



OSU-Oklahoma City Self-Study

Introduction

OSU-Oklahoma City embraced the 2000-2010 self-study cycle as an opportunity to carefully examine and analyze its policies, procedures, and approaches to student learning, extended learning opportunities, and community engagement. During this process, the campus identified strengths and improvements gained over the past 10 years, noted challenges that need attention, and made recommendations for improvement. Some challenges were immediately remedied while others were given action plans as they require more time for change.

OSU-Oklahoma City recognizes the importance of continued accreditation in order to maintain relationships with constituents, partners, external accrediting agencies, and the Oklahoma State Regents for Higher Education. OSU-Oklahoma City believes its self-study document shows the university meets and exceeds the requirements set forth by the Higher Learning Commission for accreditation, and faculty, staff, students. Administrators, faculty, and staff are pleased to share the results with the community.

Higher Education in Oklahoma

Oklahoma State University began on Christmas Eve in 1890 when the Territorial Governor George W. Steele signed legislation making the school a land-grant college called Oklahoma Agricultural and Mechanical College (OAMC). Students first gathered for classes in December 1891 on 200 acres of donated land. In roughly 100 years, what began in a field with one building had become a terminal degree granting university with more than 23,000 students and a statewide mission. That statewide mission included opening two branch campuses (OSU-Okmulgee and OSU-Technical Institute, now OSU-Oklahoma City) and additional campuses and offices across the state to serve constituents with specific needs, such as the OSU Center for Health Sciences (opened in 1988) and an OSU County Extension office in all counties in the state.

Oklahoma State Regents for Higher Education

In 1941 a vote of the people created the Oklahoma State System of Higher Education, and the state's constitution was amended to provide for the system.

Made up of 25 colleges and universities, 11 constituent agencies, and one higher education center, the State System is coordinated by the Oklahoma State Regents for Higher Education, and each institution is governed by an advisory board.

The State Regents delineate academic standards, set functions and courses of study at state colleges and universities, grant degrees, recommend budget allocations to the Legislature for each college and university, and recommend proposed fees within limits set by the Legislature.

While the State Regents are the coordinating board of control for all institutions in the State System of Higher Education, governing boards of regents and boards of trustees for individual institutions are responsible for the operation and management of that State System institution or higher education program ([State System](#)).



Board of Regents for the Oklahoma Agricultural and Mechanical Colleges

The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges was created on July 11, 1944, by Section 31a, Article 6, of the Oklahoma Constitution. The Board supervises, manages, and controls the five institutions including Oklahoma State University and its constituent agencies, one of which is [Oklahoma State University-Oklahoma City](#).

The Board, also referred to as the OSU/A&M Board of Regents, consists of nine members, one of whom is the president of the State Board of Agriculture. The remaining eight members are appointed by the governor, by and with the advice and consent of the State Senate. The Board's powers to govern are constitutional and include, but are not limited to, those enumerated in Title 70, Oklahoma Statutes, Section 3412, and other laws and judicial decisions of the State of Oklahoma.

Its functions are legislative in the establishing of all general policies affecting the institutions it governs, their relationship one to another, and the prescribing of such rules and regulations necessary to bring these policies into effect. Its judicial functions are limited to acting as a court of final settlement for matters that cannot be satisfactorily adjusted by the presidents of the colleges. Its executive power is delegated in most instances to the presidents of the institutions and their authorized administrators ([History of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges](#)).

Overview of the University

Oklahoma State University (OSU)-Oklahoma City is a Higher Learning Commission accredited, state-assisted public institution serving the educational and training needs of Oklahoma City. Located in the heart of Oklahoma City at the crossroads of Interstate 44 and Interstate 40, this campus enrolled 7,230 full and part-time students in the fall 2009 semester. Campus buildings began to appear in 1970, and the number has grown from one building with fewer than 100 students in 1970 to a campus today of 110 acres, 12 modern buildings and over 7,200 students.

Since 1961, OSU-Oklahoma City has been making dreams come true. The Oklahoma City branch became a separately-accredited unit of Oklahoma State University in 1975. The institution is also fully accredited by the Oklahoma State Regents for Higher Education. This accreditation assures the transferability of credits from OSU-Oklahoma City to other colleges and universities within the state of Oklahoma. In a real sense, OSU-Oklahoma City provides the best of both worlds – the personal attention of a small campus and the resources of a major university system in Oklahoma State University. OSU-Oklahoma City, an open-admission campus, is known for small classes, dedicated faculty, and staff devoted to taking the time needed to get to know students.

Student success, the vehicle to a strong community, comes first at OSU-Oklahoma City. Our mission is to “provide collegiate level career and transfer educational programs, professional development and support services which prepare individuals to live and work in an increasingly technological and global community” ([Mission and Vision](#)). OSU-Oklahoma City offers one bachelor of technology degree, 34 associate in applied science degree programs with numerous areas of emphasis, seven associate in science degree programs, a variety of certificate programs, developmental education courses, and business and industry training.



OSU-Oklahoma City takes pride in its student-centered approach to collegiate education. Curricula is designed in response to current business and industry needs with input from professionals who serve on advisory committees. All energies are directed toward one goal of blending academic programs and student support services to create a collegiate-level educational experience that addresses individual student needs.

Operating in the belief that all people should be treated with dignity and respect, afforded equal opportunity to acquire a complete educational experience, and given an opportunity to discover and develop their special aptitude and insights, OSU-Oklahoma City also believes that people should be provided an opportunity to equip themselves for a fulfilling life and responsible citizenship in a world characterized by change. These guiding principles give the organization a sense of character and integrity and have a profound impact on how everyone in the organization thinks and acts.

OSU-Oklahoma City employs 570 full-time faculty and staff including the president, three vice presidents, and one assistant vice president.

President Jerry D. Carroll, Ed.D., has worked in higher education in Oklahoma for the past 26 years. He holds a doctorate of education from Oklahoma State University, and a bachelor of arts and a master's of counseling from Northeastern Oklahoma State University. Dr. Carroll's college administration experience is diverse and includes serving in executive levels of administration for three Oklahoma higher education institutions. He began his higher education career at Tulsa Community College (Tulsa, Oklahoma), serving in a wide-range of administrative positions in its multi-campus system. Next, he served as president of Northeastern Agricultural & Mechanical College (Miami, Oklahoma) and, from 1997 to the present, has served as president of OSU-Oklahoma City.

Larry G. Edwards, Ph.D., is vice president of Academic Affairs. Along with a bachelor's and master's degree, he holds a doctorate in political science from the University of Oklahoma. He has worked in higher education in Oklahoma for the past 37 years. After receiving his master's degree, Dr. Edwards became a professor of political science/history and then served as a division director with Oklahoma City Community College. Next, he served as division dean for Social Science at Rose State College and since July 2002, has served as vice president of academic affairs at OSU-Oklahoma City.

Jay Kinzer, Ph.D., is vice president for Student Services. Dr. Kinzer holds a doctor of philosophy in higher education administration from the University of Oklahoma. He also holds a master's of business administration and a bachelor's of business administration from the University of Central Oklahoma. For the past 18 years Dr. Kinzer has been serving students of higher education in administrative positions in student services, academic affairs, and business affairs. He also served as an adjunct instructor for five years.

The vice president for finance and operations who served the institution since 1993 retired in August 2009. A national search and one round of interviews were conducted but did not produce a viable candidate for his replacement. An interim vice president has been appointed, and a permanent selection will be made during the spring semester.

Heather Kay is assistant vice president of business and industry relations (October 2009), following four years as OSU-Oklahoma City director of student center operations and campus events. The purpose of this position is to expand the institution's role in state workforce and economic development. Kay holds a bachelor of arts from the University of Central Oklahoma.



Business and Industry Collaboration Center Since inception, OSU-Oklahoma City has worked closely with the community to provide graduates well-qualified to meet today's workforce needs and assist in the economic development of Oklahoma and Oklahoma City.

The vision of the recently-created Business & Industry Collaboration Center (BICC) is to be the premiere resource responding to education and training needs of central Oklahoma employers.

The BICC mission is to collaborate with business, industry, and private/public organizations to identify and provide effective business solutions, promoting economic development.

The BICC will foster entrepreneurship and economic growth and further strengthen OSU-Oklahoma City ties by providing quality non-credit education programs that are flexible and responsive to the business and industry community.

Cooperative Alliance and Agreements Under the leadership and guidance of the Oklahoma State Regents for Higher Education, OSU-Oklahoma City and the Metro Technology Centers (a major multi-campus partner in Oklahoma's outstanding career technology education system) have forged a Cooperative Alliance. The alliance offers high school and adult students taking courses at Metro Technology Centers more opportunities to earn college credit simultaneously and save taxpayers' money by avoiding costs incurred by duplication of programs. OSU-Oklahoma City also has cooperative agreements with Kiamichi Technology Center and Eastern Oklahoma County Technology Center.

OSU-Oklahoma City also collaborates with the Oklahoma Alliance for Manufacturing Excellence and Francis Tuttle Technology Center to support a manufacturing extension agent (MEA) on the OSU-Oklahoma City campus. The MEA helps manufacturers identify areas to achieve optimum manufacturing efficiency. OSU-Oklahoma City assists in this endeavor by providing training, education, and support services.

Furthermore, OSU-Oklahoma City has successfully administered numerous federal and state agency grants including two federal Title III grants, the Oklahoma Health Care Authority funded statewide Certified Nurse Aide Training Program and currently a nearly \$1.743 million U.S. Department of Labor Community-Based Job Training Grant that will assist the new Wind Turbine Technology program.

Business partnerships developed and implemented include a partnership with OG&E for the Associate in Applied Science in Power Transmission and Distribution Technology; a partnership with General Motors for a on-site UAW/GM Skill Center and full-time staff within the Oklahoma City GM plant). OSU-Oklahoma City has been identifying and responding to the needs of business and industry for nearly 50 years with both degree- or certificate-granting programs and non-credit/continuing education training programs (See **Criterion 5** for more about institutional partnerships).

History of Accreditation at OSU-Oklahoma City

OSU-Oklahoma City received initial accreditation under the accreditation of Oklahoma State University in 1961. Its first independent accreditation from the North Central Association of Colleges and Schools came in 1975 with a five-year accreditation and 12 concerns to address. No focus visit was required.



In April 1980, the second team visit occurred with reaccreditation granted for a ten-year period but with a focus visit in five years to respond to a concern of the team for a new engineering technology building to be built. The focus visit occurred in the spring of 1985, and because the Engineering Technologies building had been built, the concern had been addressed.

The next accreditation visit occurred in 1990, and the site visit team identified nine concerns to be addressed before the next accreditation cycle. A 10-year accreditation, with no follow-up visit, was granted at that time. The last site visit on campus occurred in the spring of 2000. At that time, the site team noted six concerns. OSU-Oklahoma City was granted a 10-year accreditation period but was required to submit a follow-up report on the assessment of student learning and the clarification of the mission and function. These reports were submitted on time in 2002 and were accepted by the Higher Learning Commission as evidence that satisfactory progress had been made in both areas.

Significant Developments since the Last Report: 2000-2010

OSU-Oklahoma City is a much different university than it was 10 years ago. The institution has expanded degree and non-degree programs, services, and course delivery methods while maintaining its learner-centered focus. The significant developments named here leave OSU-Oklahoma City poised for a bright future.

<u>Year</u>	<u>Accomplishment/Development</u>
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2000

- OSU-Oklahoma City first partnered with Oklahoma Gas & Electric (OG&E) to deliver educational services.
- Associate of Science degrees in Police Science, Fire Science Technology, and Horticulture Technology were approved.
- Continued federal Title IV TRIO grant funding received for Student Support Service and Upward Bound programs that support first-generation, financially disadvantaged, or physically challenged students in achieving their educational and career goals.
- Implemented SCT, a student information system.
- Opened Testing and Assessment Center.
- Partnered with Oklahoma City public schools to offer high school students computer-based math and English instruction which satisfy high school curricular requirements.
- Sent 13 honors students and three faculty members to third annual Central Oklahoma Two-Year College Honors Colloquium.
- Began offering complete associate of science degrees in Quality Management and Public Service on Internet.
- Named one of 25 top world chapters by Phi Theta Kappa International Honor Society.
- Provided train-the-trainer advanced driving skills course for representatives of over 35 U.S. Department of Interior agencies.



- Signed Emergency Medical Technology cooperative agreements with Metro Technology Centers and Moore-Norman Technology Center.
- Began construction on \$1.07 million, 10,000 square foot Human Services Education Center with classrooms and laboratory to house Human Services Division programs and Precision Driving Training Center.
- Nurse Science degree program began offering advance standing placement for paramedics who wished to become registered nurses.

2001

- Human Services Education Center opened on south end of campus.
- Received increased federal funding for Student Support Services program.
- Thirty-one percent of student population took one or more classes online or via distance learning.
- Began offering Early Care Education and Administration A.A.S. degree, preparing individuals to work as early care administrators such as directors and assistant directors (cooperative partnership with state Human Services Department to increase Oklahoma child care facilities quality).
- OSU-Oklahoma City celebrated its 40th anniversary with Extravaganza 2001 on June 23, 2001, with more than 5,000 people in attendance.

2002

- OSU-Oklahoma City established cooperative program with OSU-Stillwater to offer OSU electrical engineering technology bachelor's degree on Oklahoma City campus via talk back television.
- Veterinary Technology students taking their state/national examinations scored over 90% pass rate on state/national certification examinations, well above national average. Minimum score of 70% is required for licensure on both exams.
- OSU-Oklahoma City offered its first Honors Composition I course, and summer session set a record of 25 honors program contracts.
- Began offering a 24-credit hour Certificate of Mastery in Early Care Education Administration, potentially reaching 4,000 child care facility directors statewide.
- INTEGRIS Health donations renovated nursing skills lab.

2003

- OSU-Oklahoma City awarded a five-year, \$1.8 million dollar Title III federal grant to enhance technology available to students and to create student learning communities.
- OSU-Oklahoma City received a \$785,733 two-year grant for an Oklahoma Area Health Education Centers project (Certified Nurse Aide Training Contract) from U.S. Department of Health and Human Services Health Resources and Services Administration.



- OSU-Oklahoma City became an approved Microsoft IT Academy.
- National League for Nursing Accrediting Commission and Oklahoma Board of Nursing extended accreditation for OSU-Oklahoma City Nurse Science Program offered on both Oklahoma City and Goodwell, OK, campuses. The institution has a partnership agreement with Oklahoma Panhandle State University at Goodwell.
- Academic Technology Center (ATC) opened, providing state-of-the art technical control and support of classes in progress and a high tech training base where ATC staff assists campus faculty and staff with development and implementation of distance learning technology.
- Spring 2003 enrollment up 13% in headcount and 14% in credit hours, and spring 2003 semester was sixth out of past seven semesters with double digit increases.
- All 24 technical occupations programs and certificates received a full, unqualified five-year approval from the Oklahoma State Regents for Higher Education.
- OSU-Oklahoma City Precision Driving Training Center approved to offer drivers education.
- OSU-Oklahoma City began offering classes to prepare individuals for whom English is a second language to better function in an English-speaking community.
- Horticulture Department faculty/staff assisted OSU Horticulture Department and statewide horticulture industry representatives in “Oklahoma Proven” program. Responsibilities included selection of plant materials, hosting and conducting trials, and judging new herbaceous plant materials to be announced annually as the most highly suggested plant materials for Oklahoma gardeners.
- Federal TRIO funding began for Educational Talent Search program, assisting middle/high school students and dropouts to graduate from high school, explore training/education options and enroll in higher education.
- Began offering RC Bot Camp (Remote Controlled Basics of Technology), a three-week robotics summer academy for high school students.
- OG&E training apprentices received hands-on experience setting up 10 power poles on campus as an outdoor lab for new Power Transmission Distribution Technology program.
- Campus bookstore relocated and remodeled.
- OSU-Oklahoma City began using a “Student Portal” on main web page, giving students easy access to e-mail accounts, online classes, online library resources, Student Information System (SIS), and user directory.
- Upward Bound program, providing fundamental support to high school participants to prepare them for college, received \$100,000 in additional federal TRIO funding.
- GEAR UP program, in conjunction with Oklahoma City Community College and INTEGRIS Health, hosted “Specialized Rescue and Summer Scrubs,” hands-on experience in emergency rescue and hospital training.
- Business Technology computer labs upgraded and SmartBoards integrated into classrooms creating multimedia presentation rooms.

**2004**

- New electronic sign installed on south end of campus at Reno and Portland.
- Computer Information Systems, A.A.S. (revised)
- Health Care Administration, A.A.S. (revised)
- Information Technology, A.A.S. (revised)
- Technical Communications, A.S. (revised)
- Public Safety, A.A.S. (new)
- Emergency Management and First Responder emphases
- OSU-Oklahoma City student Christopher Sullens named to All-USA Community and Junior College Academic Team.
- Early Care Education Department developed a DVD course package for childcare directors throughout Oklahoma.
- Student Center renovations, such as Cyber Café and solarium completed. Offices providing services to students and a large meeting room for Student Life also renovated. New large walk-up window for students to conduct business with Admissions and Records added.
- OSU-Oklahoma City 2004 Veterinary Technology graduates received a 100% pass rate on the Oklahoma examination and a 93% pass rate on the national exam, scoring consistently above the national average in all categories.

2005

- Student Center renovations completed including new offices for counselors, Student Support Services, student organizations, Employment Services, Talent Search, and a tutoring lab.
- New computer labs added to Business Technologies building.
- Academic Technology Center moved into remodeled space.
- Library expanded into former Academic Technology space.
- OSU-Oklahoma City conducted image assessment and market research project with Jordan Associates.
- OSU-Oklahoma City offered its Police Science-Crime Scene Investigation Emphasis A.S. degree at Ardmore Higher Education Center, where it also offers other Human Services degrees.
- Academic mace used at graduation for first time. Academic maces date from 14th century as a symbol of authority granted to higher education institutions to grant academic degrees.
- Faculty Council changed to Faculty Senate, and elections were held.
- Student Support Services awarded another four-year grant.
- OSU-Oklahoma City Alpha Pi Nu chapter of Phi Theta Kappa International Honor Society named “Five Star Chapter,” recognizing successful attainment of Society’s five star chapter development program goals.
- Campus employment system went completely online.



- Echocardiography Technology A.A.S. was approved.
- OSU-Oklahoma City named one of three national recipients of 2005 Lee Noel and Randi Levitz Retention Excellence Awards.
- Opened outreach office in nearby Oklahoma City Stockyards District to reach large Hispanic populations.

2006

- Associate of Science in Nurse Science degree offered online to students at Oklahoma Panhandle State University.
- Computer Game Programming (new)
- Technical Spanish-Translation/Interpretation (new)
- Campus hosted first Family Health & Safety Day, a free event bringing hundreds of attendees together with metro emergency responders and community organizations to learn ways to keep their families healthy and safe.
- First U.S. college to offer national certification for child safety technicians.
- Veterinary Technology Program received full accreditation.
- OSU-OKC Saturday Farmers' Market adds a downtown weekday market with help from Downtown OKC Inc., City of Oklahoma City and Oklahoma Department of Agriculture.
- Campus began publishing enrollment management information in Spanish.
- OSU-Oklahoma City received \$7.4 million in state bond money for construction projects.
- Agriculture Resource Center construction project approved.
- Public Safety Training Facility construction project approved.
- Physical Plant Building dedicated (new).
- Awarded more than \$25,000 in private scholarships.
- Nursing & Allied Health Initiative adds \$263,000 per year to nursing budget.

2007

- OSU-Oklahoma City's first bachelor's degree, Bachelor of Technology-Emergency Responder Administration, approved.
- Broke ground in January for new Agriculture Resource Center and in May for Public Safety Training Center.
- OSU-Oklahoma City announced largest one-time private gift in its history, a \$1 million gift that fulfills a pledge from John E. Kirkpatrick toward new Agriculture Resource Center.
- OSU-Oklahoma City Farmers' Market returned downtown for summer growing season with more vendors and support of additional project partners.



- Certified Nurse Aide Program, part of Business & Industry Relations, expanded to 14 cities and over 1,500 graduates in 2007-2008.
- Veterinary Technology Program received \$50,000 grant with major portion allowed for purchase of equipment.
- Online versions of existing programs approved by Higher Learning Commission of the North Central Association.
- North Central Steering Committee formed.
- OSU-Oklahoma City received six new scholarships.
- Surveillance camera installation began (32 cameras outdoors on campus and six for Testing and Assessment).

2008

- Self-study work began in earnest.
- OSU-OKC established Center for Safety and Emergency Preparedness to focus on crisis management education and training for business and industry, emergency responders and general public.
- Wind Turbine Technology A.A.S. was approved (first in state).
- Opened new Agriculture Resource Center and Public Safety Training Center.
- Five-year plan to add three faculty per year for five years completed.
- Merit-based salary program for faculty and staff implemented.
- The Learning Center enhanced its technology and support, nearly tripling computers available for student use.
- Technology Support Center opened, first campus “walk-up” help desk area for instant technology support.
- Renovated chemistry labs and Business Technologies’ computer labs.
- Participated in Higher Learning Commission’s Assessment Academy.
- Successfully implemented smoke free campus policy (first in the OSU system).
- OSU-Oklahoma City hosted Central Chapter Juvenile Diabetes Research Foundation 3K/5K “Walk for the Cure,” bringing thousands of participants to campus.
- Received \$115,000 Kirkpatrick Foundation grant to equip a Smart classroom for Veterinary Technology Program.
- OSU-Oklahoma City surpassed other OSU System campuses in the Energy Conservation Program cutting 24.3% of its energy costs.
- Implemented video cameras for security in parking lots.
- Horticulture Department received \$125,000 in gifts for labs and classroom space.
- Westwood Elementary School, in nearby Stockyards District, received 13 cartons of educational supplies donated by OSU-Oklahoma City employees. OSU-Oklahoma City has partnered with the school for several years in projects to benefit Westwood students and encourage their education.
- Renovation of anatomy and physiology labs completed.

**2009**

- OSU-Oklahoma City graduated its first Bachelor of Technology – Emergency Responder Administration graduates during May commencement. Graduates first completed OSU-Oklahoma City A.A.S. degrees in Municipal Fire Protection, Municipal Fire Protection – Paramedic emphasis or Police Science. All are full-time public safety professionals, working 40 hours a week, and most took online courses to complete their BT degree. Since fall 2008, program increased 60% with applications received from across the U.S.
- U.S. Department of Labor awarded OSU-Oklahoma City \$1.743 million in January, part of Community-Based Job Training Grants. OSU-Oklahoma City, only state college awarded, was one of 274 applicants competing for this grant. Grant will hire faculty and purchase equipment for new Wind Turbine Technology A.A.S. degree program.
- New Wind Turbine Technology associate degree program enrolled 140 students for fall 2009 semester.
- Nurse Science degree program invested in seven educational training simulators to teach program learning objectives.
- Technology Education Center non-credit business and industry spring 2009 offerings included an eight-hour Hazardous Materials Communication course, 30-hour OSHA General Industry course with emphasis in Wind Industry, and Right-of-Way Agent Symposium two-day training for current right-of-way agents focused on issues facing wind industry (160 attendees).
- Providing financial relief for college students, OSU-Oklahoma City launched Buy 2-Get 1 Free scholarship program. Students committing to two semesters at the university can attend third semester free with scholarship covering tuition, fees and books. More than 600 students applied for the scholarship, to be awarded on a first-come, first-serve basis. Buy2-Get 1 Free focuses on students' momentum toward continuing their education, not financial need or academic achievement.
- More than 500 job seekers met over 60 Oklahoma employers at Spring 2009 Job & Career Expo. Many also attended free "How to Get a Job in Today's Market" workshop.
- Industry partner Honeywell Corporation (donated new fire alarm system to Fire Protection and Safety Technology Department fall 2008) conducted a regional training class for alarm technicians from several states in campus FPST lab in May. Honeywell wants to make the OSU-Oklahoma City lab (well outfitted with fire protection systems) a regional training center, and is discussing possibly donating additional fire alarm systems to aid development of an alarm system technician certificate program.
- OSU-Oklahoma City awarded supplemental scholarships to 31 fifth graders at nearby Westwood Elementary School, the chance of a lifetime – attending college ([OSU-OKC Awards Lasting Gift to Fifth Graders](#)). These scholarships will provide tuition, fees and books. Westwood will see approximately 40 percent of their predominately Hispanic students drop out before completing high school and only 13 percent attend college. Recipients must graduate from an Oklahoma City public high school and apply for OHLAP (Oklahoma Higher Learning Access Program) and FAFSA (Free Application for Federal Student Aid). Whether or not they qualify for financial aid, they will be able to obtain the scholarship.
- OSU-Oklahoma City continues to be a leading metro higher education institution, unique in offering tuition waivers to high school juniors, as well as seniors. Increased enrollment of juniors shows they are taking advantage of this opportunity (tuition waivers per semester for seniors up to six hours and juniors up to three hours).



- Following the spring semester, Electronic Engineering Technology students and three faculty/staff members toured the Federal Emergency Management Command Center (40 feet underground) in Denton, Texas and NASA's Johnson Space Center in Houston (a very technical tour of labs and astronaut training facilities). Some visited with a current astronaut preparing for the next mission and other activities including watching astronauts train in a 40-foot pool (simulating weightlessness), the release of the Hubble telescope and, at Mission Control, seeing live pictures of astronauts working in the space station.
- Sixty-one OSU-Oklahoma City students attended "Relationship U – Dating doesn't come with a text book!" a free, interactive Oklahoma Marriage Initiative workshop to help answer "how to" questions surrounding relationships. OSU-Oklahoma City attendance was larger than OU-Tulsa, East Central University, and University of Central Oklahoma.
- In June, OSU-Oklahoma City dedicated the Collar Institute for Child Passenger Safety at the Public Safety Training Center. The new institute provides child passenger safety education and training to meet public needs and provides a permanent child car seat restraint check-up station to the community.
- The Library (Learning Resource Center fourth floor) is now home to SARA, a new assistive technology hardware device that helps individuals with visual and/or cognitive disabilities read printed materials. SARA (Scanning and Reading Appliance) is available to students, faculty and staff in a library study room.
- Surveillance camera installation continues (11 cameras for Public Safety Training Center and Agriculture Resource Center with eight added in Business Services and cafeteria).
- Associate in Applied Science Early Care Education degree earned accreditation from NAEYC Commission on Early Childhood Associate Degree Accreditation. OSU-Oklahoma City is one of the first 61 institutions in the nation to earn this designation.
- OSU-Oklahoma City awarded \$21,197,617.67 in financial aid to students for fiscal year 2009, a 13.9% increase from fiscal year 2008.
- OSU-Oklahoma City added 110 class sections to fall 2009 course lineup to accommodate the record number of students enrolling (first day of school, more than 7,100 students had enrolled).
- Effective August 2009 student tuition account balance reminders will be sent via email; paper bills will no longer be issued.
- Development Office funds raised increased from a yearly average of \$183,000 to \$381,000 in 2009 – a 108% increase in giving. First annual appeal for OSU-Oklahoma City in May yielded 63 new donors.
- Responding to student interest and national emerging interest in local food systems, Horticulture Department created a sustainable crops production emphasis for its Horticulture Technology associate degree.



After reviewing the self-study and all accompanying documents, interviewing campus personnel and students, and meeting the constituents of the institution, the 2000 site visit team noted six challenges that should be addressed before the 2010 site visit.

1. The team observed the heavy utilization of adjunct faculty, which places an undue burden on the full-time lead instructors who sacrifice their own preparation time to work with adjuncts and their students.
2. The racial and ethnic diversity of the student population is not reflected in the faculty and staff of the institution.
3. The college does not have a comprehensive plan for the organization and delivery of training and development for staff and faculty.
4. Although the institution appears to be committed to the assessment of student academic achievement, the implementation of the assessment process is inconsistent, with only a few examples in which assessment results have been used to make improvements in structural programs.
5. The institution will need to reconcile its aspirations for an expanded mission and name change with the expectations of the Oklahoma State Regents for Higher Education.
6. The Division of Engineering Technologies lacks a clear mission, active advisory committees and continuity in leadership. The need exists for a careful review by the college leading to programmatic transformation.

Progress Report on 2000 Concerns

Challenge 1: The team observed the heavy utilization of adjunct faculty, which places an undue burden on the full-time lead instructors who sacrifice their own preparation time to work with adjunct instructors and their students.

OSU-Oklahoma believes it has sufficiently addressed this goal. During the 2004-2005 academic year, OSU-Oklahoma City committed to a plan to hire three new full-time faculty each year for five years to help address this concern. The number of full-time faculty hired has actually exceeded that target. Since 2000 the overall number of full-time faculty has increased from 63 to 85, and this total is expected to increase during the 2009-2010 fiscal year.

The total number of lead instructors and department heads has also increased as enrollment has grown from 2004 to the present. An administrative procedure has been developed and implemented to determine the need for lead instructors and to allocate them appropriately. This procedure considers the number of students in an area, the number of academic disciplines being covered, and the number of course sections the lead instructor is responsible for managing ([Lead Instructor Worksheet](#)). These measures will ensure that adjunct instructors have the support they need and that full-time faculty can focus on their responsibilities to their students and their programs.



Year	Faculty	Lead Instructors	Dept. Heads	Adjuncts
2000	66	24	10	178
2001	67	20	11	192
2002	66	19	13	200
2003	66	19	12	220
2004	62	18	12	243
2005	74	22	14	247
2006	76	23	17	247
2007	76	22	17	243
2008	79	22	19	259
2009 (Spring only)	80	24	17	291

The increase in the number of department heads is notable because department heads carry more administrative workload than lead instructors while they teach three credit hours less. This frees more time for them and their lead faculty to address important issues related to their adjunct population.

Another important point is that department heads are 12-month faculty positions whereas lead instructors are generally nine-month faculty positions, which means that since the last site visit the campus has almost doubled the number of full-time faculty present on campus during the summer months. This presence of full-time faculty members helps support the adjunct population.

In spring 2000, full-time faculty taught 33% of the credit hour load (825 of 2525 credit hours). In spring 2009, full-time faculty taught 29% of the credit hour load (927 of 3228 credit hours). ([Spring 2000 Full-time Faculty Credit Hours](#)). The faculty-to-adjunct credit hour load ratio for 2009 decreased from 2000. One explanation for the percentage decrease is several faculty and faculty with administrative roles received release time during this period to perform multiple roles on campus related to the self-study process. Adjuncts would have had to pick up their teaching load, which would skew the credit hour load for the period reported. After the self-study process ends, a better ratio is expected.

As a two-year campus experiencing rapid growth in an urban setting, OSU-Oklahoma City accepts the fact that adjunct faculty will always constitute a large part of the teaching faculty on campus. Because of this, full-time faculty hiring adjuncts select those of the highest quality possible. Guidelines are set for advertising and hiring of adjuncts, particularly more rigorous in certain areas where licensing is required, such as nursing.

OSU-Oklahoma City meets the Higher Learning Commission guidelines in determining qualified faculty in both adjunct and full-time faculty. Adjunct faculty who teach in general education hold at least a master's degree with a significant number of graduate hours, usually 18 or more, in the field in which they teach. Other adjunct faculty hold either the same qualifications, "a degree at least one level above that of the program in which they teach," and/or have significant work experience that provides the knowledge base for "knowing what students must learn" ([Commission Guidance on Determining Qualified Faculty](#)).

In fact, a good number of the adjuncts in program areas are either currently or have in the past been involved in academic program advisory councils, and even more of them are fully employed professionals who are actively engaged in the Oklahoma City metro community. A sample of such adjuncts follows.



OSU-Oklahoma City Adjunct Population Qualifications

Division	Subject Taught	Description
Agriculture Technologies	Wild, Zoo & Lab Animal Care	Rachel Reeves, DVM (experience with exotic and small animal medicine/surgery, emergency medicine)
	Technical Problems	Angie Perry, RVT, Walnut Creek Animal Hospital
Arts & Sciences	Psychology	Ron Gappa, retired psychologist
	Sociology	Rick Krause, licensed social worker, full-time practice in psychotherapy
Business Technologies	Accounting	J.I. Johnson, CPA, Oklahoma Office of State Finance, Audit and Internal Controls Manager
	Computer	Branon Lihyaoui, MBA, MCSE, Oklahoma Gas & Electric (OG&E) Distributed Computing Specialist, Metric Analyst
	Healthcare	Kelley Brewer, CEO, Lakeside Women's Hospital
Health Services	Advanced Nursing	Robyn Miller, clinical nurse, Integris Baptist Health Center, Interventional Radiology Department
Human Services	Fingerprint Identification	Agent Mindy Moxley, fingerprint agent for Oklahoma Bureau of Investigation (25 years experience)
	Intro to Forensics	Detective Traci Shiennerer, lead detective and CSI, Norman Police Department; one of two FBI certified facial reconstructionists in the Midwest
	Grieving Process; Stress Management for Service Providers	Jennifer Taylor, Director of Victim Notification Services, Office of the Attorney General
	Child Abuse	Pat Dameron, Director of the Child Abuse Training and Coordination Council, Oklahoma Department of Health. Licensed Professional Counselor
	Interpreter Training	Toni Foster, MA Sociology, A.A.S. ITP Vocational Rehabilitation counselor, working with deaf clients
Science & Engineering	Anatomy	Dr. Hossein Azartash-Namin, practicing chiropractor
	Electronics	Rock Robles, electrical engineer for Federal Aviation Administration (FAA)
	Surveying	Burk Cornelius, professional land surveyor and executive director of the Oklahoma Society of Land Surveyors
	Occupational Safety	S.R. Hunter, On-site consultant and trainer for Basin Environmental and Battalion Chief and training officer for Bethany Fire Department



In addition to ensuring students are taught by quality adjunct faculty, the campus has a reputation for hiring and keeping qualified adjunct faculty. The following chart shows a sampling of Arts & Sciences adjunct faculty who have been employed by the campus for up to 44 years.

OSU-Oklahoma City Adjunct Population Longevity

Name	Discipline Taught	Hire Date
Don Connel	Mathematics	September 1965
Ken Franklin	Mathematics	February 1989
Ron Gappa	Psychology	February 1969
Tom Henry	History	June 1988
Susan Hutchins	History	September 1990
Becky Osmond	Mathematics	July 1979
Lynda Reichert	English	February 1991
Kenneth Shade	Mathematics	February 1995
Robyn Simpsen	Mathematics	October 1989

In an on-going effort to address the adjunct/full-time faculty ratio, OSU-Oklahoma City has made important changes since the last site visit. Support services, such as technology training through the Technology Support Center or a mentor (in some divisions), are routinely provided to help prepare adjuncts for teaching their classes. More full-time faculty have also been hired, and more department heads have been added to the full-time faculty ranks to ensure there are more full-time faculty on campus throughout the year. All of these measures help provide services to both groups in order to increase productivity.

OSU-Oklahoma City has enjoyed several years of increased enrollment for a 62% increase in overall student enrollment since the last site visit ([Fall Semester Enrollment Comparison](#)). However, the operating budget has only increased by 52% during that time while the cost of educating students and drawing qualified faculty has continued to rise ([Summary of Comparative E&G Budgets](#)). Because of this, OSU-Oklahoma City will continue to seek innovative ways to fund full-time faculty positions while attracting and growing numbers of qualified adjunct faculty.



Challenge 2

The racial and ethnic diversity of the student population is not reflected in the faculty and staff of the institution.

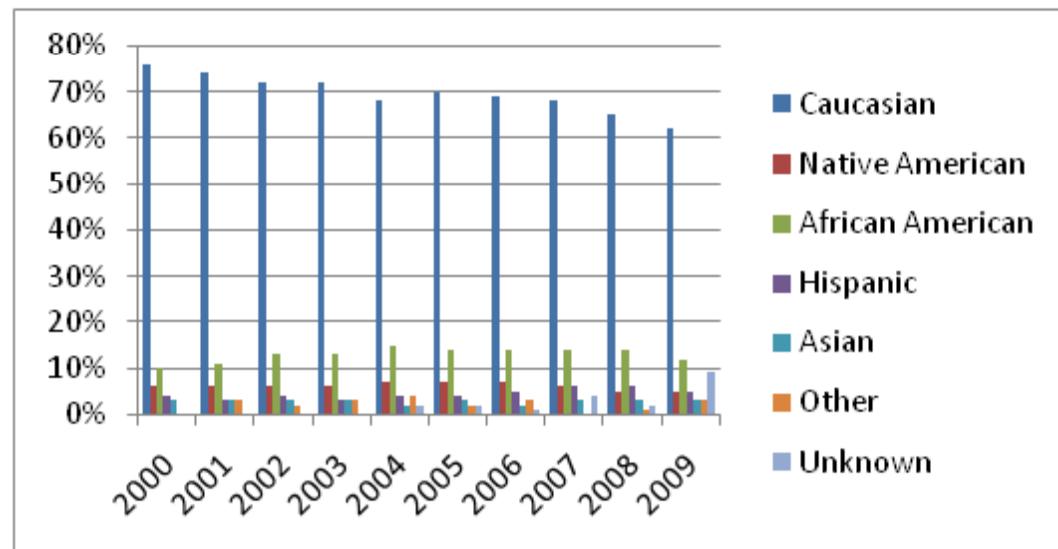
OSU-Oklahoma City believes it has made significant progress regarding Challenge 2. The campus service area as officially defined by the Oklahoma State Regents for Higher Education covers a relatively small but densely populated portion of Oklahoma City ([Oklahoma Service Area Map](#); [OSU-Oklahoma City Service Area](#)). The properly defined service area includes incorporated cities, such as parts of Oklahoma City, The Village, Warr Acres, and Bethany. The racial and ethnic diversity of these cities follows:

OSU-Oklahoma City Service Area Diversity

City	Total	% of Minorities	% of Caucasians	% of Male	% of Female
Bethany	20,307	14.2%	85.8%	47.3%	52.7%
Oklahoma City	3,450,640	21.7%	78.3%	49.4%	50.6%
The Village	10,157	19.8%	80.2%	53.5%	46.5%
Warr Acres	9,735	18.5%	81.5%	47.3%	52.7%

Since the 2000 Higher Learning Commission site visit the campus has made progress in the diversity of our student population drawn from the service area described above. The number of the major racial and ethnic groups (African Americans, Hispanics, Native Americans, and Asian) in the student population has increased while the number of Caucasians has decreased thus showing an overall improvement in campus diversity.

OSU-Oklahoma City Student Demographics 2000-2009





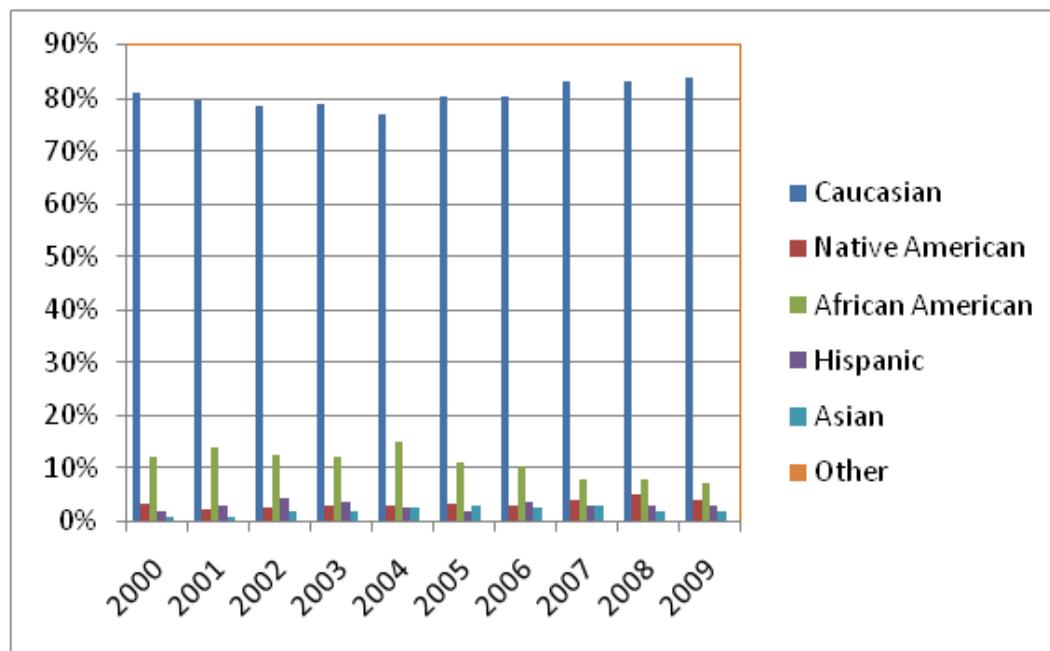
The total ratios for each fall semester follow.

Year	Minority %	Majority %
2000*	24%	76%
2001*	26%	74%
2002*	28%	72%
2003*	28%	72%
2004*	32%	68%
2005*	30%	70%
2006*	31%	69%
2007*	32%	68%
2008*	35%	65%
2009	38%	62%

* Demographic breakdown by year

Fall 2009 has been the most successful year thus far, and similar results in future semesters are expected. Gender ratios are 60% female to 40% male. Student clubs, such as the Native American and Black Student Associations, have been established to ensure these students have groups to address their interests and concerns. While not consistent, the number of major racial and ethnic groups (African Americans, Hispanics, Native Americans, and Asian) in faculty and staff ranks has made some progress. The university employs good hiring practices according to [OSU hiring policies](#), which prohibits discrimination based on race or gender. The percentage for Native Americans and Hispanics represents a notable increase in the past several years.

OSU-Oklahoma City Faculty/Staff Demographics 2000-2009





The total ratios for each fall semester for faculty (adjunct and full-time) and staff follow.

Year	Minority %	Majority %
2000*	19%	81%
2001*	20%	80%
2002*	22%	78%
2003*	21%	79%
2004*	23%	77%
2005*	15%	85%
2006*	17%	83%
2007	17%	83%
2008	17%	83%
2009 Faculty 2009 Adjunct 2009 Staff	16%	84%

**Demographic breakdown by year.*

While at first glance OSU-Oklahoma City's faculty and staff (17%) to student minority (35%) ratio seems disproportionate at 35/65%, the campus faculty/staff minority count falls in line with the average minority count of our service area which is 18.6%. This raises important questions for the campus, such as if the student population is nearly two times the minority population of our service area, from where are the students coming? What other services can be done to better meet their needs?

The campus mission proclaims its purpose is to prepare students to live and work in a diverse society, and campus personnel believe that preparation begins at students' OSU-Oklahoma City "home." The campus [mission and vision statements](#) embrace diversity as a fundamental core value that is essential to the institution's function. Because of this, campus personnel pledge to value and uphold the dignity of all persons regardless of background or beliefs.

The campus agency strategic planning documents were revised to include a new goal addressing issues of diversity ([2009 Agency Strategic Plan](#)). To help achieve that goal, the campus is participating in the Oklahoma State University system's Diversity Initiative. OSU-Oklahoma City has participated in planning sessions to assess both the current status in relation to diversity and determine what steps need to be taken to enhance the diversity of faculty, staff, and student body.

The institution has taken steps to provide a better atmosphere that supports learners from all backgrounds and appreciates the rich heritage they bring to campus. One major step was the establishing the Diversity Committee, which created benchmarks to note progress on goals created for three years of work toward improving diversity on campus. The Diversity Committee has made notable progress toward its original goals ([Diversity at OSU-Oklahoma City](#)).



Additional activities include outreach activities, retention strategies, and partnerships with other schools.

- Increased efforts directed at Hispanic student recruitment and the Westwood Elementary Scholarship.
- Increased recruitment efforts in all area high schools and selected middle schools.
- Provided two bilingual recruiters that provide community outreach.
- Created Spanish version of the financial aid brochure.
- Created access to education scholarships for first-generation college students and a non-traditional student scholarship.
- Initiated early intervention program (Educational Talent Search) designed to serve young people in grades 6-12.
- Scheduled on-campus recruitment events throughout the year.
- Created a brochure marketing campus programs and services to non-traditional students.

OSU-Oklahoma City believes it is equally important to provide curricular and experiential course offerings intended to develop the attitudes and skills necessary for learning in a diverse society. To facilitate that process, the campus has targeted specific partnerships and activities designed to help faculty and staff develop skills and professional competency necessary to prepare students to compete in a multicultural workforce.

- Participation in the Global Education Consortium.
- Advisor to Students with Disabilities is a board member of OK-AHEAD (Oklahoma Associate on Higher Education and Disability). Involvement keeps our faculty and staff current on programs and services for students with disabilities.
- Active and on-going partnerships with Oklahoma City Stockyards City Inc, Oklahoma City Hispanic Chamber of Commerce, The Oklahoma State Health Department, Oklahoma Department of Human Services, area public schools (high school, middle school, and elementary school levels), the Integris Health system, and the Urban League.
- Work with Oklahoma City Hispanic Chamber of Commerce on an OHLAP grant that partners OSU-Oklahoma City with the Oklahoma City Public School district and Oklahoma City Community College.
- Actively involved in Latino Community Development Agency programs.
- Partnership with Mid-Del Adult Learning Center providing GED and TOEFL preparation classes.
- Work with Metro Tech, Francis Tuttle, and Integris Health on initiatives and career programs aimed at Hispanic population.
- Institutional and/or individual membership in various organizations that focus on hearing-impaired student populations.
- Membership in the Governor's Hispanic Task Force.
- Active membership in the Legislative Committee of Oklahoma City Hispanic Chamber of Commerce.
- Tutoring Program at Westwood Elementary School supported five days a week by faculty, staff, and students. (School population is overwhelmingly Hispanic.)
- April 2006 Executive Briefing: Leading a Diversity Initiative - 29 faculty and staff members attended.
- October 2006 Diversity Forums were held on campus attended by 111 faculty, staff, and students.



The organization has improved the minority rate of students on campus, but there is still room for improvement on the percentage of minority faculty/staff on campus. Even though the institution's minority percentage is close to the service area percentage, in order to better serve students OSU-Oklahoma City needs to continue to seek innovative ways to close the racial and ethnic minority gap between faculty/staff and students.

Challenge 3

The College does not have a comprehensive plan for the organization and delivery of training and development of staff and faculty.

OSU-Oklahoma City personnel believe progress has been made to address this challenge. Since the 2001-2002 academic year, OSU-Oklahoma City has had a Faculty/Staff Development Committee charged with the task of planning, organizing and promoting faculty/staff development activities. The committee includes members from Academic Affairs, Finance & Operations, and Students Services. Minutes from the Faculty/Staff Development Committee may be found in the Resource Room (OSU-Oklahoma City Student Center-President's Suite).

Each function and unit on campus has a strategic plan with goals and objectives that address faculty and staff development and the plan includes developed benchmarks, called "Critical Success Factors" that measure success in meeting these goals. Yearly each unit's progress in meeting these benchmarks is documented as part of that area update to its strategic plan.

For example, the staff development goal and critical success factors of Academic Affairs read as follows: "Expand opportunities and support professional development by faculty and staff that enhance the quality of instruction, focus on student learning, and encourage attitudes consistent with the highest level of service to students."

A notable amount of faculty/staff development activity has occurred on campus since the last site visit, and the training subject matter has been as varied as its intended audiences: faculty, staff, and adjunct faculty. Information Services and Technology Education Center have provided regular training on standard office technology skills, such as Microsoft Word 2007, PowerPoint, Excel, Access, and more. Additionally, other units on campus have offered soft skills training. A partial list of training topics follows:

- Grant Writing Workshop
- Shots Fired on Campus- Video
- Crisis Management
- Generational Identity Development
- Stress, Distress, Can you tell the Difference?
- Back Care Training
- Campus Table Top Exercise – Active shooter on campus
- Academic Affairs Retreat
- Ethics: The Three-Way Dance
- Embezzlement, Forgeries & Lies, Oh My!
- True Colors Training
- Promoting the OSU Image
- Diversity Workshop
- Ethics in the Workplace
- Caring Leadership
- How to Successfully Manage Change
- When Violence comes to Campus
- Motor Vehicle Accident Prevention Course
- Learning to Think with More than One Hat
- Generation NeXt



In addition to these soft skills and disaster prevention training sessions provided by other entities on campus, Information Services offers regular instructional technology training designed to improve teaching both online and in technology enhanced classrooms ([Spring 2008 In-Service Agenda](#); [Fall 2008 In-Service Agenda](#); [Spring 2009 In-Service Agenda](#); [Fall 2009 In-Service Agenda](#)). Information Services personnel offer training for groups of faculty or individual training to suit the needs of campus personnel. They are also willing to help staff and administrators with PowerPoint when presentations need to be made.

To help improve the efficiency of the Information Services area, leadership developed weekly reports to help note key accomplishments, activities planned for the next week, those responsible for activities pending, and issues that came up during that week. The benefit of the weekly reports is the unit now has a means of tracking faculty/staff development by group or individual, and they can track which sessions are in more demand than others. They can also begin to plan training schedules further in advance to meet the needs of the users by paying close attention to issues as they arise. This new system has increased productivity and end-user satisfaction. Training sessions as of May 25, 2009, equal 22 ([2009 Faculty Training Sessions-Year-to-Date](#)).

Finally, OSU-Oklahoma City has committed financial resources from several areas to faculty/staff development since the last site visit. Some funding has come from Perkins allocations, some from the campus Education and General budget fund, and other money from a Title III grant. The faculty/staff development opportunities supported have been local conferences, state conferences, and national conferences. What follows is a partial representation of dollars spent on faculty/staff development.

Years	Funding Source	Amount
1999-2010	OSU-Oklahoma City E&G Budget	\$1,216,143
2002-2009	Perkins Grant	\$40,324.87
2007-2008	Title III Grant	\$60,815.26
Total		\$1,317,283.13

Faculty and staff across campus have attended wide range of conferences and training sessions sponsored by these funds ([2008-2009 OSU-Oklahoma City Training Opportunities](#)). OSU-Oklahoma City still needs a comprehensive faculty/staff development plan that unites multiple units across campus into one cohesive plan, but overall, the number and type of training opportunities presented to campus personnel surpasses those available during the years preceding the last site visit. For that reason, campus personnel believe notable progress has been made to address this challenge.



Challenge 4

Although the institution appears to be committed to the assessment of student academic achievement, the implementation of the assessment process is inconsistent with only a few examples in which assessment results have been used to make improvements in structural programs.

Significant progress has been made in all areas of academic assessment since our last comprehensive visit. OSU-Oklahoma City has made strides in the systematic assessment of student learning in entry-level, mid-level and programmatic level assessment. Also, more wide-spread use of direct and indirect methods of assessment occurs, and assessment data is collected, analyzed, and reported back to stakeholders for the purposes of curriculum and instructional improvement (See **Criterion 3** for details and all support data related to this Challenge).

Entry-Level Assessment

Entry-level assessment occurs when students enter the college and after they begin classes. Students' skills are assessed when they make application by having them take COMPASS placement tests if they do not come to campus with appropriate ACT or SAT scores. Data from the COMPASS test, ACT, or SAT score places students appropriately in courses suited to their skill level. Students placed in developmental classes are assessed again with pre-tests in their courses. The pre-tests are part of a Matriculation Study started in 2004 to create a systematic measure of OSU-Oklahoma City developmental studies students' success or failure.

Key principles of the study include creating a developmental student profile, determining what the students learn, identifying how they learn, documenting how long it takes them to progress through the developmental studies track, and tracking where they go academically when they leave the developmental studies track. In addition, student success in developmental courses was monitored to provide feedback about the success of changes resulting from this study.

All seven types of developmental studies courses, and all sections offered each semester, have been included in the study since its inception. Study findings resulted in establishment of a new department of Developmental Studies and hiring a department head, revision of the entry-level placement scores, and changes in the developmental studies curricula. As a result of these and other modifications, the persistence and success rates of developmental students have increased more than 10%.

One important component of the Matriculation study was the addition of pre- and post-tests in the classrooms and a change from the COMPASS test for placement to the COMPASS Diagnostics test (which includes components for reading, writing, and mathematics). The purpose of adding these three instruments was to gather ample diagnostic data for instructors in order to better help them serve their students' individual academic needs. However, faculty discovered during the summer 2009 semester that the COMPASS Diagnostics were creating undue burden for students because the tests can take up to eight hours for all three components instead of up to two and a half hours without the Diagnostics portion.

The Arts & Sciences Division has recommended the campus go back to the COMPASS test only for campus placement, and the Developmental Studies department will rework the internal pre- and post-tests given in class to determine whether the same data gathered from the Diagnostics can be gathered on the pre-test and post-tests without the time pressure on students. The concern of the Developmental Studies department is that over-testing may adversely affect retention when a more simplified method of testing could yield similar results. Administrators agreed and approved this change request.



Mid-Level Assessment

The Collegiate Assessment of Academic Proficiencies (CAAP) was used as the mid-level assessment tool until 2003-2004. For two years OSU-Oklahoma City used an in-house faculty survey to determine the extent to which mid-level competencies were taught and/or reinforced. These surveys provided feedback to general education faculty about how well students were learning reading, writing, math and critical thinking skills.

In 2007 the Assessment of Student Learning Committee decided to return to the CAAP for mid-level assessment. The test was administered at the end of the major course sequence when the majority of students' general education courses have been completed. Divisions participating in this particular study include Human Services and Business Technologies. CAAP data was collected each fall and spring semester after fall 2007. Results were analyzed and reported back to program and general education faculty for analysis, discussion, and instructional and curricular improvements.

Another mid-level assessment activity is the teaching/reinforcing survey administered by The Higher Learning Commission/North Central Association Assessment Academy Committee. The purpose of the activity was to determine whether faculty members teach or reinforce general education competencies in their courses across campus. All full-time and adjunct faculty were surveyed, and the results were analyzed, published, and sent to faculty for discussion and comment. Then, feedback was reported back to the Assessment Academy Group for further consideration (See discussion of results in **Criterion 3**).

Another mid-level assessment by the Assessment Academy Group directly involves the Committee's Assessment Academy project to assess general education goals as they manifest themselves in programmatic outcomes. The Assessment of Student Learning Committee began by assessing civic responsibility in both general education and program courses, using a modified version of the citizenship test with more than 80% of the students passing this test.

Program Outcomes

Based on program outcomes assessments since the last site visit, program curricula have been modified, new courses have been added, unproductive programs have been deleted, and modifications in instructional methods have been implemented in programs across campus.

The campus needed a more consistent approach to program outcomes assessment, so after a process of experimentation a new assessment inventory was developed. The inventory includes 1) program outcomes for each degree and certificate program, 2) a summary form describing the methods used to assess each programs' outcomes, and 3) a reporting form that lists results and changes made and planned based on these results.

Program outcomes define, in measurable terms, the learning objectives for graduates of each program. The summary form offers options from which program chairs may choose to assess students' learning. They only choose those direct or indirect assessment methods applicable to their program. The reporting form is used to track activity in the program, how many students are assessed, the tools used, results derived, and actions taken based on the results.

The first couple of years of this effort revealed gaps in knowledge about how to write measurable program outcomes, document active student learning, and close the feedback loop. Training on good assessment practices occurred at campus in-service sessions and the program outcome assessment process improved. The campus currently has exemplary models of these processes in several programs, such as Crime Victim/Survivor Services, Early Care Administration, Nursing, Police Science, and Veterinary Technology.



Training sessions on writing effective objectives and choosing the best assessment tools for program goals will continue, so program outcomes assessment, documentation of student learning, and closing the feedback loop will continue to improve campus wide. The next steps in program outcomes assessment include refining program outcome goals for each program and streamlining the reporting process.

Student Satisfaction

OSU-Oklahoma City uses two instruments to measure student satisfaction, the ACT Student Opinion Survey (SOS) and the OSU-Oklahoma City Graduate Survey. In the 2004-2005 graduating student survey, students reported being very satisfied with instructional strategies within their majors. Item analysis indicated students responded with “Excellent” or “Good” for academic years 2002-2003, 2003-2004, and 2004-2005. In the 2005-2006 survey of student satisfaction, 84% of students were in general very satisfied or satisfied with OSU-Oklahoma City. Eighty-nine percent felt the quality of education at OSU-Oklahoma City was excellent or good. In 2007-2008, 85% of students surveyed were satisfied with the quality of their education.

Committees

OSU-Oklahoma City now has six separate committees dedicated to the assessment of student learning:

- Arts & Sciences Division Assessment Committee
- Assessment of Student Learning Committee
- Health Services Division Assessment Committee
- Human Services Division Assessment Committee
- Instructional Division Head group
- NCA/HLC Assessment Academy Committee

The Assessment of Student Learning Committee (formerly the Assessment Committee) is charged with overseeing general institutional assessment activity at entry-level, mid-level, and programmatic-level. This committee has had a budget of \$10,000 each year since 2005-2006, which is used for instructional surveys, CAAP testing, ACT studies, and conferences expenses to keep current with new assessment developments and travel to other campuses to learn their best practices. The Instructional Division Head group is also partly responsible for programmatic-level assessment in that they oversee technical occupational program reviews. The administration consistently supports assessment development to improve program outcomes, including additional funding as required.

The North Central Association/Higher Learning Commission Assessment Academy Group, limited primarily to assessing general education and program outcomes, complements and helps ease the burden for the Assessment of Student Learning Committee, which now devotes more time and energy to entry-level and mid-level assessment.

Plans for the Assessment Academy Group in 2009-2010 include assessing critical thinking and computer proficiency and hosting at least two assessment workshops with faculty both in large and small focus groups. Committee members also plan to work with new programs to develop effective program outcomes assessment plan models that can be emulated by other campus programs.

Another important change includes the addition of division assessment committees. The Health Services Division, particularly in the nursing area, has had an internal assessment committee for many years. Very similar to the institutional assessment committee, it focuses specifically on nursing program assessment needs.



In spring 2009, the Arts & Sciences Division began its own assessment committee. In addition to three degree programs, the Arts & Sciences Division offers all OSU-Oklahoma City general education courses and the A&S Assessment Committee will focus specifically on assessing general education. Appreciating CAAP analysis data, A&S faculty seek more information on how to improve OSU-Oklahoma City specific curricula focusing on two goals. First, they need to generate faculty-driven instruments to measure course goals useful in both online and on-campus classes. Second, they want to develop unobtrusive, engaging instruments designed to measure general education goals with meaningful feedback.

Recently, the Human Services Division also created its own assessment committee with its many emergency services degree programs in mind.

Challenge 5

The institution will need to reconcile its aspirations for an expanded mission and name change with the expectations of the Oklahoma State Regents for Higher Education.

The challenges mentioned here have been resolved.

In its “Report of a Comprehensive Evaluation Visit,” the 2000 Evaluation Team notes in Section III, Criterion One, that several issues must be addressed under the heading of “expanded mission.” Those issues include a new Associate of Science degree in General Studies, a possible Bachelor’s of Technology degree, a possible Associate of Arts degree, and an “enlargement of the mission.”

The General Studies in Applied Technology (ATEC) Associate of Science degree was approved in February 2000. Since that time, the college has added eight emphases to the degree, which now has the largest enrollment of any degree on campus with 2,669 students ([Fall 2009 Enrollment by Division](#)). Because there is no science requirement for this degree, students are able to complete the degree totally online.

In accordance with a resolution from the Oklahoma State Legislature in May 2002, the Oklahoma State Regents for Higher Education recognized an official name change from OSU-Technical Branch to OSU-Oklahoma City ([Higher Learning Commission Letter Recognizing Name Change](#), p. 2). While this name change does not affect the state-wide mission of the institution, the resolution did end confusion about its name.

The campus mission was further expanded when the Oklahoma State Regents for Higher Education approved the first bachelor’s of technology degree at OSU-Oklahoma City in December 2006, a Bachelor of Technology in Emergency Responder Administration ([BT Letter](#), p. 2). This degree builds on well-established and respected OSU-Oklahoma City associate degree programs in public safety. That BT-ERA is also partially available online, a significant boon to its many majors who work full time in emergency services with varied work schedules.

In addition to the interactive television delivery of the Nurse Science program to Oklahoma Panhandle State University in Goodwell, OK, this expanded delivery mission took a significant step forward with the approval to offer five existing degrees as online programs ([Online Degree Program Approval Letter](#)). OSU-Oklahoma City now has a total of six accredited online degree programs and one certificate:



Healthcare Administration

Public Service

Police Science

Police Science

Business Technologies

Management

Certificate: Early Care Education

All general education courses required for any OSU-Oklahoma City degree are also available online.

The degree approvals and name change represent a clear reconciliation between the aspirations of the campus and the expectations of the State Regents.

Challenge 6

The Division of Engineering Technologies lacks a clear mission, active advisory committees and continuity in leadership. The need exists for a careful review by the college leading to programmatic transformation.

OSU-Oklahoma City has made substantial progress regarding this challenge.

Academic Affairs is responsible for tracking the meetings and minutes of all campus degree program advisory committees, and this fact became very important in 2002-2003, when the Oklahoma State Regents for Higher Education sent an evaluation team to examine all technical/occupational programs on campus as part of its regular program review process. The strength of the individual Engineering Technology degree program advisory committees, as documented in meeting minutes provided by Academic Affairs, was one reason for a successful review. The site team recommended that all programs, including those in the Engineering Technologies Division, receive a full five year, unqualified approval.

In 2006 the Science Department was moved from the Arts & Sciences division to the Engineering Division to create the Science & Engineering Division. The issue of continuity in leadership was addressed when the veteran department head of the science department was selected to be the Science & Engineering division head.

Regarding facilities, most of the science labs have been remodeled and construction of a new building is in the campus master plan. OSU-Oklahoma City converted a classroom into an anatomy lab, which makes two anatomy labs, increasing capacity to serve students. The division head designed the new furniture and new cadaver tables, and the new chemistry lab that includes a 60-inch plasma screen and two new vent hoods. These changes have increased capacity in anatomy classes from 24 to 36 students. The microbiology lab has also been renovated and has increased capacity from 24 to 36 students.

Biology and physics classrooms are scheduled for upgrades and the physics classroom was moved from the Health Technology building to the Engineering Technology building. The former Health Technology physics lab has been converted to an organic and qualitative analysis lab, and the Engineering Technology building second floor is being remodeled.



OSU-Oklahoma City will soon break ground for a new Science & Engineering building that will use “green globe” principles. According to Green Globe, “Green Globe Certification is the leading third party certification based on internationally accepted documentation. The seal is an independent recognition of sustainability efforts. Environmental and cultural levels as well as corporate social responsibilities are benchmarked against the highest worldwide principles” ([About Green Globe](#)). Engineers are also coming to drill test wells to see if thermal heating and cooling and a solar hot water system are possible.

The new building will house the division and space for the [Associate in Applied Science Wind Turbine Technology](#) program approved October 23, 2008. It is the only degree program of its kind in Oklahoma, and public response has been overwhelmingly positive. The U.S. Department of Labor awarded OSU-Oklahoma City \$1.743 million in January 2009 as part of the President’s Community-Based Job Training Grants. OSU-Oklahoma City was among 274 applicants competing for this grant and was the only college awarded in the state of Oklahoma.

The grant will hire faculty and purchase equipment for the new Wind Turbine program which has exceeded expectations with 108 A.A.S. majors and 32 enrolled in the certificate program in fall 2009.

There are currently about six other Wind Turbine degree programs nationally, including OSU-Oklahoma City’s degree, working together as partners, not competitors, to standardize the curriculum and present it to the American Wind Energy Association for approval. They look to the AWEA as a national advisory group, rather than as an accrediting or certifying agency.

The Power Transmission/Distribution Technology (PTDT) program, also strongly supported by OG&E, began a new scheduling scheme in fall 2009, running cohort student groups for evening classes and for day classes, then a second group of evening students will start in 2010. The Science and engineering Technologies division head indicates that there is a huge demand for the PTDT program, which trains students to work on electrical power lines. OG&E employs approximately two-thirds of our graduates. OSU-Oklahoma City has assumed responsibility for the OG&E lineman training program and training programs for the City of Edmond, as well as Cimarron and Western Farmers Electric Cooperatives.

Another degree developing from this OG&E partnership is Electrical Power Technology which includes meter technology and relay technology emphases. The relay technology option will prepare students to work in sub-stations and transmit power to different parts of cities, and meter technology graduates will maintain and install electricity metering equipment. OG&E is an exceptional partner with the university in that they supply finance and support in terms of equipment, product, poles, and trucks. In 2009, OSU-Oklahoma City will receive new trucks from OG&E.

OSU-Oklahoma has a productive, reciprocal relationship with OG&E. Gary Lassley, Eastern Region Manager for OG&E, expresses his appreciation for the campus and the programs offered.



In today's environment of economic uncertainty, extreme volatility, and ever changing technology, it is critical that utility companies maintain a well educated work force. New technology creates jobs, and produces goods of real value. OSU-OKC's Lineman [PTDT], Wind Technology [Wind Turbine], Relay Tech, and Meter Tech programs are designed to create an environment conducive to enhanced and accelerated technology and knowledge transfer between academia and the electric industry. These programs are especially useful to utility companies seeking highly qualified candidates with electric utility expertise. The Lineman Program [PTDT] has already been a big success, and has provided OGE with flexible and tailored access to students. We have great expectations that the new Relay Tech and Meter Tech Programs will serve as a high-tech incubator for the utility industry. We look forward to a long and successful partnership with OSU-OKC.

Thanks,
Gary Lassley

Collaborations like this are valued not only for results OSU-Oklahoma City offers in terms of programs and services producing well-trained graduates for the workforce, but also for the partnership itself and the spirit of cooperation that comes from creating new programs to serve Oklahoma.

These initiatives represent the OSU-Oklahoma City commitment to revitalize a critical instructional area on campus. The Division of Science and Engineering currently has 612 majors, which constitutes a very good platform for growth in the future.

The OSU-Oklahoma City Self-Study Process

The OSU-Oklahoma City institutional self-study process began October 16, 2006, in preparation for the February 22-24, 2010, Higher Learning Commission accreditation site visit. Faculty, staff, students, and administrators were all involved in the intensive process to examine how the university fulfills its mission and meets the accreditation criterion set forth by the Higher Learning Commission and where recommendations for improvements may be made.

The Self-Study Steering Committee's goals were simple. First, organize and guide the self-study process to a successful accreditation. Second, facilitate a process leading to self-awareness involving all campus employees and soliciting constituent input. Finally, generate productive conversations that would lead to improvements on campus.

The 2007 academic year was dedicated to formation of the Self-Study Steering Committee, naming of criterion committee chairs, determining criterion committee members, and naming core component chairs ([Steering Committee Organizational Chart](#)). Criterion committee co-chairs were generally campus personnel known for specific skill-sets of experience with the accreditation process. Each criterion committee was comprised of numerous faculty and staff, and each had a student representative. Core component chairs were named out of that group for each criterion, and the work was divided accordingly.

Copies of Section 3 of [The Higher Learning Commission Handbook of Accreditation](#) were distributed to each criterion group, and meetings were held to facilitate discussion about each criterion and core component as it relates to



campus. Half of the Steering Committee attended The Higher Learning Commission Conference on Accreditation in Chicago in April in 2008, and the other half attended in 2009 to learn more about how to facilitate the self-study process and improve processes on campus. One of the Steering Committee co-chairs¹ and the report writer met regularly with the criterion and core component groups over the course of many months to answer questions and help guide the groups' work.

The Steering Committee decided early that each core component group would be responsible for drafting those sections of the self-study, and the criterion chairs would then pull the components together in one document. Each criterion document was then sent to the lead writer/editor of the self-study report. She had several responsibilities with regard to the criterion drafts. First, most documents received went through two to three drafts. Initial drafts were cycled back to criterion chairs and core component chairs with questions for clarification and request for supporting evidence. Second drafts were typically cycled back to core component committees with requests for additional information, and as the drafts took shape, were then put together with other core components in the same criterion. Third drafts and subsequent contact was generally characterized by questions for clarification and requests for very specific documentation or updates to existing data. All of this work occurred between April 2008 and April 2009 ([NCA Steering Committee Timeline](#)).

At the same time, both Steering Committee co-chairs took every opportunity to involve others on campus and off-campus in the self-study process by talking about the up-coming site visit and self-study activities at board meetings, quarterly Steering Committee meetings, Faculty Senate and Staff Council meetings, advisory board meetings, during communications with government representatives and at campus events. The Communications Committee tracked this activity along with print, web, and media communication of the self-study ([Communications Committee Membership List](#); [NCA 2010 Communications Chart](#)).

By April 2009 all criterion drafts had been received, reviewed, and in some cases revised multiple times by the writer, criterion chairs, and the core component groups. Three official readers were appointed to assist the writer as she began knitting the documents together into one cohesive text with one voice. The readers' job was to identify instances of repetition, note errors, identify areas that needed support, and comment on factual errors. Three division secretaries looked for repetition and assisted with scanning resources for the digital resource room. One secretary played a major role in creating the initial virtual resources room page and testing links for viability.

Throughout this process, in addition to sending the criterion documents back to both chairs for each criterion for review, they were also sent to five other groups for review who may or may not have had anything to do with their creation.

- Criterion One – Staff Council
- Criterion Two – Finance/Operations and Business/Industry
- Criterion Three – Faculty Senate
- Criterion Four – Division Heads
- Criterion Five – Vice Presidents' Council and Student Services, including students

¹ Steering Committee co-chairs were the president and the assistant vice president for academic affairs. The assistant vice president for academic affairs served until April 2009 when he left the institution for another position. He was replaced as co-chair by the vice-president for student services.



Each group sent written responses back to the writer with suggestions for improvement or notes for corrections. The readers' work continued until August 2009 when the writer began preparing the final document. The final document was distributed at a "read-in" at the campus in-service. During a two-hour meeting, faculty and staff across campus were given a final opportunity to read the self-study and offer input. The document was divided into 10-15 page sections and placed on tables with post-it notes, paper, and writing utensils.

Because they had already spent a substantial amount of time with the documents, members from the focus groups and the Steering Committee were selected to walk the room answering questions and assisting groups. Faculty and staff were given specific instructions about what to look for and comment on ([Read-in Instructions](#); [Read-in Instructions Criterion 5](#)), but they were free to comment on anything they wanted outside of those instructions. The Read-in was scheduled for two hours and is considered an overwhelming success by the administration, Steering Committee, and the lead writer. Overall, the quality and quantity of feedback received was very good. Documents from the read-in may be found in the Resource Room.

Copies of each Criterion were also distributed to members of the President's Advisory Board in October 2009 for their review. Feedback documents from that activity may also be found in the Resource Room.

The Communications and Marketing Department assumed responsibility for formatting the report, adding graphics and visuals, and creating the table of contents and cover, and the Resource Room Committee group began its work in earnest in August 2009 as all data for the report had been collected by this time ([Resource Room Committee Membership](#)). During August through October remaining print documents required for the site visit were gathered in the President Suite (Student Center third floor) location chosen for the resource room, and work began organizing and cataloging evidence that had been collected for the self-study in paper form. The Hospitality Team also began making preparations for the site visit team's arrival.

Organization of the Self-Study

The institutional self-study serves several important purposes.

- It celebrates the strengths of OSU-Oklahoma City.
- It discovers areas for improvement.
- It encourages plans for change and implementation before the site visit where possible.
- It heightens the desire of OSU-Oklahoma City to become more learner-centered.

The OSU-Oklahoma City self-study was written for multiple audiences.

- Consultant evaluators to help their work in determining our progress since the last site visit.
- Constituents to help assess their investment in the campus.
- Campus personnel to help validate what the institution believes it does well and what it now understands needs improvement.



The self-study is organized around chapters addressing The Criteria for Accreditation. The document begins with a Table of Contents followed by the Introduction. The Introduction contains several components.

- Introduction
- Higher Education in Oklahoma
- Overview of the University
- History of Accreditation at OSU-Oklahoma City
- Significant Developments since the Last Report: 2000-2010
- Progress Report on 2000 Concerns
- The OSU-Oklahoma City Self-Study Process
- Organization of the Self-Study

Subsequent chapters address The Criteria for Accreditation in order from Criterion One to Criterion Five. A short section on Federal Compliance follows the chapter on Criterion Five along with the conclusion, which addresses the institution as it relates to the four cross-cutting themes (the future-oriented, learning-focused, connected, and distinctive organization) and a request for continued accreditation. An Appendix of important materials appears at the end of the self-study.

Documents available electronically or via the web are hyperlinked in the self-study ([Digital Docs](#)). Materials in the digital resource room are listed alphabetically as they appear in the self-study. Self-study supporting evidence in the resource room is arranged as it appears in the document. Evidence referenced in the self-study that appears only in paper form in the self-study is listed in the appendix.