic metro community, OSU-Oklahoma City continually engages its constituents.

In responding to external constituencies, the organization is well-served by programs such as continuing education, outreach and customized training.

OSU-Oklahoma City has a long history of providing continuing education, outreach, and customized training to its constituents. Many of these service programs are offered as non-credit, such as a garden lecture series, ACT preparation workshops, floral arrangement how-to sessions, and pet first-aid workshops.

Additionally, the Technology Education Center (TEC) reaches out to the community by providing work-related skill training to Oklahoma City's workforce. Partnering with the [Society of Human Resource Management/Online Education](#), TEC offers two certification programs. Essentials of Human Resource Management Certificate Program for entry-level HR professionals and Professional in Human Resource Certification for the more advanced. TEC, in partnership with [Education to Go](#) (ed2go), offers many courses online, such as supply chain management, project management, and purchasing.

OSU-Oklahoma City employs a wide variety of programs and services in order to meet the wide-ranging needs of our large and varied external community. Our diverse programs, both internally and externally funded, reach and teach hundreds of Oklahoma City learners outside of the campus population each year, enhancing and enriching their lives.

Core Component 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

OSU-Oklahoma City views engaging students and its surrounding communities as a way to encourage learning and support civic responsibility in its role as an institution of higher learning. Its confidence in the students, staff, faculty, and administrations ability to provide leadership within the community, and its commitment to providing programs, events, and activities that encourage positive interaction demonstrate this belief. The university actively listens to its constituencies and communities and responds to their needs in meaningful ways.

OSU-Oklahoma City has a prominent worldwide web presence, partly because of its link with Oklahoma State University and its associated campuses, and the [website](#) connects the institution with its external communities on local, state, national, and even global levels. Providing information about academic programs, student services, and community activities, the OSU-Oklahoma City website makes the campus readily accessible to its many and diverse audiences. Striving to maintain good communication and positive relationships with external communities on multiple levels, and using current information technology is one way the university accomplishes this goal.

Another way OSU-Oklahoma City maintains connection with its stakeholders is through campus technology. The campus is equipped with current academic and information technology to enhance student learning experiences and promote employee efficiency. Through the annual strategic planning/budgeting process, Information Services



proactively scans its technology inventory and resources to identify needed replacements, updates, and additions. OSU-Oklahoma City is committed to using resources to improve campus facilities and enhance the quality of experiences for students, employees, and members of the general community.

OSU-Oklahoma City supports community involvement as much as student learning. The institution's programs, services and events connect students, staff, faculty, and administrators with external groups in meaningful ways. OSU-Oklahoma City requires students to complete internships and community service projects for some degrees, and institution employees participate in charity fundraisers and community service.

Evidence of community engagement follows and is organized in three general categories that demonstrate the capacity and commitment to connect with and develop meaningful relations with stakeholders: (1) Community outreach (2) Student Services and (3) Academics.

COMMUNITY OUTREACH

Community Engagement

OSU-Oklahoma City takes pride in community involvement and engagement. Examples of how OSU-Oklahoma City responds to community needs and engages its external constituencies follow.

Service Learning

OSU-Oklahoma City faculty and students have been involved with service learning and volunteerism for more than 10 years; however, tracking of this involvement has only been in place since a formalized procedure for service learning participation was created in fall 2004. A web-page was dedicated to provide information, guidelines, and forms for students and faculty ([Service Learning](#)). The Service Learning Committee (established in 1998) evolved into the Community Engagement Committee, 16 faculty and staff with two co-chairs (one each from Academic Affairs and Student Services). The committee tracks community involvement the campus has already established within the Oklahoma City metropolitan area and identifies new avenues of engagement. Committee membership has split into two subcommittees, service learning and volunteerism, because campus involvement grew enough to warrant individual attention to each area.

OSU-Oklahoma City is a member of [Oklahoma Campus Compact](#) (OCC), state chapter of a national coalition of more than 1,100 college and university presidents committed to emphasizing civic responsibility as an essential higher education outcome. OCC represents 34 public and private Oklahoma higher education institutions, and is dedicated solely to campus-based civic engagement. It promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum. OSU-Oklahoma City embraces this mission and promotes community involvement with its service learning programs.

Students involved in service learning apply classroom learning in the community in which they work or live. OSU-Oklahoma City's service learning coordinator describes these learning projects as teaching and learning strategies that integrate meaningful community service with academic instruction and reflection to enhance the student's learning experience, teach civic responsibility, and strengthen communities.



In addition to students' service learning activities at The Harn Homestead and The Regional Food Bank of Oklahoma discussed in **Criterion 4**, the following link includes examples of notable service learning projects that have been completed, are ongoing, or are currently in progress ([Service Learning Projects](#)).

Each year, approximately 50 service learning projects are completed by OSU-Oklahoma City students for the benefit of the community, and 187 community agencies and organizations have been served by students of OSU-Oklahoma City to date through the service learning programs (J. Wilke, personal communication, November 11, 2008). OSU-Oklahoma City takes pride in its service learning program as being an important part of the learning process, providing optimal benefits for the community and students who choose to participate.

For the effort, OSU-Oklahoma City was recognized on the President's Higher Education Community Service Honor Roll for both the 2007 and 2008 academic years. The Honor Roll is a program of the Corporation for National and Community Service sponsored by the President's Council on Service and Civic Participation, the USA Freedom Corps, and the U.S. Departments of Education and Housing and Urban Development (J. Wilke, personal communication, November 11, 2008). Colleges and universities nationwide that support innovative and effective community service and service-learning programs are recognized by these organizations.

Volunteerism

OSU-Oklahoma City believes that volunteering in the community is one of the primary ways in which external constituencies are engaged in meaningful ways. To this end, volunteer activities by campus representatives are strongly encouraged and promoted.

OSU-Oklahoma City applied for and received approval to host an AmeriCorps VISTA volunteer. The VISTA volunteer devotes 100% of his time to the continued growth and development of the service learning program.

Students, faculty, and staff participate in myriad volunteer opportunities. The Community Engagement Committee administered a survey in conjunction with the spring 2007 and 2008 in-service to identify volunteer activities that faculty and staff participate in and to provide a growing list of community agencies which welcome volunteer participation. The January 2008 survey received 25 responses from staff and 34 responses from faculty. Of that group 30 indicated active participation in one or more volunteer activities with 46 different agencies/causes.

A major campus/community partnership is the annual Juvenile Diabetes Research Foundation "Walk for a Cure." Five years ago, JDRF invited OSU-Oklahoma City's president, Dr. Jerry Carroll, to put together a campus team to participate in the walk the next week. A hasty team of about a dozen employees formed and participated in the walk which was eye-opening. Thousands of Oklahoma children with juvenile diabetes and their families fundraise weeks in advance and the walk celebrates that achievement. Two years ago the walk moved from the Oklahoma City Zoo to OSU-Oklahoma City and now campus employees and students volunteer to fundraise, help coordinate the event, and walk. Several hundred OSU-Oklahoma City employees and their families have participated for the last three years, raising more than \$29,800.



Hispanic Student Outreach

OSU-Oklahoma City recognizes the importance of diversity among students and the need for making higher education opportunities available in many metro Oklahoma City areas. In 2005, a six-month grant enabled OSU-Oklahoma City to hire two new recruitment specialists to focus their efforts in Oklahoma City's historic Stockyards City area, a neighborhood whose residents are underserved and underrepresented among higher education institutions, including OSU-Oklahoma City. The recruitment specialists educated Stockyards City residents and area middle and high schools regarding higher education opportunities and financial aid programs available at OSU-Oklahoma City. OSU-Oklahoma City continues to employ a full-time Hispanic Student Services Campus Representative to continue outreach efforts in traditionally underserved and underrepresented areas. As a result of the efforts, OSU-Oklahoma City's Hispanic student population continues to show a steady increase (J. Ruiz, personal communication, November 10, 2008).

As previously discussed in **Criterion Two**, OSU-Oklahoma City has also partnered with nearby Westwood Elementary School in Oklahoma City since the fall of 2006 to provide volunteer tutors for their students (many of whom are Hispanic) held yearly drives for school supplies donated to Westwood and, in 2009, OSU-Oklahoma City awarded supplemental scholarships the 31 Westwood fifth graders to encourage completion of their K-12 years and an opportunity to attend high school.

Student Center and Campus Events

OSU-Oklahoma City offers the use of conference rooms, meeting facilities, and catering services for various organizations. Community organizations or businesses may rent campus meeting areas for a fee. Conference areas are equipped with current information technology for seminars and presentations, and room setup may be customized to patrons' needs.

Some of the more popular, well-attended events and Student Center activities include Halloween Blast, voter registration day, adult basic education classes, the United Way campaign, and High School to College Disability Services Transition Workshop ([Student Center and Campus Events](#)).

STUDENT SERVICES

Student Services develops meaningful connections with students and the community through several important programs. OSU-Oklahoma City enrolls students from across the metropolitan area, including the neighboring high poverty area. Many come from families with limited resources to higher education and others have challenges that may keep them from being able to commit to attending school. Connecting with these students in middle and high school and supporting them as they face life challenges can mean the difference between academic success and failure. Outreach programs are tailored with these constituents in mind.

Family Resource Center

In recognition of the real life economic challenges facing its students, OSU-Oklahoma City established its Family Resource Center (FRC) as a student resource in 1996 (K. Kruse, personal communication, November 12, 2008). Providing referrals to an extensive network of services available in the community, the FRC encourages students to take a proactive approach toward personal, educational, and professional growth.



The FRC maintains an extensive emergency food pantry for students supported through community, student, faculty, and staff food drives throughout the year. The FRC also offers special holiday activities as follows to support and engage students and their families ([Family Resource Center Holiday Events](#)).

TRIO Programs

OSU-Oklahoma City believes in making higher education accessible for all members of the community and reaches out to students from disadvantaged backgrounds to promote education and expand opportunities. To achieve this, OSU-Oklahoma City has federally-funded grant programs focusing on recruitment and retention of at-risk student populations.

The TRIO programs at OSU-Oklahoma City include Student Support Services, Upward Bound, and Educational Talent Search programs. TRIO programs provide support, education, and guidance to at-risk students, with an ultimate goal of helping students become prepared for and succeed in college. TRIO support and guidance is mainly provided through short-term academic counseling services to address issues such as managing stress, preparing for college, making career choices, and improving study skills. TRIO also provides education to students through workshops on improving academic skills, interpersonal communication, personal wellness, and time management.

Each TRIO program is fully staffed by qualified professionals to recruit and retain new students from the community, and TRIO programs allow students to connect with external communities through cultural events and visits to other colleges within the state. Noteworthy cultural events [Student Support Services](#) participates in are visits to the Oklahoma City Museum of Art, the Oklahoma History Museum, and the Oklahoma Medieval Fair. Guest speakers from the community are also brought in to present information on study and life skills and are open to students, faculty, staff, and general community members.

The [Educational Talent Search](#) program at OSU-Oklahoma City identifies and assists students from disadvantaged backgrounds who have the ability to succeed in college. Educational Talent Search provides academic, career, and financial counseling to at-risk middle and high school students with the goal of helping them graduate from high school and enter the college of their choice. [Upward Bound](#), the third TRIO program which has previously been discussed, is designed to provide fundamental support to students preparing for college through academic skills instruction, tutoring, mentoring services, cultural enrichment activities, and work study programs.

ACADEMICS

OSU-Oklahoma City commits itself to academic excellence and responds to its external communities by providing degree programs to meet the educational needs of growing professions. The addition of new degree programs is one of the ways the university shows its ability to meaningfully engage and respond to community needs. A list of degree programs and certificates that have been added since the last Higher Learning Council self-study shows degrees corresponding to the workforce needs ([Degree List](#)). Programs on this list not listed in the current catalog have been deleted from the campus inventory.



Practicums, Internships, and Clinical Components

The institution believes in the benefit of practical training as a way to enhance the learning process. OSU-Oklahoma City partners with organizations in the community, such as hospitals and mental health clinics, which allow internship experiences. The Divisions of Agriculture Technologies, Arts and Sciences, Health Services, and Human Services offer internships, clinical components, and practicums for selected degrees to encourage students' application of course material while simultaneously establishing effective connections with external communities.

The Agriculture Technologies Division is comprised of the Horticulture Technologies Department and the Veterinary Technologies Department. Horticulture Technologies requires a practicum component for all students in the A.A.S. degree programs. Students obtain a minimum of 80 hours of practical industry experience in the fields of floral design, landscape design, turf management, landscape contracting, greenhouse and nursery production, horticulture therapy, and sustainable agriculture. Instructors work with the students and with contacts in the industry to identify practicum position appropriate to the students' field and review the progress of the students who work on site.

The Veterinary Technology Department requires a four-week preceptorship (internship) of each student not already employed in the veterinary industry. The experience is intended to simulate full-time employment. These experiences allow communication between the departments and their respective industries, help students experience the reality of industry, and allow feedback from industry regarding the preparedness of the students.

The Arts and Sciences Division offers a Technical Spanish-Translation/Interpretation (TSTI) A.A.S. degree with an internship component. OSU-Oklahoma City partnered with [INTEGRIS Baptist Medical Center](#) in spring 2008 as an internship site for the TSTI students, where they integrate classroom skills with practical learning. According to the program director, students perform translation and interpretation in numerous settings, from the emergency room to off-site wellness clinics in the Hispanic community. The institution also partners with Multilingual Services, Inc. as an internship site, a translating/interpreting service that has been in Oklahoma City for 15 years. An average of three to four TSTI interns complete their internships at their assigned sites each semester, and they are required to complete 16 clock hours to fulfill internship requirements. However, the OSU-Oklahoma City Humanities department head notes that TSTI interns typically provide many more clock hours of service to their internship site than is required, indicating the students' strong connections with their internship sites.

The A.A.S. degree in Nurse Science, offered through the Division of Health Services, includes extensive clinical components to assist students in actively applying clinical skills while serving members of the local health care community. Each nurse science student completes 441 total clock hours of clinical experience in different health care settings and departments, including behavioral health units, long-term care facilities, medical/surgical facilities, acute care centers, hospices, maternal and newborn care settings, critical care, and pediatrics. [Deaconess Hospital](#), [INTEGRIS Health Hospitals](#), and the [University of Oklahoma \(OU\) Medical Center](#) are just a few of the sites that OSU-Oklahoma City serves and partners with. The clinical components are supervised by OSU-Oklahoma City nursing faculty to ensure proper guidance of the student and the highest level of service for the clinical partnership sites served. Nurse Science has an approximate faculty to student ratio of 1:8 for clinical components, further demonstrating a strong commitment to academic guidance and support for the benefit of students and the community health care sites served.



The Division of Human Services offers three degree programs which feature practicums as a prominent degree requirement: A.S. in Alcohol and Substance Abuse Counseling, A.A.S. in Crime Victim/Survivor Services, and BT in Emergency Responder Administration. Both Alcohol and Substance Abuse Counseling and Crime Victim/Survivor Services degree programs have an average of eight students per semester in each practicum assignment. Students in the Alcohol and Substance Abuse Counseling program are required to complete 200 clock hours at their practicum site, and Crime Victim/Survivor Services students are required to complete 150 clock hours at their sites. BT students are required to complete 90 hours at their different sites. Alcohol and Substance Abuse Counseling and the Crime Victim/Survivor Services students serve state agencies, clinics, and treatment centers linked here ([Human Services Division Practicum Site List](#)).

Internships, clinical components, and practicums effectively connect OSU-Oklahoma City students with community businesses and organizations to enhance their learning experiences while serving community needs.

Online Courses/Technical Support

The OSU-Oklahoma City student population contains a significant number of working adults. Some OSU-Oklahoma City students are on active military duty and are stationed internationally, making online classes especially helpful for them. These special student populations may find it difficult to attend on-site classes, and in response OSU-Oklahoma City offers the [Online Classroom and Community](#), a collection of courses that can be completed either primarily or solely online with no physical class attendance required ([Online Classroom and Community](#)). OSU-Oklahoma City's Online Classroom and Community provides the perfect place for busy, working students to connect with campus.

By logging onto a secure website, the Online Classroom Classroom, course syllabi, documents, and assignments are posted for student review and completion. The Online Classroom may also contain discussion boards as applicable to the course of instruction. Completed course assignments are submitted via an online drop box or through email to the instructor, and exams are either completed online, on campus at the Testing and Assessment Center, or at another appropriate test proctoring site. Academic integrity for online classes is upheld by having students complete their assignments during specific time windows determined by the instructor, which promotes students' time management skills. Online College course instructors also inform students of their email addresses and contact information, making themselves available for remote consultation and support.

The OSU-Oklahoma City Online College provides convenience and flexibility for students since course materials are always available for completion. The Online Classroom can be accessed through any standard web browser where an internet connection exists. In this way, OSU-Oklahoma City engages external communities by making the academic courses available to students outside the Oklahoma area and online.

Special Program Highlights

Bachelor of Technology Degree in Emergency Responder Administration

Training and education of public service employees and emergency response services has become one of the primary concerns in America; OSU-Oklahoma City has developed the Bachelor of Technology Degree in Emergency Responder Administration in direct response to this need.



The multi-disciplinary approach of this degree focuses on coordinating communication with various first responder agencies and fostering an understanding of the responsibilities and processes for response and recovery at critical incident scenes. This degree shows the institution's capacity and commitment in responding to community needs as evidenced by this program being taught by experienced faculty.

The Bachelor of Technology Degree in Emergency Responder Administration engages the community by providing a well-educated workforce that upgrades an important segment of Oklahoma's public safety professionals. Because of their experience with the Alfred P. Murrah Building Bombing, faculty now bring a wealth of their experience, expertise, and training to OSU-Oklahoma City's classrooms for the benefit of new generations of first responders and the nation's citizens.

Dietetic Technician Associate in Applied Science (A.A.S.)

The Dietetic Technician A.A.S. degree at OSU-Oklahoma City prepares graduates to effectively promote health and wellness through the planning and implementation of nutritional programs and services in various private and public settings.

The U.S. Department of Labor estimates that the number of dietetic technician jobs is expected to grow nationwide by 9 percent by the year 2014, and the estimated growth for dietetic technicians in Oklahoma is projected to be 14 percent within the same timeframe ("[Dieticians and Nutritionists](#)"). The skills and abilities of dietetic professionals are important components of preventive health care, and OSU-Oklahoma City is committed to help meet this growing need.

Development of this degree receives significant administrative and faculty support, demonstrating OSU-Oklahoma City's ability and willingness to respond to community and economic needs. With the help of federal Perkins funds, this program will be implemented in 2009-2010.

Technical Spanish Translation/Interpretation Associate in Applied Science (A.A.S.)

OSU-Oklahoma City's Technical Spanish-Translation/Interpretation degree trains students to become interpreters or translators for Spanish-speaking consumers in health care, legal, and general community settings. This degree offers training in written and oral transfer skills, as well as studies in the theory, ethics, and professional and contextual aspects of interpreting and translating appropriate to practice at the professional level.

Graduates find employment as contractors to interpreting and translating service providers or in public and private sector organizations, such as hospitals, courts, businesses, government departments, or as independent contractors.

Horticulture Degree Programs and Course

OSU-Oklahoma City Horticulture Department faculty elicit industry input and respond by creating classes to meet industry needs in turf grass management, landscape contracting, irrigation, and other horticultural sectors by developing and maintaining relevant associate's degrees in these fields. Additionally, OSU-Oklahoma City is developing courses in sustainable horticulture and market-based gardening from trends in the horticulture industry.



External communities demonstrate interest in viticulture by the growing number of vineyards and wineries in Oklahoma and the need for technical education in this field. Many local vineyard and winery business owners expressed a desire for classes in viticulture to improve practices in their field, and OSU-Oklahoma City responded by creating viticulture course offerings in Introduction, Site Selection and Cold Protection; Establishment and Propagation; and Canopy and Harvest Management.

OSU-Oklahoma City continues to expand its capacity to respond promptly and strongly to the needs of the community, both in academic and non-academic ways. Programs, events, and activities are developed, implemented and evaluated in an on-going manner by academic departments, student service areas, and community outreach programs. OSU-Oklahoma City faculty, staff, and administration remain responsive and continually assess their ability to meet both the current and anticipated future needs of its many constituencies and communities through diverse advisory boards and ongoing partnerships.

Core Component 5c:

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

OSU-Oklahoma City recognizes as part of its mission the importance of partnerships with the community, higher education institutions, and other institutions of learning. Inherent in those relationships is the understanding that OSU-Oklahoma City shares the responsibility for bringing students to campus and preparing them for successful graduation or matriculation to other educational opportunities. Sometimes the role of a university is to partner with public schools in preparing students for their higher education. As an open-door public institution, OSU-Oklahoma City consistently embraces this part of its mission. Internal and external partners recognize and support these institutional efforts as they fit the larger purpose of preparing students to be productive citizens.

Collaborative ventures exist with other higher learning organizations and education sectors (e.g. K-12 partnerships, articulation arrangements, 2+2 programs).

Cooperative Agreements

OSU-Oklahoma City maintains higher education cooperative agreements with other universities to allow students to pursue unique OSU-Oklahoma City degree programs in their own geographic areas. The institution has several higher education partners and programs ([OSU-Oklahoma City Cooperative Agreements](#)).

OSU-Oklahoma City established a cooperative alliance with Metro Technology Centers to allow high school and adult students to earn college credit while taking courses at the technology center and apply those credits toward a cooperatively offered degree program at OSU-Oklahoma City. These credits are recorded on an official transcript and transfer the same as credits earned at OSU-Oklahoma City. The driving principle of the alliance is to be student-centered, not institution-centered, and goals include getting more high school students into college, more adults to continue their education or begin college, expanding access to postsecondary education, and efficiently use federal, state and local resources ([Catalog](#)).



In addition to this Cooperative Alliance, OSU-Oklahoma City has a number of cooperative agreements with area Technology Centers ([Cooperative Agreements](#)). The student-centered focus of the cooperative agreements benefits persons of all ages. They allow high school students participating in a Technology Center program during their junior and senior years to simultaneously earn college credit. Also, adults participating in a Technology Center program are often more inclined to continue their education at the college level because of the success they experienced at the Technology Center. This success, coupled with the fact they now have cooperatively earned college credits recorded to a college transcript, eases the transition to college. Many would have to go through an evaluative process without this transcription practice in place, providing documentation of course concepts and objectives, and that can be a frustrating process ([Cooperative Credit Hours Earned by Adult and High School Students](#)).

Additionally, OSU-Oklahoma City maintains 2+2 agreements with area universities to facilitate the seamless transfer of students into those universities ([Catalog](#), p. 42; [OSU-Oklahoma City 2+2 Agreements List](#)).

In September 2008, the OSU-Oklahoma City Human Services Division Early Care Education department signed a new 2+2 agreement with the University of Central Oklahoma (UCO). This agreement provides seamless transfer of the Early Care Education-Master Teacher emphasis and Administration emphasis to a Bachelor of Science in Family Life Education-Child Development. Students who qualify for the “Scholars for Excellence in Child Care” program, offered by the Oklahoma State Regents for Higher Education, may extend this scholarship to UCO’s bachelor degree ([The Tower](#)).

Concurrently Enrolled High School Students

High school concurrent enrollment has grown significantly since fall 2001. Fall 2008 shows an increase of 231% over fall 2001. Figure 1 reflects the increase/decrease of high school concurrent enrollment fall to fall, for the period 2001-2008, as well as the increase each year over the fall 2001 semester ([Fall 2008 Enrollment Comparison](#)).

OSU-Oklahoma City also hosts classes on public school campuses. Since 2008, several courses have been offered each semester at Deer Creek Public High School, and for the first time in fall 2009, OSU-Oklahoma City began offering courses in the Oklahoma City public school system.

Elementary School Ties

OSU-Oklahoma City faculty and staff believe a love of learning starts early, so in late 2005 the institution made a pledge to Westwood Elementary to provide tutoring four days per week during its weekly Lunch Bunch reading/mentoring program. Generally, four students will be seen during a one hour period. Most of the students enrolled at Westwood come from Spanish-speaking homes. Listening to them read out loud in English and helping with pronunciation and comprehension are just a few of the activities OSU-Oklahoma City volunteers provide for Westwood students ([In-Service Presentation](#); [Lunch Bunch Reading/Mentoring Program Proposal](#)).

According to Dr. Jan Borelli, principal of Westwood Elementary, “Our teachers benefit from having adults develop significant relationships with children that provide a future for our students, and the members of OSU-Oklahoma City not only give back to the community but prepare for a future that includes our students...a win-win proposition!” ([J. Borelli, e-mail communication, November 11, 2008](#)). In 2005 Westwood Elementary students scored well below the state performance targets for math and reading. In 2006 students tested above the state performance targets and each year scores have improved ([Westwood Elementary Trend Data](#)).



- In addition to participation in the Lunch Bunch Reading/Mentoring program OSU-Oklahoma City also provides services to the school.
- Work study students to tutor and serve as assistants in the classroom and library.
- Transportation and resources to provide college transition visits for Westwood students.
- A representative to serve on Westwood's community board to help provide for the assessment and direction for the school.
- Liaisons to help students and parents prepare for college entrance and success.
- Field experiences for one-on-one engagement to get an experience of going to college for the day.
- A college-wide drive to collect student supplies for the start of the year.

TRIO Programs

Next, the Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support older public school students from disadvantaged backgrounds. In 2002-2003 OSU-Oklahoma City received a grant to fund the Educational Talent Search program. Educational Talent Search identifies individuals who are largely from lower income families and/or those who are potentially first-generation college graduates, aged 11-17. The program provides opportunities for mentoring; personal, career and academic counseling; exposure to college campuses and cultural experiences; readiness for ACT and SAT tests; and preparation and assistance with college admission and financial aid applications.

Educational Talent Search identifies specific "Target Schools" (based upon their students' need) in which to provide services. Students from those schools must apply to the program and meet certain federal criteria. OSU-Oklahoma City is authorized to serve 600 students per year with its program. Two-thirds of the students must be lower income and be the first generation of their families to graduate from a four-year college or university. The remaining one-third of the students can meet one of the above two criteria or be classified in an "Other" need area.

Figure 1 shows the number of Educational Talent Search participants that graduate high school and that go onto college. The numbers speak highly to the success of the OSU-Oklahoma City program ([Education Talent Search Graduation Results](#)).





Figure 1

Graduation Year	Number of Seniors in E.T.S.	% of Known ETS Seniors Graduated	% of H.S. Graduates Enrolled in College
2007	66	100%	92%
2006	103	99%	87%
2005	53	98%	63%
2004	51	85%	64%
2003	28	96%	100%
2002	6	100%	83%
Total	307	98%	98%

Educational Talent Search Graduates Summary

Upward Bound (UB) is another federally-funded college prep program designed to recruit economically and educationally disadvantaged high school students in order to prepare them to graduate high school and enter a post-secondary education program as well as be successful in the program. Annually Upward Bound programs are required to meet the following requirements.

- have at least 65% of non-graduating participants achieve at or above the proficiency level of state required assessment tests in math and language arts.
- have 80% of 9th, 10th and 11th grade participants return as continuing participants the next year.
- have 85% of all graduating students be enrolled in a program of secondary education after their 12th grade year.
- have 75% of all participants who enrolled in a program of secondary education during the fall term immediately following high school graduation be enrolled for the fall term of the second academic year.

UB serves a total of 68 students from three high schools: Western Heights, Northwest Classen, and Putnam City West. The following statistics indicate the level of success the program has achieved during the 13 years UB has been in existence at OSU-Oklahoma City ([TRIO Programs](#)).

- 347 participants recruited.
- 170 (48%) of the 347 participants that remained in the program at least two years or more.
- 137 (80%) of the 170 participants who remained graduated from UB as seniors.
- 121 (71%) of the graduate participant group enrolled in and completed at least one semester or more of college after high school graduation.
- To date 24 (14%) UB graduates have earned a bachelor's level or higher degree in various universities or colleges.
- UB continues to track the non-graduates to-date.



During the summer UB recruits attend a six-week program on the OSU-Oklahoma City campus. For five days a week, students participate in structured activities ([Upward Bound Brochure](#)).

- classes in math, science, English, foreign language and computers.
- life skill exercises and wellness opportunities.
- recreational and cultural fieldtrips.
- career assessment and exploration.
- preparation for college entrance exams.
- social gatherings.

This summer program provides exposure, motivation and practical experience of college life.

Even after high school graduation, UB continues to be aid in the transition to college. UB graduates have the opportunity to enroll in six credit hours of college courses at OSU-Oklahoma City during the summer following high school graduation. This “bridging” component of the UB program helps students with enrollment, academic advisement, tutoring, financial aid, study skills and time management. UB provides valuable benefits to its students ([Upward Bound Brochure](#)).

Summer Academies

The OSU-Oklahoma City Science and Engineering division also participates in a State Regent grant-funded program designed to improve science, math and engineering education for public school aged young people. Remote Controlled Basics of Technology (RC Bot) Summer Academy, a free two-week program, provides a challenging and entertaining way to use critical thinking and scientific principles to solve real world problems. RC Bot is open to Oklahoma 9th, 10th, and 11th grade students. Participants learn basic concepts of electronic assembly, computer programming and design, in order to build their robots. Friendly robot competition ensues with three specific challenge sets. Skills learned, such as problem solving, critical thinking, computer programming, and workspace safety and sportsmanship prove beneficial now and in the future ([RC Bot Academy](#)).

OSU-Oklahoma City participates in opportunities to help many students in all types of educational sectors. Whether it is the Lunch Bunch at Westwood Elementary, the Upward Bound Program, or the Cooperation agreements at the different universities, OSU-Oklahoma City is committed to maintaining collaborative agreements with other educational facilities regardless of age group or location of the facility.

The organization’s transfer policies and practices create an environment supportive of the mobility of learners.

OSU-Oklahoma City participates in the Oklahoma State Regents for Higher Education transfer program with matrices identifying courses that will transfer among Oklahoma’s public colleges and universities. An OSU-Oklahoma City course included on a transfer matrix can be transferred for the equivalent course at another participating Oklahoma institution. All Oklahoma public and several Oklahoma private higher education institutions participate in the transfer matrices program ([Transfer Students](#)). Faculty participate in the OSHRE’s transfer matrix meeting each fall semester to facilitate ease of matriculation from one institution to another.



Students are encouraged to seek extra-institutional learning credit for knowledge acquired in a variety of ways. Extra-institutional learning may come from work, life experiences, independent reading and study, and participation in courses sponsored by associations, business, government, industry and the military. The campus has several examples of extra-institutional learning ([Catalog; OSU-Oklahoma City Extra-Institutional Learning Opportunities](#)).

In addition, several academic programs on campus offer advanced standing for industry and profession certifications. Police Science, Municipal Fire Protection, and Emergency Medical Services are degree programs that exemplify how advanced standing credits for licensure/certification are applied. Police officer, paramedic and firefighter professionals require either state or national certification. The respective regulatory agencies have already stated these persons are competent to perform the required duties. Because of this OSU-Oklahoma City will offer advanced standing credit on the occupational specialty degree requirements. Students are required to submit certificate and training records to support the awarding of college credit. Completion of the remaining general education courses means students are eligible to graduate with a degree in their chosen field ([L. Robinson, e-mail communication, November 12, 2008](#)).

Students seeking Information Technology degrees can also earn advanced standing for vendor and industry certifications. Examples of industry certifications equate to college credits.

- Microsoft Certified Systems Administrator (MCSA)
- Microsoft Certified Systems Engineer (MCSE)
- Comptia A+
- Comptia Linux +
- Comptia Network+

Career Technology Center cooperative agreements additionally lend support to the idea of “mobility” for learners. As previously mentioned, cooperative credits are recorded on an official OSU-Oklahoma City transcript and will transfer the same as credits earned in residence.

The OSU-Oklahoma City environment supports the mobility of learners through a variety of approaches. To enhance student mobility among other Oklahoma higher education institutions, OSU-Oklahoma City participates in the Oklahoma State Regents for Higher Education transfer program. Programs offering extra-institutional learning credit, including advanced standing for industry and professional certifications, allow students to move that experience into their higher learning experience. Cooperative agreements with career technology centers enhance the mobility of students between OSU-Oklahoma City and the career tech centers. With these programs, OSU-Oklahoma City students can apply a variety of educational and life experiences toward degree completion at OSU-Oklahoma City.

Community leaders testify to the usefulness of the organization's programs of engagement.

OSU-Oklahoma City receives feedback formally and informally on the quality and relevance of its programs. Some comments are offered spontaneously at campus events while others are solicited through more structured channels, such as the Academic Program Advisory Committees (APAC). All OSU-Oklahoma City degree programs maintain Academic Program Advisory Committees (APAC) whose membership reflects the industry that hires program graduates.



Advisory board members include business and industry representatives, employers, program alumni, and community leaders. For example, the Crime Victim Survivor Services (CVSS) APAC includes district attorneys, the Oklahoma Office of Juvenile Affairs director, the Oklahoma Office of Homeland Security chief of staff, the Office of the Attorney General's Victims' Unit chief, chiefs of Police, the Oklahoma Chiefs of Police Association director, directors of various domestic violence and sexual assault programs, the District Attorney's Council's associate director, a crime victim survivor and the Domestic Violence Fatality Review Board director.

Comments from CVSS and Power Transmission/Distribution Transmission (PTDT) APAC members are a testament to the value of the level of professionalism and scholastic education acquired at OSU-Oklahoma City.

APAC Feedback

Crime Victim Survivor Services

"These are turn-key employees, which is unusual in this field. You can give them a desk and telephone and they can start working with victims immediately. If I could afford to, I would hire more of your graduates" ([2008 CVSS Technical Occupational Review](#), quote from district attorney, p. 18).

"The people from your program are so more highly qualified than other job applicants without this specialized training. I'm so thankful we have this program preparing people to do this work!" ([2008 CVSS Technical Occupational Review](#), quote from director of a domestic violence and sexual assault program, p. 15).

"The practicum students your program sends us are more capable victim advocates than some of our advocates who have worked for us for five years." ([2008 CVSS Technical Occupational Review](#), quote from director of a battered women's shelter, p. 15).

Power Transmission Distribution Technology

"I think the PTDT classes are just what the industry needs in this day and time. With the shortage of available qualified people, the classes help to give the industry a boost in qualified people to step in and help right when they start instead of costing companies time and money training" ([P. Cobb, e-mail communication, March 13, 2009](#)).

Vivian French, supervisor of training for OGE Energy Corporation Power Delivery, has the following to say.

The OSU-Oklahoma City Campus (OSU-Oklahoma City) has supported Oklahoma City based utility companies by creating an outstanding degree program which enables such companies to hire qualified linemen. The Power Transmission Distribution Technology program at OSU-Oklahoma City has been used by OGE members who wish to progress into the Apprentice Lineman career field.

Through its partnership with OGE Energy Corp., OSU-Oklahoma City continues to lead the way in creating degree programs that are needed in the utility industry. OSU-Oklahoma City is expanding its curriculum to include degree programs in Wind Power and Relay/Meter Technology.

[\(V. French, e-mail communication, March 17, 2009\)](#)



Community Services

Service Learning

OSU-Oklahoma City's service learning program, as addressed in **Core Component 5B**, is another area in which community leaders testify to the usefulness of our programs of engagement. In 2007-2008, 67 OSU-Oklahoma City students completed 1340 volunteer service learning hours at the Regional Food Bank of Oklahoma. The following quote is from Liz Brandon, Volunteer Supervisor for the Regional Food Bank of Oklahoma. "Every volunteer we get helps us to fulfill our mission and your students have been great to work with... Every volunteer we get helps us feed over 63,000 Oklahomans each week" ([L. Brandon, e-mail communication, March 2, 2009](#)).

On February 4, 2009, OSU-Oklahoma City hosted a service learning fair, with 17 organizations participating. Participant comments reflect this first-time event was a huge success and OSU-Oklahoma City will continue to offer this event each fall and spring semester. Following are a few comments received from organization attendees. ([Service Learning Fair Evaluation Summary](#)).

Grace Living Center - Kelli Prather

"I was greeted and helped the moment I came in. I was checked on regularly... This seemed like a win-win situation for both the students as well as the facility organizations involved. I would love to be invited for this again."

YMCA – Tiffany Dowler

"Everyone was so friendly and helpful. The student turnout was amazing. You guys did a great job! The faculty and staff were very helpful and informative. I know this event will help the YWCA greatly."

United Way – Kitt Letches

"This is a great event and we are so excited to partner with OSU-Oklahoma City. Something that might be helpful is to know the type of volunteer opportunities students are looking for. We have so many choices it would be great to narrow the field."

The Academic Program Advisory Committees, made up of community and industry leaders, not only provide valuable feedback regarding the success of the programs, they provide insight on needs and trends so programs are maintained current and cutting-edge. Formal feedback from the committees and informal feedback from other campus events helps OSU-Oklahoma City learn how to help improve its service to all constituents.

The organization's programs of engagement give evidence of building effective bridges among diverse communities.

OSU-Oklahoma City is an open admissions institution which leads to a diverse student population. Seventy percent of OSU-Oklahoma City students are from Oklahoma County with 29 percent coming from other counties in Oklahoma. Sixty percent of students are female. Thirty percent of students are members of minority groups including African-American, Asian, Hispanic, and Native American. Approximately 67 percent attend classes part-time, and 33 percent are full-time students ([Catalog](#), p. 5).

In fall 2008, the average age was 27.9 years of age with students ranging from 16 to 75 years of age. In fall 2007, 42% of all students received some type of financial aid including federal, state, or institutional aid ([Fall 2008 Enrollment Comparison, Financial Aid Tab](#)).



Remedial placement of first-time freshmen (regardless of age) is being closely monitored. Figure 2 represents the percentage of first-time students (fall entrance) that place in some level of remedial coursework ([2007 First-Time Freshman Remedial Comparison](#)).

Figure 2

Fall Semester	Total First-Time	Remedial Enrollment	Remedial % of First-Time
2005	859	472	54.9%
2006	819	412	50.3%
2007	875	510	58.3%
2008	993	507	51.1%
2009	1174	724	61.6%

Another population of interest is OSU-Oklahoma City's students with disabilities. Assistive technology connects a student's cognitive abilities to an educational opportunity that may not be accessible due to a disability. Making these types of assistive technology accessible is in line with our mission and within the past few years the Services to Student with Disabilities office has improved the level of accommodations available to qualifying students by adding or updating various assistive technologies.

The Services to Students with Disabilities office served 990 students with disabilities for the period 2000-2009. This number is an unduplicated count ([E. Cheng, e-mail communication, February 12, 2009](#); [New Assistive Technologies](#)).

The widely diverse groups of students described here have many opportunities to become actively involved on campus and with each other. Some of those opportunities are built into the academic communities in which they find themselves (e.g. developmental studies). Other chances for connection include student activities, events, and clubs. Research indicates that there are numerous benefits to involvement in student organizations and reveals those students who generally display several noteworthy characteristics.

- better grades
- more success in their academic program
- more likely to stay in school and graduate in a timely manner
- more satisfaction with their college experience
- more marketability when job searching and applying to grad school and
- valuable leadership and interpersonal skills

Furthermore, involvement offers students the opportunity to connect with peers and university faculty and staff members ([The Center for Student Activities and Involvement](#)).



Campus personnel are also engaged off-campus, and groups routinely use the facilities for important initiatives that benefit citizens on campus and statewide. Project for Optimal Emergency Medical Services for Seniors (POEMSS) is a non-profit cooperative initiative of the Emergency Medical Services Program of OSU-Oklahoma City, the Department of Family and Preventive Medicine at the University of Oklahoma Health Sciences Center, and a 20-member consortium of state and national experts in pre-hospital care and geriatric medicine.

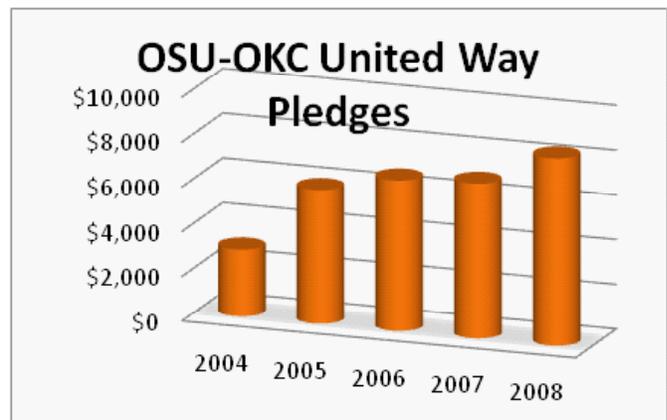
POEMSS' efforts emphasize prevention, preparation, and planning ahead for emergencies and unexpected health declines of seniors and elderly citizens. POEMSS has offered six Informed Senior Seminars at OSU-Oklahoma City for seniors and their caregivers over the past five years. The most recent one held on Friday, November 14, 2008, had 185 attendees. Additional sponsors include American Red Cross, Areawide Aging Agency, AutumnBridge Hospice, Deaconess Hospital, Legend Senior Living, Mercy Community Outreach, Oklahoma City/County Health Department, Oklahoma City Fire Department, Oklahoma City Police Department TRIAD, Oklahoma County Sheriff's TRIAD, Secure Horizons, and Senior Health Insurance Counseling Program ([Community Service Programs](#)).

The new Agriculture Resource Center (ARC) provides an excellent location for various community groups to hold meetings and seminars. The Horticulture Pavilion is also used by groups, including a weekly 4-H dog-training class and student groups. Along with the year-round OSU-Oklahoma City Farmers' Market, the pavilion can be host to events such as the annual Halloween Blast celebration at which student groups from campus set up a safe and entertaining environment for children from the surrounding community ([Agriculture Technologies Information](#)).

During the fall and spring semesters, the OSU-Oklahoma City horticulture department participates in the Dale Rogers' School-to-Work Transition Program. The Dale Rogers Training Center is a non-profit agency supporting people with disabilities. In the School-to-Work program high school juniors and seniors spend several weeks working closely with grounds and greenhouse staff getting practical experience working with plants and grounds activities ([Agriculture Technologies Information](#)).

Another way OSU-Oklahoma City builds bridges is through annual participation in the United Way of Greater Oklahoma City Campaign. Even in the economic climate of fall 2008, the OSU-Oklahoma City campus exceeded the campaign goal of \$7500 by 11.75%. Figure 3 reflects OSU-Oklahoma City giving trends for the period 2004-2008 ([United Way Giving Trends](#)).

Figure 3



This is clearly evidenced by the number and type of engagement opportunities available for on and off-campus constituents.



The organization participates in partnerships focused on shared educational, economic, and social goals.

Agriculture Technologies Division Activities

The OSU-Oklahoma City Farmers' Market offers significant opportunities for community partnerships while keeping the needs and goals of the community in mind. In 2008, the OSU-Oklahoma City Farmers' Market participated in a pilot program to provide limited-income senior citizens access to fresh, locally grown produce. Through the program, booklets of vouchers redeemable for fresh fruits and vegetables at OSU-Oklahoma City Farmers' Markets were distributed to limited-income seniors through local aging services in Oklahoma City. The pilot program, called the Senior Farmers' Market Voucher Pilot Program, was sponsored by the OSU-Oklahoma City Farmers' Market, the Areawide Aging Agency, Inc., the Oklahoma Department of Commerce, Community Action of Oklahoma City, the Kerr Center for Sustainable Agriculture, the Oklahoma Department of Human Services' Aging Service Division and the Oklahoma Department of Agriculture ([Agriculture Technologies Information](#); [G. Edwards, e-mail communication, February 24, 2009](#)).

The OSU-Oklahoma City Horticulture Department is an All America Selections (AAS) Trial Gardens site for testing new varieties of both garden flowers and vegetables. AAS is a national network of trial grounds throughout North American climates where flower and vegetable varieties are grown and assessed by skilled, impartial judges. Faculty members Julia Laughlin and Haldor Howard act as official judges for AAS trials. The grounds at the John E. Kirkpatrick Horticulture Center have hosted the trials and official AAS display gardens for over 20 years. The AAS Display Garden provides the public an opportunity to view the AAS winners in an attractive well-maintained setting. OSU-Oklahoma City has the distinction of being the only two-year school in the U.S. for having trial and display garden status for both garden flowers and vegetables ([G. Edwards, e-mail communications, January 11, 2008](#)).

Family Health and Safety Day

For the past three years, OSU-Oklahoma City has hosted a Family Health and Safety Day (FHSD). This fun-filled day is a free event open to the public. The event is also educational for participants. Various activities like face painting and a moon bounce are available for the children while the adults have the opportunity to learn about different safety and health issues. Participants come away from the event with knowledge and different packets of information from the vendors. Several important events during the day include free car seat safety checks, free child finger printing card, free health screenings, and free smoke detectors. OSU-Oklahoma City has many community sponsors/partners for this event ([OSU-Oklahoma City Event Sponsors](#)).

Family Health and Safety Day substantiates the vision of OSU-Oklahoma City to be the preeminent educational resource in Oklahoma City, enhancing people's lives by providing; unique and exceptional programs to serve the community, progressive, highest-quality learning opportunities, and outstanding support services.

Comments offered about the event were very favorable.

- "This is a very valuable service OSU-Oklahoma City provides to our community."
- "I thoroughly enjoyed the day, can see opportunities for our agency to increase our public image and hope for an invite next year."
- "Well organized and attended. Provided numerous opportunities for the public to learn more about what public safety does." ([Vendor 2008 FHSD Survey Responses](#))



Center for Safety Education and Preparedness

In 2008 the Center for Safety Education and Preparedness (CSEP) applied for and was awarded an Oklahoma Highway Safety Project grant through September 30, 2009. CSEP provided additional resources for a previously identified problem with inadequate child passenger safety education. According to the July 2007 Statewide Child Restraint Survey conducted by the Institute for Public Affairs, University of Oklahoma, Oklahoma City proper experienced a decline (81.1% to 73.8%) in the rate of properly-restrained children from 2002 to 2007. CSEP proposed a comprehensive child passenger safety program, which includes activities critical to child welfare and safety ([2008 Highway Safety Project Problem Identification](#); [CSEP Child Passenger Safety Program Details](#)).

Collar Institute for Child Passenger Safety

The goals of the Collar Institute for Child Passenger Safety, named in memoriam for Martha Collar, past State Coordinator for the Oklahoma Safe Kids Coalition, are multi-faceted ([Highway Safety Project Goal Identification](#)).

- Decrease the number of deaths and injuries to children who are either not restrained or improperly restrained.
- Educate the public concerning all aspects of the proper installation of child restraints, appropriate child restraint selection and placement in vehicle, and correct harnessing procedures.
- Provide car seats to eligible low-income families and increase child seat use rate.
- Train and retrain child passenger safety professionals to maintain current certification.

Defensive Driving

The Precision Driving Training program (PDT) at the OSU-Oklahoma City Center for Safety and Emergency Preparedness, recognizing a significant need for defensive driving skills for teen drivers in the community, partnered with the Oklahoma Safety Council to deliver “Alive@25”, a defensive driving program for teens and young adults. This is a one-day, hands-on course developed to provide defensive driver training techniques to teen drivers. Students engage in the Alive@25 classroom curriculum, then complete hands-on vehicle training on the PDT driver training course ([Teen Driving](#)).

Business Connections

The [OSU-Oklahoma City Business & Industry Collaboration Center](#) (BICC) was centralized in September 2006. BICC strengthens OSU-Oklahoma City’s ties to business and industry, assisting in the economic development of the city and state, and serves as a focal point to assist workers and employers.

The education and training offered through the center is very flexible, available to be conducted in traditional classrooms or via online instruction, within existing programs or custom-designed for the client. The center has a contract with the Central Oklahoma Work Force Investment Board’s Business Connections unit to offer job applicant assessment and employee coaching through the JobFit™ program. JobFit is a validated assessment tool to aid businesses and jobseekers in making a strong match in the hiring/job search process. It measures thinking style (can someone do the job?), behavior traits (how will they do the job?), and occupational interests (will they do the job?).



OSU-Oklahoma City currently uses JobFit for some positions. It has helped find some outstanding employees. JobFit is also being used by employers for promotion selection and in succession planning to identify candidates more likely to be top performers in patterned positions. According to the Business Connections director, companies will benefit from use of JobFit in a few critical ways.

- matching the thinking style, interests, and work-related behavior traits with job applicants.
- hiring people who can do the job, will fit into the corporate and job position culture, and be more likely to stay on the job.
- increasing job satisfaction and employee retention.

To illustrate, the director shared that Bob Mills Furniture, a local Oklahoma City company, realized a 50% decrease in employer turnover during the first three months of use and 60% decrease of employee turnover during 15 months of using JobFit ([Business Connection](#)).

In addition, BICC offers employee and applicant skills assessments through its WorkKeys™ program. It also has an advisory committee of community leaders that serves as a liaison between business and industry and the campus.

Certified Nurse Aide Program

In the summer of 2005 the Technology Education Center (TEC) received a grant from the Oklahoma Health Care Authority (OHCA) to pilot a Certified Nurse Aide (CNA) program. This initial pilot program was made available to residents of Oklahoma and Logan counties free of charge, requiring only a 12-month commitment to work in a Medicaid long-term care facility. During this project approximately 300 Oklahomans received their CNA certification. TEC is not offering this highly successful program statewide.

“Oklahoma’s long term care facilities that are in rural areas are particularly vulnerable to manpower shortages,” said OHCA Chief Executive Officer Mike Fogarty. “We believe that taking the program statewide will create job opportunities by providing the training that is needed to work in long term care facilities. In turn, the program will also help the facilities by providing trained staff. It’s a win-win situation” ([“OHCA and OSU-OKC take CNA Program Statewide”](#)).

On April 29, 2008, the OSU-Oklahoma City Certified Nurse Aide Training Program received a Governor’s Commendation for outstanding service to the community ([A. Lowrance, e-mail communication, November 12, 2008](#)).

In order to make a difference in the local and global economy, OSU-Oklahoma City recognizes and embraces opportunities to become involved in community partnerships that have social and economic value. These activities fit very well with the vision and philosophy that all people are valuable, and the campus should do all it can to leave the world a better place.

**Core Component 5d:****Internal and external constituencies value the services the organization provides.**

OSU-Oklahoma City shows that it is committed not only to providing outstanding educational services to the community but also to continually growing its leadership role as a vital part of the community in which it thrives. Much of this effort is internal, but a great deal of what OSU-Oklahoma City has done, and is doing, is based on the values and needs of its external community. Advisory committees, business and governmental groups, career professionals, and professional organizations have all contributed to the programs and concerns that make OSU-Oklahoma City a vibrant part of Oklahoma City, and resonating to places far beyond our nation's borders.

OSU-Oklahoma City keeps its hand on the pulse of the community. The programs established and the community events sponsored respond to expressed needs. By constantly seeking the advice and feedback of others, OSU-Oklahoma City establishes the value of this input to students, faculty, and staff. The university can be certain that its focus reflects concerns of the local business community.

The organization's evaluation of services involves the constituencies served.

One of the keys to continuous improvement in any organization is the need to find out how valuable its services are to those who are actually being served. The Academic Program Advisory Committees are as involved in the evaluation process of programs as they are in the creation of programs.

A prime example of a board that helped create an OSU-Oklahoma City program is the Cardiovascular Program Advisory Board. Due to a shortage of trained echocardiographers and vascular technologists and specialists in Oklahoma in 2003, hospitals were being forced to hire specialists from out-of-state. An exploratory committee which later became the program's advisory committee was established to find out if the need and support was great enough within the health community to support such a program. After many meetings and consultations with community leaders, health professionals and higher education officials, the consensus was that a program specifically aimed at cardiac ultrasound training was vital to the community.

The advisory board guided the new program through its early development, and it continues that critical role, assuring that the program remains effective and current. In 2005, as a result of a recommendation by the Cardiovascular Program Advisory Board, the Echocardiography Technology and the Vascular Technology degree programs were added to the OSU-Oklahoma City list of degree programs, filling another needed niche in the health care community. At this time, the two degree programs each have their own active advisory committees to consult and to keep these programs current with industry requirements.

Other programs and organizations with notably effective community advisory committees or boards are REACH/REACH4Work, Horticulture, Turf Grass Management, Electrical Engineering Technology, Fire Protection and Safety Technology, and the Technology Education Center.



Service programs and student, faculty, and staff volunteer activities are well-received by the communities served.

The entire OSU-Oklahoma City staff and student body show remarkable dedication to service and volunteer programs. By exposing students to real-world social and business needs, OSU-Oklahoma City hopes to show students not just what to do but why it is important to do it, and one of the best ways to do that is to lead by example.

Service Learning Programs

Since formal tracking of service learning began in 2004, its programs have become a vibrant and growing part of the educational process at OSU-Oklahoma City. Students identify and respond to world challenges in business or work with non-profit agencies, helping to make their community a better place to live. At the same time, the students and the institution are able to form close bonds with employers and community leaders that have proven beneficial for all involved.

As the service learning program has progressed, the 187 community agencies that have been involved in it show how much they value the students' work by continually expanding the numbers of students invited to participate. The information in Figure 4 verifies that in just two years, from the fall semester of 2006 to the spring semester of 2008, the number of service learning applications grew from 79 to 123, an increase of 36%. Within that same time period, the number of completed projects each semester has grown from 59 to 92, also a 36% increase. As this program has grown, so have the benefits earned by students.

Figure 4

Semester	Student Learning Applications	Student Learning Completed Projects	Hours Completed	\$7.25 Minimum Wage
Fall 2006	79	59	1019	\$7,387.75
Spring 2007	94	66	971	\$7,039.75
Fall 2007	91	65	1240	\$8,990.00
Spring 2008	123	92	1850	\$13,412.50
Fall 2008	84	58	1288	\$9,338.00
Spring 2009	127	88	1871	\$13,564.75

Students are not the only beneficiaries of this program. Community organizations and businesses profit greatly from the many valuable hours of student service. As shown in Figure 4, this service provides very real and tangible aid. Within the above three-year period, students increased their hours of service by 45.54%. Over the course of those two years, OSU-Oklahoma City students documented a total of 8,239 hours of service learning. At the current state minimum wage of \$7.25 per hour; that amounts to \$59,732.75 worth of donated service to the community. No wonder organizations are increasing their participation in service learning at OSU-Oklahoma City!

Because of such strong commitment to service, OSU-Oklahoma City was recognized on the President's Higher Education Community Service Honor Roll for 2007 and 2008. Colleges and universities nation-wide receive this award for supporting innovative and effective community service and service-learning programs.



Volunteer Activities

OSU-Oklahoma City actively promotes volunteerism among its students, faculty and staff. Whether it is a commitment of a few hours or an on-going pledge of support, the members of this educational community are eager to help. As a result of this volunteer spirit, the public has seen the quality of community life improve and the assistance to charitable organizations grow.



Volunteer efforts are as varied as the faculty and staff who participate.

- Westwood Elementary School tutoring (over 40 staff, faculty, and administrative volunteers) and school supplies donations.
- Juvenile Diabetes Research Foundation (JDRF) fundraiser walks (over 247 volunteers annually, raising an average of \$10,000 annually).
- National Walk for the Cure for cancer research (over 200 participated as walkers and/or fundraisers).
- Halloween Blast hosting over 1,000 youngsters (hosted by students, staff, and faculty volunteers).
- Voter Registration Days held for the last four years (run by volunteer staff members).
- Family Health and Safety Day (planned and hosted by faculty and staff volunteers; activities evaluated by the public).
- Local and Regional Science Fairs (volunteer faculty judging).
- Regional Food Bank (faculty and staff volunteer for food collection of over 3000 pounds and log over 1000 work hours per year).
- Historic Harn Homestead maintenance and repair (faculty and 60-70 student volunteers each semester).
- OSU-Oklahoma City Food Pantry and Clothes Closet for students in need (students, faculty and staff volunteers).
- Cowboy Kids (OSU-Oklahoma City students, staff and faculty provide Christmas gifts to children of needy OSU-Oklahoma City students).
- United Way (strong faculty and staff support exceed campus goals annually).

These and other volunteer projects have become a part of the culture of OSU-Oklahoma City. The strong support from the administration, concern for community from faculty and staff, and a growing student awareness of public needs combine to make volunteerism almost a way of life. The external community bears witness to the successes of OSU-Oklahoma City in these areas and consistently shows its support through its participation and partnership.



The organization's economic and workforce development activities are sought after and valued by civic and business leaders.

As a part of the larger Oklahoma State University system, OSU-Oklahoma City targets economic and workforce development as a primary institutional goal. Its roots as a land grant college influence the course of the school even today. True to its heritage, the university is constantly seeking advice and partnerships from civic and corporate leaders as it updates, expands and develops programs to meet the changing needs of a well-trained workforce. As mentioned earlier, a number of OSU-Oklahoma City degree programs develop from the expressed needs of community business leaders.



Oklahomans have had a personal stake in the quality of those who respond to and manage relief efforts. This fact and the threat of international terrorism have driven OSU-Oklahoma City's to offer its first bachelor's degree: a Bachelor of Technology in Emergency Responder Administration. This degree expanded upon the strength of the university's extant emergency and first responder training. It became apparent that the knowledge and ability to effectively manage a significant disaster (both natural and manmade) required training beyond what the disparate responders learned on the ground. Police, fire fighters, ambulance, medical, and search and rescue personnel all saw their segments of disaster events, but few were capable of directing all segments of a major disaster response. The new Bachelor of Technology in Emergency Responder Administration is supplying communities throughout the state with the vital emergency management and leadership they so desperately need.

Demographic changes within society have also affected the way the university meets the needs of the local, national, and even international community. With the Oklahoma Hispanic population doubling every ten years, the need for fluent Spanish interpreters in public and private sectors of the community is acute. Responding to this need, OSU-Oklahoma City developed an A.A.S. degree program for Technical Spanish/Translation and Interpretation.

In the business community, however, sometimes translation and interpretation require more than just fluency in Spanish. Fluency with industry terms and regulations is also important. Thus, OSU-Oklahoma City developed three additional industry-specific translation and interpretation degrees, with health care, legal, and law enforcement emphases.

Within weeks of Oklahoma Gas and Electric and several other energy companies announcing wind power initiatives, OSU-Oklahoma City began meeting with industry leaders, developing a program that could train workers with the specialized needs of this suddenly burgeoning industry. After numerous conferences and meetings, it became clear to all that this new energy source would first require new power grids to be in place in order to transport the power. OSU-Oklahoma City already had a degree program to help meet this need: an Associate of Applied Science in Power Transmission and Distribution Technology (PTDT). Wind power generation required some of the same skills; however, some skills were unique to the wind turbine industry.



The solution to this dilemma was to now teach wind turbine students the skills shared with PTDT students and to continue developing specific wind turbine components in consultation with industry experts. By using the shared skill requirements of the PTDT degree program, by the spring semester of 2009, OSU-Oklahoma City offered its first 11 credit hours toward an A.A.S. degree in Wind Turbine Technology.

Only dedication, commitment, and close cooperation with the renewable energy industry made such a degree plan possible in very little time. These same companies continue working closely with the university to assure that the students who earn Wind Turbine Technology degrees will have highly-marketable, globally-competitive job skills. This cooperation continues even today. On April 9-10, 2009, OSU-Oklahoma City and eight corporate sponsors joined forces to host a Wind Energy Symposium on the campus in an effort to further the development of this energy source.

OSU-Oklahoma City has many other examples of current programs that the community and business leaders have actively sought. Many community organizations and businesses help support these programs by sending workers for training or inviting students to participate in internships, clinical class components and practicums. Following is a representative list.

- Human Resource Management certification programs offered online
- Nurse Science, A.A.S.
- Occupational and Environmental Safety, A.A.S.- Environmental Technology Emphasis
- Occupational and Environmental Safety, A.A.S.- Occupational Safety Emphasis
- Fire Protection and Safety Technology, A.S. and Firefighter I certification
- Certified Nurse Aide (CNA) training
- Echocardiography Technology, A.A.S.
- Many other workforce skills programs offered to the civic and business communities through the Technology Education Center

With the above examples of workforce development (and the 187 local organizations that have participated in service learning activities mentioned above), it is clear that OSU-Oklahoma City is a highly-valued institution that is keeping pace with the needs and desires of its community. Business and civic leaders show their support for our programs by their participation in them and by their willingness to share their resources to provide the kind of workforce that can be both responsive to the local community's needs and competitive in the global economy.



**External constituents participate in the organization's activities and co-curricular programs open to the public.**

OSU-Oklahoma City offers a variety of activities and co-curricular programs in which the public can participate. Some of these activities aim at pre-college students, some target specific-need audiences, and some involve the general public. In most every case, public participation in these activities is remarkably strong. Popular activities include the Oklahoma State Regents for Higher Education one- and two-week [Summer Academies](#) for high school students and the annual High School to College Disability Workshop for teachers, counselors, and school administrators of students with disabilities. Other activities include preparation for the General Educational Development (GED) exam, help for English language learners, and employment training for qualified adults through REACH-4Work.

For the general community at large, OSU-Oklahoma City provides many enjoyable activities in which the public participates. Most of these major events happen only once per year, but the number of people who participate in these public service programs is remarkable. Some activities include Family Health and Safety Day, OSU-Oklahoma City Job Fair, and the Farmers' Market, which have already been discussed.

OSU-Oklahoma City offers many opportunities for the public to participate in campus activities, and people appear to be enthusiastic about their chances to do so. The university has immersed itself within the local community, making connections that have already paid off in good will and forged partnerships. This institution has established itself as a unique organization, embracing the whole community.

The organization's facilities are available to and are used by the community.

Because of its strong commitment to its community, local businesses, professional groups, community organizations and charities know that they are welcome at OSU-Oklahoma City. The public is encouraged to utilize the school's facilities for a wide variety of business and community uses. Many of the conference and meeting areas on campus are available at small fees, but some charities and school-related organizations use the facilities at no cost. Clearly, OSU-Oklahoma City displays its generosity and willingness to facilitate events and seminars for the greater good of the community.

External and Internal Customer Use

When attempting to quantify the use of facilities by external entities alone, the public clearly appreciates and benefits greatly from the facilities provided by OSU-Oklahoma City. From January 2006 through December 2007, community organizations and external business groups utilized the [Student Center](#) for training and meetings on more than one hundred different occasions, and for that two-year period, that one building alone hosted over 24,000 people. The rental and income from catering and other services exceeded \$130,000 ([Campus Use Report](#)).

The report also shows that, in addition to these external business and public organizations, constituents from within the OSU-Oklahoma City community also use these facilities quite often. Within that same two-year period the Student Center prepared meeting places for more than 7,000 faculty, staff and student organization members. When adding the events in which students and the public at large were invited to participate that number ballooned to over 28,000 people.



Clearly, OSU-Oklahoma City has its doors open to the communities both within and outside the school organization, but even these astounding numbers do not include facility use by our Technology Education Center. This organization, in partnership with Business Connections, began offering their “SoftSkills Institute” in 2007. Businesses, organizations, and governmental entities are invited send employees to the campus for training or to participate online. Organizations sending five or fewer employees receive free training. As of October 2008, 88 different organizations had participated in this training. Total attendance for these sessions at that time, either on campus or online, equaled 7,089 participants.

Along with providing great availability of resources to external sources, OSU-Oklahoma City utilizes the space and equipment for continuing education courses for those in its own organization and those sharing professional education needs. These courses enhance the knowledge and efficiency of workers and/or provide continuing education credits for professionals in a variety of fields. From January 2006 through December 2007 more than 2,900 OSU-Oklahoma City faculty and staff participated in continuing education on site and nine different university areas of study took advantage of these opportunities. ([Campus Use Report](#)).

Recently expanded, [The Learning Center](#) (TLC) also is of great value to the OSU-Oklahoma City community, providing students and staff with desk space and plug-ins for wireless laptop use and over 70 available desk top computers. Over 2,200 different students logged in over 28,000 visits with more than 32,500 hours at this facility in the fall semester of 2008 alone (See Figure 5). Its close proximity to the library makes TLC an important facility for faculty, staff and a large part of the student population.



Figure 5 TLC Student Usage Fall 2008

Sum of nlogins								Grand Total
	Sunday	Monday	Tues-day	Wednesday	Thursday	Friday	Saturday	
	24			350	359	119	44	896
	35	498	370	416	465	123	32	1,939
	34		430	398	443	82	37	1,424
	37	479	422	401	421	113	27	1,900
	25	497	368	400	392	69	25	1,776
	31	444	357	419	401	84	30	1,766
	29	448	417	392	417	95	29	1,827
	43	458	410	455	466	84	31	1,947
	29	460	395	381			13	1,278
	66	486	357	381	425	77	49	1,841
	48	382	396	416	439	126	29	1,836
	45	459	374	406	441	125	43	1,893
	44	453	406	450	439	99	26	1,917
	34	498	400	446	357	115	24	1,874
		430	375	62				867
	54	503	446	434	426	123	49	2,035
	3	436	367	362	304	101	4	1,577
		58	69	73	68	52		320
		53	39					92
Grand Total	581	7,042	6,398	6,642	6,263	1,587	492	29,005

In addition to regular student use, TLC hosts classes that benefit students. General Educational Development (GED) classes help students meet basic educational requirements, and English as a Second Language (ESL) and Test of English as a Foreign Language (TOEFL) classes help meet the need of non-native English speakers. Approximately 35 ESL students and 25 TOEFL students participate in these classes each semester.

Community Services and Events

Although educational goals claim the primary use of its facilities, OSU-Oklahoma City also has lent its space and support to a significant number of community services and charitable events. Some of these services and events focus on OSU-Oklahoma City students, but others are community wide.

Short, non-credit courses and events at OSU-Oklahoma City are popular with the general public. Several of these courses/events focus on public safety, while others cater to personal interest topics.



Through its very successful [Precision Driving Training](#) (PDT) program, the Center for Safety and Emergency Preparedness (CSEP) offers the public courses in Basic and Experienced Motorcycle Rider Training, Defensive Driving for Teens, Driver Education, Emergency Vehicle Driver courses and more on the PDT facility. Programs can also be tailored to address specific business and industry needs.

The Horticulture Technology Department presents various floral “How to” sessions for both industrial and personal interests. In addition, OSU-Oklahoma City facilities are opened to garden club lectures, plant sales, and meetings of the Oklahoma City Orchid Society. This department also regularly showcases the All-America Trial and Display Gardens at the John E. Kirkpatrick Horticulture Center. The Veterinary Technology Department also offers first aid courses to private pet owners and K-9 handlers within the community.

Several OSU-Oklahoma City facilities are always open for public use during normal business hours. The library is open to the public, and allows check-out privileges to both students and non-students. The Wellness Center serves the students, staff and faculty of the school, and for a small fee its services are also open to the public. As part of its commitment to public health, OSU-Oklahoma City teamed with the Oklahoma County Health Department to offer free flu shots at the Wellness Center for students, faculty, staff and community members.

The [Family Resource Center](#) (FRC) presents special holiday campus events that involve students and their children, staff, faculty and the community in fun, family-oriented activities. Each year, families look forward to the children’s Spring Egg Hunt where candy-filled eggs and prizes create excitement for youngsters from two to twelve. Also Halloween Blast hosted by Student Life creates a fun and safe place for children of our community to come dressed in costumes and gather treats. Many participants enjoy this annual celebration each year. Admission to the Halloween Blast is one non-perishable food item which goes to supply the FRC food pantry.

OSU-Oklahoma City has hosted many other valuable experiences open to the community, such as the Deaf Children’s Christmas Party and the Deaf Students Banquet for deaf high school students noted previously in this report.

Whether the facilities are rented or donated, for educational uses or for public meetings, used partially by internal groups or wholly by external organizations, OSU-Oklahoma City makes certain that the community is well served. These just a few examples of the generous ways in which OSU-Oklahoma City makes its facilities available to the community, and the community partnerships and good will gained from this generosity are priceless.





The organization provides programs to meet the continuing education needs of licensed professionals in its community.

OSU-Oklahoma City has committed its resources, time and expertise to help students gain and maintain professional licensure and continuing the education of professionals in their chosen career fields. The university displays an equally strong commitment to continually improving job skills through high-quality professional development.

Several programs at OSU-Oklahoma City focus on helping students to achieve professional licensure. Depending upon the program, licensure is granted through either state or national boards or both.

- Civil/Surveying Technology, A.A.S., prepares for the licensure through the Oklahoma State Board of Registration of Professional Engineers and Land Surveyors
- Nurse Science, A.A.S., prepares for the National Council Licensure Examination for Registered Nurses (NCLEX-RN)
- Veterinary Technology, A.A.S., prepares for the national and Oklahoma State Board Exams for licensure as Registered Veterinary Technologists
- Echocardiography Technology, A.A.S. and Vascular Technology, A.A.S., prepare for National Registry examinations with the American Registry of Diagnostic Medical Sonographers (ARDMS) and/or Cardiovascular Credentialing International (CCI)
- Emergency Medical Technician licensure is available after passing the National Registry and Oklahoma State Licensure Exams (for Basic or Intermediate EMT)



In addition to training students for formal licensure requirements, a number of programs prime the students for certification and certification examinations. These programs assure that students meet the stringent requirements for certification in their workplace.

- Information Technology, A.A.S., prepares for certification as Microsoft Certified Systems Administrator: Security Certification
- Police Science, A.S., prepares for Peace Officer Certification by the Oklahoma Council on Law Enforcement Education and Training (CLEET)
- Certified Nurse Aide (CNA) and medication competency examination
- Essentials of Human Resource Management certification (for introductory-level personnel) offered in cooperation with the Society for Human Resource Management (SHRM)
- Professional in Human Resources and Senior Professional in Human Resources certification examination preparation through the HR Certification Review Program (for experienced HR managers and staff) offered in cooperation with the Society for Human Resource Management (SHRM)

Beyond these preparation courses, OSU-Oklahoma City provides many community professionals with continuing education. A variety of companies have used the employee education services the school provides ([Companies Participating in Training](#)). The positive participant survey responses to these activities keep presenters on track with current topics that the public needs. In addition to those mentioned above, the following are among those areas that can receive continuing professional education and/or Continuing Education Units (CEUs) through our campus training.

- Law enforcement and emergency vehicle driver training
- Veterinary Technology
- Nursing
- Plumbing codes
- Deaf Education and American Sign Language Interpretation
- Support of Law Enforcement K-9 Units (through Veterinary Technology)
- Food Service Sanitation
- OSHA Standards for Industry Safety
- Health Care Workers and Emergency First Responders
- Office and computer workplace skills

As the above information documents, OSU-Oklahoma City finds many ways to serve the continuing education needs of professionals within its community. Whether the community needs Continuing Education Units to maintain certification or want to keep up with the latest state, national or international developments within their professions, they know that OSU-Oklahoma City is ready and willing to provide for their needs.



Criterion 5:

Strengths, Challenges, and Recommendations

Strengths

- OSU-Oklahoma City is responsive to the community – developing new credit courses and non-credit programs to meet the ever-changing needs of the community.
- We have an excellent reputation and working relationship with business and industry.
- We continue to develop the service learning and volunteerism opportunities for students, staff and faculty.
- The university responds to community needs with a variety of programs and development of new degree programs.
- Feedback from advisory committees is good.
- The organization has many cooperative and 2+2 agreements for students' matriculation.
- The organization has strong practicum and internship components in 5 of 6 divisions.
- The university values its ties to the public schools.
- The campus service learning program is growing.
- Volunteerism is strong on campus.
- Organization-sponsored events are usually well-attended.
- OSU-Oklahoma City has several programs with external state and national accreditation.

Challenges

- The coordination of service learning is an “add-on” duty for a full-time faculty member, which can limit our ability to increase awareness and outreach and fully coordinate.
- Alignment of appropriate staffing and management of the physical environment to accommodate increased enrollment and community needs.
- OSU-Oklahoma City needs to foster additional relationships with diverse groups.
- Generally, more staff than faculty volunteer at campus-sponsored events.
- While the institution maintains strong ties with existing community and business partners, we are sometimes slow to develop new partnerships (i.e. tribal connections, military, and energy industry).



Recommendations

- The organization needs to coordinate more closely with the non-credit programs and services to identify, develop, and implement degree programs to match emerging employment and community needs in areas such as renewable energy.
- The organization should seek new are sometimes slow to develop new partnerships (i.e. tribal connections, military, and energy industry).
- Faculty should research the possibility/viability of requiring service learning within curriculum.
- The Assessment of Student Learning Committee should develop an assessment tool to measure the impact of student involvement in a service learning project on student learning.
- Record keeping efforts should be enhanced and an understanding of the types of information that are useful should be shared with all areas.
- Development of a uniform evaluation tool to determine constituent satisfaction with services provided.
- Student Life can draw more diverse groups together.
- OSU-Oklahoma City should advertise degrees with state and national accreditation on the web site and in campus publications.
- Consider combining the Assessment of Student Learning Committee and The Assessment Academy Group.