Assurance Argument

Oklahoma State University - OK

5/3/2016

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Introduction

Oklahoma State University (OSU) is designated by the Oklahoma State Regents for Higher Education (OSRHE) as a research university with agriculture and technical education as special areas of responsibility through the OSRHE Academic Affairs policy. OSU has the following agencies: College of Veterinary Medicine, College of Osteopathic Medicine, Agricultural Experimental Station, Agricultural Extension Division, OSU-Oklahoma City, and OSU Institute of Technology. The College of Osteopathic Medicine, OSU-OKC, and the OSU Institute of Technology have their own separate degree programs and are considered to be independent units for the purposes of accreditation.

The Board of Regents for the Oklahoma Agricultural & Mechanical Colleges (OSU/A&M Regents) oversees general operations of the OSU System and establishes the policies for all colleges in the A&M system.

OSU is a research university that proudly has as its mission:
"Building on its land-grant heritage, Oklahoma State University promotes learning, advances knowledge, enriches lives, and stimulates economic development through teaching, research, extension, outreach, and creative activities."

1.A.1

OSU developed a strategic plan in 2004 that was accepted by the OSU/A&M Board of Regents in September 2004. This strategic plan emphasizes OSU's strength in research, teaching, and outreach as a land-grant university. The strategic plan and mission and vision statements provided a blueprint to maintain excellence for the OSU system as well as the Stillwater and Tulsa campuses into the future.

The University Planning Council, which was formed after the 2004 strategic plan, was charged with reviewing and updating the plan.

Under President Hargis and with direction from former Provost Sternberg, a task force was formed in 2011 with the charge of developing a plan to assess the progress toward attainment of the goals of the plan. The task force members represented a cross-section of OSU by including representatives from faculty from several colleges and Faculty Council; OSU-Tulsa; a Staff Advisory representative; a representative from the Graduate and Professional Student Government Association; and aspects of university administration including Institutional Research, Research and Technology Transfer, Student Affairs, Library, and HLC Reaccreditation.

The group's efforts focused on identifying currently recorded OSU data that could be used to measure various aspects of the plan. The group also pinpointed other data that could be followed to assess the progress of the institution in terms of the items in the plan. Almost as soon as the group began to consider measurement of the strategic plan goals, concerns were raised about updating and clarifying the plan. One of the recommendations from the task force was to generate a streamlined strategic plan. Another was to propose a set of indicators to assess progress on the Strategic Plan at the institutional level.

Over the academic year 2011-2012 the report from the group was discussed in the various councils (Faculty, Staff, Deans', Provost's, Student Government, etc.), where the idea of a streamlined plan was considered and initial ideas were gathered. The work on the streamlined plan was halted during the following academic year while the work of the Visioning Task force, which was forming a narrative about where OSU wanted to go in the 21st century and building into that narrative the foundation pieces in the Strategic Plan, was completed in the summer of 2012.

During the following academic year (2012-2013), an initial draft of a streamlined plan was developed through discussions in and work by the various councils. By the end of that academic year though, Provost Sternberg was seeking a new position outside of OSU and formal adoption and approval did not occur for the proposed plan. During academic year 2013-2014, work was done to polish the streamlined strategic plan by the first accreditation subcommittee to be formed for this cycle. The approval process through all the councils and the A&M Regents was delayed until a new Provost joined the University.

As soon as Provost Sandefur arrived at OSU discussions were held about completing the approval process for the plan. The streamlined plan was discussed and approved through the regular chain of initiative approvals (Student Government Association, Faculty Council, Staff Advisory Council, Deans' Council, and Provost's Council) with approval from the A&M Board gained on April 24, 2015.

1.A.2

The land grant mission of teaching, research and outreach are embedded throughout OSU. Requests for new programs must establish how the program is relevant to OSU's mission (OSRHE 3.4.5.A). All current degree programs demonstrate their continued relevance to OSU's mission through the five year reviews. For these reports, program faculty describe the performance of students and faculty through numbers of graduates, student and faculty research and other achievements, services to the community and other outreach activities, and applicable program accreditation. In the College of Agricultural Sciences and Natural Resources (CASNR), many faculty with teaching appointments

also have a budgeted appointment with the Oklahoma Cooperative Extension Service and/or the Oklahoma Agricultural Experiment Station.

The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission. As a research university, the Office of Undergraduate Admissions encourages enrollment of scholastically focused undergraduates interested in research including research applied to the needs of the state, region, nation, and world. As an indicator of academic preparation, the ACT Profile Report, utilizing Clearinghouse data, reports that fall 2014 enrolled freshmen, graduating high school in 2014: 81% of OSU enrolled freshmen completed the ACT-defined high school core curriculum compared to 75% of Fall 2010 OSU freshmen and 42% of OSU enrolled freshmen achieved a 24 or higher Composite ACT Score compared to 28% of all tested 2014 Oklahoma graduates and 32% of all tested national 2014 high school graduates. Applicants with composite ACT scores of 24 or higher are assured admission.

The Admissions office uses a comprehensive review of all applications to ensure that all qualified applicants are considered. The academic profile of fall incoming freshmen shows an increase in the average composite ACT score, over 10 years, of 24.3 in 2004 to 25.0 in 2014. The fall 2014 semester student profile for OSU shows approximately 66% of new freshmen classified as Oklahoma residents. The total graduate student enrollment for fall 2014 shows approximately 43% are Oklahoma residents.

The Division of Academic Affairs and the Division of Student Affairs both oversee aspects of student services to provide assistance at multiple levels. Academic Affairs resources are designed to promote student success throughout their courses, while the Student Affairs division supports students for all other aspects of student life. OSU uses a distributed model for academic advising. This allows colleges to provide specific programs that conform to the degrees and majors offered in the college. Student support services (academic) through University College Advising/LASSO Center include individual and group tutoring for freshman/sophomore and introductory major coursework, supplemental instruction for high enrollment/high DFW courses, and academic success coaching. The College of Agricultural Sciences and Natural Resources provides Academic On-Track (an intrusive mentoring program for academic at-risk students), SCOUTS (Student Success Coaches for Outstanding Transfer Students) and targeted career success programming for graduate students (such as "The Palm to Plate to Position" etiquette event). The Spears School of Business created the Student Success Center in the Business Building to co-locate the undergraduate academic advisors with the career services advisors. Four new, full-time, academic advisors were added to the staff, along with a 75% FTE advisor for special populations. This latter advisor is dedicated to the needs of students who are struggling to succeed, in addition to serving unique needs of distance-learning and military students.

University-wide academic support is provided through the Math Learning Success Center (MLSC) and the OSU writing Center. The Department of Mathematics maintains the MLSC. The MLSC provides tutoring for all lower-division math classes and the highest-enrollment upper-division courses as well, and it is open approximately 60 hours per week. The tutoring is free to OSU and Northern Oklahoma College students. The facility has 126 computers, allowing students to work on online homework and use online resources, and it has areas for general tutoring in different courses as well as smaller rooms for more focused, small-group tutoring. All lower-division instructors hold at least one office hour in the MLSC per week. The OSU Writing Center provides consultation services for all writers, regardless of department. The Center provides assistance for all phases of writing. The Writing Center workshops, offered at different times during a semester, are targeted to concepts in specific courses. OSU-Tulsa has its own tutoring services that provide assistance in both mathematics and writing.

LASSO Year End Report 2014-2015

1.A.3

OSU's Senior Vice President for Administration and Finance (VPAF) provides planning and implementation for all financial operations for all OSU campuses and locations. Multiple departments within VPAF oversee asset and space management as well as budget preparation for the OSU system. OSU in Tulsa Budget and Finance office oversees these same areas for OSU-Tulsa and OSU-CHS.

Each college at OSU completes planning activities using methods that are consistent with the individual college's mission as it relates to the overall OSU mission. For example, the Spears School of Business (SSB) has a new initiative to support student engagement made possible through a generous donation from the Eastin family, which will create the Eastin Center. This initiative will create a systematic protocol for involving students from their very first semester in the SSB by providing resources that enable them to network with business partners and grow professionally. In the College of Agricultural Sciences and Natural Resources (CASNR) over the past two years, departments have examined their undergraduate programs using curriculum mapping and course inventory audits to determine future curricular and related personnel needs so that budget allocations for student support programs and other academic initiatives are aligned with the college's priorities.

In addition to each college's process for planning and budget requests, planning for many aspects of the university are articulated through two committees of Faculty Council: Student Affairs and Learning Resources and Budget. The Student Affairs and Learning Resources committee develops long range plans and policy recommendations for all aspects of the student experience and learning resources at OSU. This committee includes a member of the Graduate and Professional Student Association and an undergraduate student, as well as one emeritus faculty member, two members of Faculty Council, and two members from the general faculty. This committee structure creates a voice for student concerns in planning.

The Budget Committee of Faculty Council is responsible for developing and recommending policies and plans regarding distribution of funds and resources. The committee also advises OSU administration on matters pertaining to budget recommendations to the OSU/A&M Board of Regents and OSRHE. Budgets are presented to Faculty Council approximately twice per year and Council members attend college budget presentations. The agenda and minutes for Faculty Council shows the depth of involvement with planning and funding priorities that are consistent with maintaining teaching, research, and other creative activities.

In the chart, which represents total OSU budget for FY 2010 through FY 2014, the categories of Instruction and Academic Support receive the largest financial allocations. The Scholarships and Fellowships category has increased to help keep the cost of an education affordable for the students.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1

OSU's mission statement is consistently published in the current year's University Catalog, which is available in print or electronically, and on several OSU web pages, including the web page of President Hargis.

1.B.2

In 2011, a task force was formed to develop recommendations for a revised strategic plan that included methods of assessing progress toward goals. Component 1.A.1 explains the process from task force through approval by the OSU/A&M Board of Regents, on April 24, 2015.

As a land-grant institution, the OSU mission incorporates teaching and learning; research and creative activities; and extension and outreach throughout all institutional endeavors. The core values of the strategic plan expand on the mission by explicitly citing community, excellence, diversity, integrity, service, intellectual freedom, and stewardship of resources as the values by which OSU operates. The current strategic plan has the core goals of academic excellence, student success, and community engagement. There are strategic and tactical goals for each core goal thus developing concrete examples for the goals. The strategic and tactical goals are designed to assist each unit as they create their own unit, and then college, mission, vision, and goals.

The web page for the Office of the Vice President for Research is an example of a university division mission statement aligning with the university's mission with respect to research, creative activities, scholarship, and technology transfer.

1.B.3

The OSRHE policy 3.2 "Functions of Public Institutions" declares OSU as one of two research universities in Oklahoma. As a result, OSU maintains degree programs for Baccalaureate, Master's, and Doctorate degrees; a wide variety of research areas; extension and outreach programs; economic development programs across the state; and as a special charge, agricultural and technical education.

The OSU/ A&M Board of Regents establishes the operational policies for all OSU higher education campuses, among others. The Board delegates day-to-day management to the President of the institution but has regular discussions with the President and administrators regarding operations and long-term plans.

The strategic plans developed at the institutional, college, and unit level demonstrate an institution providing excellent education, research, and community involvement in keeping with the highest expectations of all of the institution's internal and external constituencies. The internal constituencies named in the strategic plan are the students, faculty, staff, and administrators. OSU's external constituencies are any and all, whether an individual or organization, who advance the quality of life of all of citizens.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Introduction

Diversity and Community are two of the core values of the OSU Strategic Plan. These values are explicitly woven into instruction, through the General Education course requirements, and into extension and outreach through the many organizations and opportunities available to students, faculty, and staff through membership and volunteering in the community.

1.C.1

At OSU, we place great value on the diversity of the campus community. The Division of Institutional Diversity focuses on the development of a more inclusive community of learners and leaders while striving to address all of the complexities that emerge. We value all voices in our community. We serve every member of the OSU family. Our goal is to maintain campus communities throughout the University system that are socially, culturally, and globally competent. The diversity mission is: To develop and support efforts that help the Oklahoma State University System achieve and maintain environments, where all members are actively broadening their perspectives about differences; actively seeking to know individuals; actively including all members of the community in every aspect of the organization; and where students achieve academic excellence.

OSU has received the Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine for four years in a row: 2012, 2013, 2014, and 2015. The HEED award was developed to acknowledge institutions that display "an outstanding commitment to diversity and inclusion."

The Office of Multicultural Affairs and the Office of Equal Opportunity are both housed under the Division of Institutional Diversity. The Office of Multicultural Affairs maintains the following cultural affinity groups: African American Student Association, Asian American Student Association, Hispanic/Latino Student Association, Native American Student Association, Vietnamese Student Association, Oklahoma State Queers and Allies, and Women's Advisory Council. The Center for Sovereign Nations launched in 2015, and in addition to building partnerships between the nations and the institution – has the goals of promoting understanding of sovereignty and serving American Indian students through the Native American Student Association, among other activities. The Office of Equal Opportunity ensures compliance with all aspects of the equal opportunity policy at OSU.

The Diversity Advisory Board was established during the 1997-1998 academic year. Its purpose is to act as an advisory board in all matters concerning diversity. The general function of the Board is to advise the Director of Affirmative Action, the Vice President for Institutional Diversity, and/or the President in issues regarding diversity/affirmative action/equal opportunity for all persons on campus. The Diversity Advisory Board consists of members representing faculty, staff, and students appointed by the President, Faculty Council, Staff Advisory Council, and the Vice President for Institutional Diversity. The membership is diverse and includes faculty, classified and non-classified employees, and graduate and undergraduate students. The Board establishes and oversees working committees, dependent upon goals and objectives determined by the members of the board.

OSU is committed to providing services and assistance, in accordance with federal regulation and OSU policy, to address the needs of multiple populations by providing lactation rooms, gender-neutral bathrooms, and reasonable accommodations for students, faculty, and staff. OSU has affirmative action plans in place for [minorities, women, veterans, and individuals with disabilities](#). OSU has many employee resources groups, such as, Asian Faculty and Staff Association, Black Faculty and Staff Association, Employee Queers and Allies League, Hispanic Faculty and Staff Association, Native American Faculty and Staff Association, and Women's Faculty Council.

Between [fall 2009 and fall 2014](#), the University has experienced a 76% increase in the enrollment of undergraduate students of color. Over the same 2009 to 2014 period, OSU has experienced a 37% increase in students of color earning a Bachelor's degree, which includes an 88% increase among Latinos and an 11% increase among Native Americans.

Undergraduate Admissions, through social media, events, brochures, video, and presentations encourages diversity. Interviews used in media and photographic representation of current students show the range of visual diversity and the tour/event video states a climate respectful of sexual orientation. Admissions staff are trained to respond professionally to racist or other judgmental remarks by visitors.

1.C.2

OSU has many and varied initiatives to increase understanding across all the dimensions of diversity. Several offices in the [Division of Institutional Diversity](#) sponsor and monitor programs as students prepare for their professions in a diverse and inclusive society. The Inclusion Leadership Program (ILP), the Office of Diversity Academic Support/TRiO (DAS), and Oklahoma Lewis Stokes Alliance for Minority Participation (OK-LSAMP) are three departments within the division that provide resources.

The Inclusion Leadership Program (ILP) is a year-long leadership program designed to equip OSU students with the skills and knowledge to become effective leaders in a more diversely inclusive society. The program is organized for experiential learning rather than standard teaching. The mission of the program is to provide a supportive environment through mentoring and programming to enrich the lives of students.

DAS oversees various programs specifically for high school, first-year, and current students. Upward Bound is a college preparatory program designed to provide academic skills and motivation for students who are interested in pursuing an educational program beyond high school. Students generally enter the program in the 9th or 10th grade and remain through graduation from high school and entry into college. The Retention Initiative for Student Excellence (RISE) is designed to assist a

select group of talented, first-year students transition from high school to OSU. The program primarily focuses on addressing academic issues that might challenge students, such as study habits, time management, and personal finance. RISE is attentive to the variety of social and financial challenges that students often face in college. RISE JumpStart is a four-week summer residential program. Student Support Services (SSS) is a federally funded TRiO program that allows selected educational institutions or agencies to provide fundamental support to students at the college level. Students involved in SSS receive free on-campus services from academic advising to personal mentoring. The goal of Student Support Services is to increase the retention and graduation rates for OSU students.

OK-LSAMP is a consortium of Oklahoma colleges and universities working together to develop programs aimed at increasing the number of students from under-represented populations who receive degrees in Science, Technology, Engineering, and Mathematics (STEM) disciplines. Current goals and activities of OK-LSAMP focus on undergraduate research experiences, graduate school preparation, and international experiences. OSU received $3.4 million for Phase V funding of the program, which is a five-year grant cycle. The Vice President for Institutional Diversity serves as the principal investigator for this program.

The Office of Multicultural Affairs (OMA), also a department in the Division of Institutional Diversity, serves all students at OSU by assisting students in achieving academic excellence, developing their personal and professional character, and engaging in the campus and greater community. OMA offers scholarships, leadership development, mentoring opportunities, and cultural educational programs.

All undergraduate students take courses designated International (I) and Diversity (D) as part of their general education requirement. These courses provide students an introduction to cultures and populations with which they may not be familiar.

Faculty development opportunities are important to OSU's core value of diversity. OSU has a Difficult Dialogues Faculty Development Team that presents several faculty development workshops annually at the Institute for Teaching and Learning Excellence (ITLE). These workshops help faculty identify strategies and techniques to discuss diversity-related issues that might emerge in their classrooms. The Provost's Office offers the Provost's Faculty Development Initiative: Teaching and Assessing Diversity in Your Class. The workshop series is open to all faculty members and graduate students who are planning on teaching an undergraduate course that addresses diversity. This series of three workshops focuses on developing strategies and techniques for teaching diversity and techniques for assessing students' understanding of diversity.

The Division of Institutional Diversity sponsors and supports a significant number of diversity-related programs, speakers, and activities throughout the year. Additionally, the Division of Student Affairs, particularly the Housing and Residential Life offers a wide variety of diversity programming throughout the year. The Department of Residential Life also has a Social Justice Committee that works with a diverse group of student organizations to offer programs and speakers to the campus community. The Office of Equal Opportunity works in conjunction with Human Resources to provide the OSU community with tailored educational opportunities for any department, division, organization, or class. In addition to customized programming, the Office of Equal Opportunity currently provides the following awareness workshops on a regularly scheduled basis through Human Resources: Sexual Harassment Awareness, Employment Discrimination, and Diversity Awareness workshops.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1

"Oklahoma State University will lead in the creation of a better Oklahoma, nation, and world by advancing the quality of life for all, and will fulfill the obligations of a first-class, land-grant educational institution" is the vision for Oklahoma State University in the strategic plan. The core goal of 'Community Engagement' provides a path to benefit the public in many areas, geographically and economically. The core goal of 'Student Success' includes leadership and community service along, with scholarship and research, as a function of personal growth. Strategic Plan Task Force Report, 2011

The public obligation of OSU is evident in the strategic plan recently approved by the OSU/A&M Board of Regents. The mission and vision statements declare that OSU "promotes learning" and "advances knowledge" for "the creation of a better Oklahoma, nation, and world" speak to the belief in service to the public. The core goals of academic excellence, student success, and community engagement establish the methods of achieving this service.

OSU applied for and received a 2015 Community Engagement Classification from the Carnegie Foundation. The application for this classification required OSU to present data and supporting documentation to illustrate the institution's commitment to education and community engagement. The evidence presented demonstrates the scope of impact not only on the communities with which OSU engages, but also on students as they develop the leadership skills they will apply in their careers.

1.D.2

OSU is a publicly-funded, land-grant institution that operates under the guidance and policy framing of the Oklahoma State Regents of Higher Education and the OSU/A&M Board of Regents. The University does not generate, nor does it provide financial returns. Financial contributions to OSU are the sole domain of the Oklahoma State University Foundation. Every year, the Budget & Asset Management office presents the operating budget to the University Budget Committee, the

OSU/A&M Board of Regents, and to the OSRHE.

1.D.3

OSU as a land-grant university has a tradition, at least a 100 years old via Cooperative Extension (OCES), of engaging with external constituents, communities in Oklahoma and around the world. With this rich history in mind, OSU's strategic plan has a core goal of community engagement in its outreach programs, which means that it develops outreach initiatives jointly with external constituencies, to the greatest extent possible. Over the calendar year of 2014, monthly community engagement meetings were held on campus to present and discuss the community engagement activities in each college at OSU. This sharing of information has provided a cross fertilization of ideas among the colleges in community engagement efforts.

The application to the Carnegie Foundation for the Community Engagement designation included a partnership grid that listed 15 partnerships, which were active at the time of the application. Listed below are a few of the partnerships:

- New Product Development Center (NPDC) - pairs Oklahoma's small manufacturers with OSU faculty, staff, and students to help commercialize the manufacturer's new product concepts. Services include developing new products, updating or improving a current product, integrating new technology, or broadening market shares with new product features. The NPDC has created the potential for more than 250 new jobs and has helped generate several million dollars in new revenues for Oklahoma manufacturers.

- Oklahoma Water Resources Center – pairs state regulators, policymakers, and other water resource professionals to provide real world solutions to the water challenges that exist in the state of Oklahoma today. The Center focuses efforts for sustaining Oklahoma's agriculture water supply, which is crucial to the state's economy and the health and well-being of residents and the environment. The Center's science-based programs, driven by research, are delivered to citizens by the Oklahoma Cooperative Extension Service, with an office in every county. The Center promotes, facilitates, coordinates, and funds research on water to address issues that are important to the state.

- Center for Educational Research and Evaluation (CERE) – pairs several Oklahoma school districts with faculty and researchers in the College of Education to provide methodological expertise in research, evaluation, statistics, and psychometrics to support the research, teaching, and outreach missions of Oklahoma State University. It provides support to programs and initiatives that benefit the citizens of Oklahoma. CERE has been instrumental in providing research for developing a powerful student achievement growth model that is being used by the Western Heights School district.

- Robert M. Kerr Food and Agricultural Products Center (FAPC) – pairs multiple community food producers and the Division of Agricultural Sciences and Natural Resources to develop successful value-added enterprises in Oklahoma -- to bring products, jobs, and revenue to the state. The FAPC estimated the short-term food industry product development and applied research it accomplished with Oklahoma food industry clients directly affected more than $60 million in sales revenue in Oklahoma in 2013. The FAPC has helped in the launch of more than 65 new start-up businesses in 35 communities across Oklahoma that have employed more than 300 full-time citizens and affected more than $12 million of annual sales revenue in Oklahoma.

The FAPC is filling a jobs need, as essentially all Food Science undergraduate and graduate students find jobs quickly, with some employed in the Oklahoma food industry.

- Center for Research in STEM Teaching and Learning (CRSTL) - CRSTL nurtures and encourages collaborative endeavors in transformative research on STEM teaching and learning that promise extraordinary outcomes in technology, engineering, and mathematics education at all levels (K-20) and improved STEM education in Oklahoma and the nation. CRSTL provides a platform for faculty to engage with a multitude of community stakeholders in education. CRSTL helped faculty acquire grant funding for research and professional development with school districts across the state. Other state funds were received for STEM professional development and research with other school districts. For instance, the Oklahoma Earth and Space Science Education Summit had participation from stakeholders in industry, higher education, government, and K-12 education, who discussed the need for more STEM education. Additionally, CRSTL established an annual STEM Teacher Institute that attracts over 100 K-8 teachers from across the state each year. As a part of the STEMx (stemx.us) Network, CRSTL is gaining national attention as a leader in the teaching and research of STEM education. These CRSTL functions are resulting in even more inquiries from around the state, as local school districts reach out to interact with CRSTL.

Every year the Oklahoma Cooperative Extension Service (OCES) conducts needs assessments in every county in Oklahoma to identify the most pressing needs and issues of external constituents to develop an adequate response via our state wide extension infrastructure. These needs assessments are provided through Program Advisory Committees (PACs). Examples of the PACs identification of emerging issues affecting counties in Oklahoma and considerations for how to address the emerging issue, how to recruit volunteers, and provide the educator training needed to address the issue. The emerging issues like hunger, health, family breakdown, and finances are examples of the issues identified in spring 2015.

Each college at OSU has an outreach office which handles the outreach or extension activity for that college. This organizational format allows for a more tailored approach to constituency needs than would be possible with an approach directed at the general university level. Several units at OSU, including Human Sciences, Agriculture, and International Studies have specific programs in place to create deeper engagement with the Hispanic community in Oklahoma. In the College of Human Sciences, a person was hired for the specific task of engaging with the Hispanic community as well as an award to recognize outstanding faculty effort in community engagement. The College of Arts and Sciences has an internal grant program to facilitate faculty involvement in community engagement.

The Division of Agricultural Sciences and Natural Resources Extension Office is the home organization for Oklahoma 4-H membership. Youth development, family involvement, and chapter projects give the 4-H club members valuable experiences throughout their school years. OSU has a collegiate branch of 4-H that welcomes all students who wish to continue their service to the community and the 4-H organization.

Students at OSU are part of the fabric of community engagement through service learning projects. The Service-Learning Volunteer Center identifies community partners and helps students and student groups find meaningful opportunities and track their hours. The Volunteer Handbook lists the organizations and community partners as well as scholarship opportunities and OSU student organizations that include service learning as part of their mission. Students who complete and record 400 hours as an undergraduate or 300 hours as a graduate student are eligible to wear the Creating

Opportunities for Responsible Development (CORD) honorary cord as part of their commencement regalia.

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- The_University_Network_on_Community_Engagement_2015

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

OSU's commitment to its land-grant mission of teaching, research, and community engagement are developed through initiatives at all levels. Through the strategic plan, OSU expresses its commitment to this mission and all of the layers that contribute to success.

Faculty and staff provide outreach and extension efforts that enhance lives by working with many community and business partners. This work has continued at OSU for over 100 years.

Through varied programs for students, faculty, and staff, OSU has initiatives that reach and teach cultural differences and acceptance. Students, through service-learning projects and leadership projects, along with instruction, develop a broad understanding of cultures other than their own.

Challenges:
• Measure the effectiveness of the components of the strategic plan.
• Ensure that the extension and outreach programs are meeting the needs of all our external constituents.
• Ensure that initiatives that broaden understanding across all areas of society are developed and maintained.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Introduction

The OSU/A&M Regents provide guidance for ethical conduct with policies and rules that directly address conduct and behavior for all within the OSU system. The University has used this guidance and developed OSU-specific policies that address ethics and responsible conduct for students, faculty, and staff.

OSU included the core values of Integrity, Intellectual Freedom, and Stewardship of Resources in the strategic plan. These values are part of every action at the University. Students are introduced to the values associated with OSU through the University Catalog and other materials.

2.A

The primary policy that guides ethical behavior at OSU is from the OSU/A&M Board of Regents. Policy 3.10. Ethics applies to all within the OSU/A&M system, regardless of position. This policy addresses a variety of situations including academic integrity, a non-discriminatory and respectful environment, a responsibility to keep information confidential and to comply with applicable laws and rules, and disclosure of potential conflicts of interests. The OSU/A&M Board of Regents approve the budget for OSU and have policies and rules that establish the standards for purchasing and finance and financial management.

The OSU/A&M Board of Regent's Office of Legal Counsel reviews policy revisions proposed by the administration and advises the Board regarding the legality and advisability of those proposals; reviews EthicsPoint reports, which may relate to illegal or unethical conduct; drafts and reviews contract proposals; advises the Board and administrators with regard to human resources and personnel actions; and provides guidance to the Board and staff with regard to ethics rules compliance. The policies undergo periodic review and revision. A Policy and Procedures Review Task Force formed by OSU/A&M Board of Regents in spring 2012 recommended several new policies that were adopted in 2013.

The OSU/A&M Board of Regent's Department of Internal Audits helps ensure integrity of operations in areas such as admissions; registrar; bursar; student aid; human and animal research; copyright issues; campus health and environmental safety; police activities; and facility building, maintenance, and renovation.

Compliance with NCAA articles and requirements is itemized in OSU/A&M Board of Regents Rule 30:10-03-04 Oklahoma State University Athletics. This rule establishes overarching responsibilities and direction for safeguarding the integrity of all participants in intercollegiate sports at OSU.

The Student Code of Conduct leads with the aspirational Cowboy Community Standards of Integrity, Community, Social Justice, Respect, and Responsibility. Student organizations are also obliged to follow a code of conduct. Both codes serve to establish definitions of acceptable and unacceptable behaviors and procedures for action if unacceptable behavior occurs. New online Title IX training, "1 is 2 Many," for students is required. The training emphasizes prevention of sexual assault and sexual violence.

Standards for all OSU financial and business service operations are the domain of the Vice President for Administration & Finance. The main policy, 3-021 Fiscal Procedures and Accounting System, identifies the legal basis for the accounting procedures and a description of the procedures themselves. As budgets are finalized for presentation to the OSU/A&M Board of Regents and OSHRE, as required by their respective policies, budget presentations are provided to stakeholders throughout OSU. Each college receives a budget presentation and a member of Faculty Council, who is not a member of the college for which the presentation is given, attends. The Provost and Vice President for Finance & Administration attend these college presentations. Budgets from the past several years are all available on the Budget & Asset Management website.

An office within OSU's Finance & Administration, the Fiscal & Administrative Compliance Office, is responsible for the fraud deterrence and compliance program and for purchasing card administration and compliance. Fraudulent financial activity or suspicion of fraudulent financial activity is to be reported directly to the Office of the Associate Vice President & Controller or confidentially through EthicsPoint, which is a confidential reporting system.

The Office of University Research Compliance (URC) promotes safe and ethical research. This office is the home for all information and guidance in the areas of animal care and use, human subject research, biosafety, laser safety, and radiation safety. URC personnel are dedicated to assisting OSU faculty, researchers, students, and staff in complying with all regulations, statutes, and University policies governing the conduct of research and other scholarly activity. OSU has safety policies for protecting subjects and protecting researchers. URC also provides a link to EthicsPoint for confidential reporting of non-compliance or concerns.

The employment climate at OSU is an environment where all members of the OSU community are treated with dignity and respect and distinctions are made on the basis of ability and performance. Policies 1-0101 Equal Opportunity/Affirmative Action; 3-0745 Nondiscrimination, Equal Opportunity and Affirmative Action for Administrative/ Professional and Classified Staff; 1-0702 Gender Discrimination/ Sexual Harassment Policy & Title IX Grievance Procedure; and 3-0746 Grievance and Complaints for Staff clarify OSU's commitment to provide equal employment and educational opportunity on the basis of merit and in a manner which does not discriminate because of an individual's race, gender, national or ethnic origin, color, age, religion, disability, sexual orientation, gender identity, or veteran status. The Office of Equal Opportunity, working with the Human Resources office, has regularly scheduled and customized awareness workshops for sexual harassment, employment discrimination, and diversity awareness.

Statement on Professional Ethics, Faculty Handbook

1-0130_OpenRecords

Sources

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- 1-0130_OpenRecords
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- OSU_A_M_Regents_Policy_1_08
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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

2.B

The Vice President for Enrollment Management and Marketing oversees undergraduate admissions, scholarships and financial aid, and university marketing. This consolidates undergraduate admissions and new student orientation with university marketing to improve recruitment efforts. The Admissions office provides estimated costs for students through tuition and fees and scholarship and other financial aid information. The Financial Aid office publishes a Guide to Consumer Information. This guide, which is available as an online resources or as a printable PDF, contains notices, short comments, contact information, office location, mailing address, telephone number, email, and website for the offices that are important to potential students and parents of potential students. The offices and information pieces include, among other items, admissions information for undergraduates and graduate students, all aspects of financial aid including where to find information about the costs of attending OSU, links to information about academic programs, how to find assigned course textbooks, data available about the student body, accreditation information, and where to find crime statistics.

OSU publishes the program offerings with general requirements, estimates of student costs from tuition and fees, and accreditations held by programs each year in the University Catalog. This is available in print and online from the OSU Registrar's Office. Catalogs from previous years are also available online. The Registrar's Office website furnishes information to students regarding veteran benefit services, academic regulations, course descriptions, academic calendar, degree requirements, registration, enrollment, residency requirements, tuition, fees, exam schedules, and a GPA estimator.

Institutional Research and Information Management (IRIM) develops and publishes materials that describe the composition of the students, faculty, and staff at OSU. Multiple years of data are archived on the IRIM website. The Academic Ledgers display five years of data for the entire University and for each college and unit individually. The Student Profile is a yearly fact book and contains demographics of the current student body, enrollment trends, enrollment projections, retention rates, graduation rates, and degrees granted. IRIM publishes the Student Credit Hour reports that compare the department/college student credit hours taught in an academic year contrasted with the previous academic year. The student credit hours are separated into lower and upper division and master's degree and doctoral levels. The IRIM website links to the Common Data Set for OSU.

University Assessment and Testing (UAT) is responsible for conducting and publishing the undergraduate and graduate alumni surveys, publishing the Basic Survey of Student Engagement (BSSE), and National Survey of Student Engagement (NSSE), as well as summaries of the annual program reports and the results of the General Education Assessments. Both the BSSE and the NSSE are conducted at many colleges and universities. The results compare OSU to groups of institutions that an OSU committee designated as lower performing, peer, and aspirant. This creates a direct

comparison of OSU with other institutions in students' perceptions of academic challenge, instances of active and collaborative learning, student-faculty interactions, enriching educational experiences, and a supportive campus environment. Multiple years of reports and surveys are all available on the UAT website.

In situations where an individual believes there is a violation of policy or any non-compliance, the main OSU webpage has a link to EthicsPoint, a third-party vendor that offers confidential reporting of any activity that causes concern. The EthicsPoint process allows anyone reporting an issue to contact the site in ten (10) days for follow-up.

The 2012 NSSE benchmark results for "supportive campus environment" for first-year students are significantly higher than aspirational, peer, and less competitive institutions. For seniors however, the results drop off to being not significantly different for aspirational or less competitive institutions, but more supportive than peer institutions.

Diversity_Ledger_2010_2014

Sources

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- 2012 nsse executive summary (page number 3)
- 2014StudentProfile
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- 2015-2016 University Catalog (page number 12)
- 2015-2016 University Catalog (page number 35)
- 2015-2016 University Catalog (page number 37)
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- AcademicLedger_FY10_FY14
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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Introduction

The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (OSU/A&M) is the governing board directly responsible for the operation of OSU and its constituent budget agencies — the OSU Center for Health Sciences, OSU Institute of Technology, OSU-Oklahoma City, OSU-Tulsa, the OSU Center for Veterinary Health Sciences, the OSU Agricultural Experiment Station, and the OSU Cooperative Extension Service. The OSU/A&M Regents also govern Connors State College (Warner, OK), Langston University (Langston, OK), Northeastern Oklahoma Agricultural and Mechanical College (Miami, OK), and Oklahoma Panhandle State University (Goodwell, OK).

The board 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, with the advice and consent of the state senate. Except for the president of the State Board of Agriculture, board members are appointed for eight-year terms to numbered positions representing congressional districts, with two at-large appointments.

The OSU/A&M 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 establishment of all general policies affecting the institutions it governs and their relationship to one another and in the prescribing of rules and regulations needed 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 adjudicated by the presidents of the colleges. Its executive power is delegated in most instances to the presidents of the institutions and their authorized administrators.

2.C.1

"We recognize that when in positions of authority we have a responsibility to conduct ourselves in a

manner that will maintain and strengthen the public's trust in the integrity of the OSU/A&M System. We will set the example of fairness and honesty in all of our dealings, and not use our authority to influence others to perform inappropriate or illegal acts, or violate laws, regulations or institutional policies." OSU/A&M Board of Regents Policy 3.10 Ethics

This policy applies to members and staff of the OSU/A&M Board of Regents as well as employees of all the member institutions. The Ethics policy further states a need to adhere to "applicable federal, state, and local laws, rules and regulations; grant and contract requirements; professional standards; and Board of Regents and institutional policies and procedures; and to report instances of unethical and unprofessional conduct."

All meeting agendas, meeting locations, and minutes are available on the OSU/A&M Board of Regents website.

2.C.2

The OSU/A&M Board of Regents values input from external constituencies and takes that input into account during deliberations. During Board meetings, the Board allocates time for public comments relevant to the business of the Board. The Executive/Administrative Office of the Board complies with the state's Open Meeting Law by filing meeting notices with the Secretary of State and posting meeting agendas. The Board also posts meeting information with the agenda and detailed minutes on the Board's website after the minutes are approved.

OSU/A&M Board of Regents Committee Agenda (24 APR 2015)

2.C.3

"We recognize that when in positions of authority we have a responsibility to conduct ourselves in a manner that will maintain and strengthen the public's trust in the integrity of the OSU/A&M System. We will set the example of fairness and honesty in all of our dealings, and not use our authority to influence others to perform inappropriate or illegal acts, or violate laws, regulations or institutional policies.

We recognize that conflicts of interest or commitment can interfere with the best interests of the OSU/A&M System and erode our credibility. A conflict of interest occurs when an individual is in a position to influence a decision on policies, purchases, programs, or decisions from which he/she or someone within the third degree of consanguinity or affinity or other associate might directly or indirectly receive a substantial benefit. A conflict of commitment arises when an individual's involvement in outside activities substantially interferes with his/her primary commitments to the OSU/A&M System or its member institutions. We will promptly disclose such conflicts and take steps to mitigate or eliminate any that compromise our integrity or that of the OSU/A&M System, in accordance with applicable law and policies." OSU/A&M Board of Regents Policy 3.10 Ethics

The OSU/A&M Board of Regents policy on Ethics (3.10 approved March 1, 2013) specifically applies to not only members and staff of the OSU/A&M Board of Regents, but also to all "employed, or acting on the behalf of" the member institutions. The OSU/A&M Board of Regents policy 1.02 empowers the Office of Legal Counsel to investigate any complaints.

2.C.4

The OSU/A&M Board of Regents is very engaged in the governance of the institution. The Board does delegate day-to-day management to the President of the institution but has regular discussions with the President and administrators regarding operations and long-term plans. The Board has an annual performance evaluation session with the President and recently added a periodic 360-degree review process.

OSU's Faculty Council is charged with bringing to the attention of the President, or to the OSU/A&M Board of Regents via the President, matters that are critical to the general faculty. Faculty Council evaluates information brought to it from the general faculty or the OSU/A&M Board of Regents via the President. The Council meets ten months out of the year, or when called by a Faculty Council officer or six (6) of the members. Policy recommendations are frequently undertaken by Faculty Council. Policies are drafted in one of the standing Faculty Council committees which include budget, long-term planning and information technology, academic standards and policy, athletics, rules and procedures, and student affairs and learning resources. The recommendation must pass the full Council for a recommendation to be made to the University President. The steps for consideration of a draft policy require that it be reviewed by legal counsel as well as by those who would enforce or monitor the policy, if approved.

The OSU/A&M Board of Regents is responsible for final approval of OSU policies, personnel actions, instructional programs, budgets, financial matters, contracts with outside agencies, construction, and student services.

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2.D

"Intellectual Freedom – We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge." OSU Strategic Plan, Core Values, Approved April 24, 2015

"The basic functions of a university are to advance, evaluate, preserve, and transmit knowledge and to foster creative capabilities. These functions are performed by a community of faculty, students, and administrators, who are free to exercise independent judgment in fulfilling their educational responsibilities." Faculty Handbook, Charter and Bylaws of the General Faculty of Oklahoma State University, Latest Revision 2005

"All faculty members are entitled to freedom in the classroom in discussing the subject of the course, but they should be careful not to introduce into their teaching either controversial matter that has no relation to the subject or actions that violate the rights of students." Faculty Handbook, Appendix B Academic Freedom

"The freedoms of speech and assembly guaranteed by the first and fourteenth amendments of the United States Constitution shall be enjoyed by the students and faculties of the several institutions of higher learning of the State of Oklahoma under the Board of Regents for Oklahoma State University and the Agricultural and Mechanical Colleges as respects the opportunity to hear off-campus or outside speakers on the various campuses. Free discussion of subjects of either controversial or non-controversial nature shall not be curtailed." 1-0104 Public Speaking Policy, section 1.03

The Institute for Teaching & Learning Excellence (ITLE) hosts teaching workshops. Several of the workshops have been part of the "Difficult Dialogues" series. The series was developed to help faculty bring controversial topics into their classrooms effectively to foster discussions. Previous topics in the series cover the strategies themselves, techniques to moderate discussions, Muslim women in the arts, recognizing bias or hate incidents, and the classroom and religion conversations. The OSU Science Café is sponsored by the OSU Chapter of Sigma Xi scientific research society, The OSU Library, and by the OSU Office of the Vice President for Research. The Café is a monthly presentation of current scientific research. "The Oklahoma State University Library has won the prestigious American Library Association's 2015 Excellence in Library Programming Award for its series of Science Café programs on the oil and gas industry. This award goes to a library that provides programs that encourage learning and awareness and have community impact," from the news item published Monday, May 04, 2015.

Policy 5-0601 Extracurricular Use of University Facilities, Areas for the Purpose of Expression

Sources

- 1-0104_Public Speaking
- 5-0601_ExtracurrUnivFacilExpression
- 9 11 15 Faculty Handbook Modified
- 9 11 15 Faculty Handbook Modified (page number 5)
- 9 11 15 Faculty Handbook Modified (page number 70)
- OSU Strategic Plan - Approved April 24 2015
- ScienceCafeEdmon Low Library wins award

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1

Classified as a high research activity institution, OSU has dynamic research projects throughout all colleges and divisions. Coordination and administration of research at OSU is the responsibility of the Vice President of Research (4-0105). Policies for research cover all aspects of the process from requirements for researcher training (4-0201); use of animals (1-0505); human subjects (4-0115); and chemical, biosafety, radiation, and laser safety (3-0838, 4-0301, 4-0302, and 4-0303). These policies are reviewed and revised as statutory, regulatory, and best practices are updated. The Research committee of Faculty Council formulates and recommends policies for all aspects of research at OSU. OSU-Tulsa and OSU-CHS, except as noted below, are governed by the same policies listed.

The Office of University Research Compliance (URC) administers research compliance programs to promote and facilitate safe and ethical research. The URC provides information and guidance for all areas of research activity whether the area involves equipment, animal, or human subjects. The policy for training in responsible conduct in research (RCR) (4-0201) requires that all personnel involved in any research complete training in RCR. The policy specifies the training requirements and timeline for completion, and is differentiated depending on status as an undergraduate student, graduate student, postdoctoral fellows, faculty, and other research staff. Training is conducted through the Collaborative Institutional Training Initiative (CITI) and is readily available on the URC website. CITI notifies URC when required training modules are completed.

Research that involves human or animal subjects, biosafety, radiation, and laser safety have review committees that safeguard the subjects and university personnel by analyzing proposals with respect to applicable policy and safety compliance prior to the initiation of the research project, training, or teaching. Per policy 4-0115, OSU-CHS has an Institutional Review Board for programs housed at CHS.

All at OSU, whether student, staff, or faculty, are responsible to report any research misconduct (4-0125). This policy was recently revised to align with current best practices. Reports of misconduct are now reported to the Provost and Senior Vice President. The policy contains the definitions and procedures for the phases of an investigation. OSU subscribes to EthicsPoint, an online, confidential reporting system for all ethics violations involving OSU.

2.E.2

Two of the Cowboy Community Standards from the 2014 -2015 Student Code of Conduct are Academics and Responsibility. In the 2015 Student Code of Conduct, the standard is listed simply as "Integrity." Integrity, honesty, and personal responsibility are part of the tradition at OSU. To assist students in maintaining these high standards, the Edmon Low Library offers sessions on citation of resources using different citation styles, training sessions on using the software citation program EndNote, and web-based research guides for citing sources. The OSU-Tulsa library offers workshops for research skills and a citation manger, RefWorks.

Undergraduate students are required to complete six semester hours of English composition for a bachelor's degree. This requirement is met through ENGL 1113 and ENGL 1213. Class policies for these courses, available online, clearly identify and define plagiarism. The statement further explains that students must properly cite any work developed by someone else, whether directly quoted or paraphrased. The URL for the Academic Integrity website is referenced.

The Office of Scholar Development and Undergraduate Research offers resources and workshops on research ethics and University polices for responsible conduct.

The Graduate College works closely with the associate deans for research in the disciplinary colleges to disseminate information about the importance of safeguarding information.

2015 Student Organization Code of Conduct

2.E.3

The 2014 -2015 Student Code of Conduct, published in the 2014 - 2015 University Catalog, includes academic integrity, honesty, and responsibility as part of the standard of "Academics." University Academic Regulations 6.12 underscores the seriousness of academic integrity by describing the specific behaviors that violated the academic integrity standard. The Code of Conduct has been revised for 2015 to include the following: "Oklahoma State University students are expected to exemplify honesty, honor, and respect for the truth in all of their actions."

"The Cowboy Way," also known as Cowboy Community Standards, is a campaign to bring increased awareness to the values honesty, fairness, trust, respect, and responsibility. Through a web site and posters across campus, all members of the OSU community are reminded to consider these watchwords in every action. These values are parallel to the core values in the strategic plan.

OSU Policy 2-0822 Academic Integrity clearly enumerates the expectations of students, instructors, and members of the Academic Integrity Panel. The policy documents the steps and timeline for reporting allegations of academic integrity violations, sanctions and the necessary conditions, appeals, and the composition of the Academic Integrity Panel. A key feature of the policy is section 6.01 Academic Integrity Guidelines that contains an extended description of each of the behaviors that constitute a violation of academic integrity.

Academic Integrity employs one full-time coordinator. The academic integrity process involves 66 trained facilitators and a hearing panel of 60 trained faculty and student members who hear appeal cases. Students have access to the University's academic integrity video. Small group training sessions regarding academic integrity are offered to freshman orientation classes, transfer students

groups, international students, graduate students, and the Greek community. About 30 presentations are given each semester.

OSU's learning management software, D2L, has Turnitin plagiarism detection software available for use in the "Dropbox" section where students submit their work. Turnitin has automatic and manual detection and options for databases to check student work against. Reports of originality are generated after processing indicating percentage ranges of work that has been copied: lower numbers are better and indicate little text that matches the sources in the databases.

The table below shows the total number of academic integrity violations by level for previous four academic years. The data may not point to an actual increase in violations, but rather an increase in reporting of incidents.

Year	Level 1*	Level 2	Level 3	Other	Total
2011-12	99	25	2	3	129
2012-13	140	14	2	97	253
2013-14	211	14	0	95	320
2014-15	204	7	1	94	306

*Level 1 violations - 0 or F on assignment

Level 2 violations - F! for the course

Level 3 violations - suspension from the University

Other - instructor dispensed their own sanction

Violation level by academic year chart

Violation totals by academic year chart

Sources

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- ViolationLevelByAcademicYear
- ViolationsTotalByAcademicYear

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The policies and procedures in place at all levels, from the OSU/A&M Regents to OSU students, show a long-standing commitment to integrity and ethical actions in all University dealings. Supplying EthicsPoint, a third-party, confidential reporting venue for issues of non-compliance, adds validity to policy statements regarding reporting of potential issues of non-compliance with rules, policies, or procedures.

OSU's Cowboy Community Standards of integrity, community, social justice, respect, and responsibility are a way to introduce students to the behaviors that are expected of them and that will allow the students to grow and become excellent leaders in their professions.

An area of concern is the number of violations of academic integrity policies. Any violation of academic integrity is unacceptable. The data seems to indicate an increase in reports, although the total number of violations in 2014 – 2015 dropped to 306 from 320 in 2013 – 2014. Further data analysis of the violations may indicate a possible area for a targeted academic integrity campaign.

Challenge:

- Reduce violations of academic integrity standards by various methods including education and monitoring.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Introduction

OSU's land-grant mission with the Strategic Plan Core Goals of Academic Excellence and Student Success is the force behind quality teaching and learning at OSU. Faculty drive the creation of new courses and programs based on feedback from graduates and stakeholders in the profession. The course and program development process adheres to OSU policies, regardless of location or delivery method, so that students develop the competencies they need to succeed in their careers after graduation.

Student learning objectives are identified and measured and reported annually. The program faculty have the data needed to make data-driven decisions for program improvement and to make sure that the courses provide the opportunities for learning needed for student success.

Student support for academic and personal activities are available from a number of sources. Academic support starts with the student's advisor and continues through program faculty and facilities and library and other resources. Resources for non-academic circumstances are available through the Division of Student Affairs as well as through many student organizations.

3.A.1

OSU's course and program development originates with the faculty and is compliant with OSRHE policy for Academic Program Approval. The policy requires that the curriculum be "compatible with accreditation or certification standards, where applicable." All new course requests follow the steps in 2-0202 Course Action Requests policy. The policy enumerates the origin and approval process for

all courses. There are additional approval requirements for undergraduate general education or graduate courses.

The final recommendation for any course approval is made by the Instruction Council. The Council members are the associate deans for academic affairs for each college on the Stillwater campus as well as representation from OSU-Tulsa and OSU-Center for Health Sciences. The chair of the Council is the Associate Vice President for Undergraduate Education. The Council discusses all aspects of instructional programs including curriculum quality and content. Graduate courses and programs must be approved by the Dean of the Graduate College. All new programs and program changes must be approved by OSRHE.

The policy developed for general education courses (2-0212 Approval of General Education Courses) describes the requirements for course approval, periodic review of general education courses, and the required assessment of students in general education courses. The General Education Advisory Council (GEAC) is responsible for approval of new general education courses, as well as periodic review of currently approved general education courses. The periodic review is designed to affirm or remove previously approved general education designations.

A related faculty committee, the Committee for Assessment of General Education (CAGE), is responsible for the development and implementation of a plan for the assessment of general education. The committee oversaw development of OSU rubrics and adopted the Association of American Colleges and Universities' VALUE rubrics for critical thinking and for written communication. Science inquiry, diversity, written communication, and critical thinking are evaluated every three years. A sample of course artifacts are collected and scored by a faculty committee. The critical thinking and written communication scores for 2013-2014 have been reported to the Voluntary System of Accountability Program.

All degree programs submit annual assessment reports that describe student learning outcomes and the assessments used to measure the outcomes. These reports are submitted to University Assessment and Testing. The annual reports are used by program faculty to track program assessments and changes. The annual reports can form the basis for the Academic Program Review (APR), which is a comprehensive 5-year report that covers all aspects of the degree program, including student credit hour production, faculty qualifications, and program improvement as a result of assessment. The annual and 5-year reports are described in more detail in Criterion 4.

3.A.2

OSU clearly delineates learning goals for its undergraduate and graduate programs by identifying the expected learning outcomes for each. These learning outcomes, developed by faculty members and department heads, are stated in several OSU publications and programs. The University Catalog contains brief descriptions of every college, department, and program on campus. This description includes an overview and/or definition of the academic unit, including the types of courses and degree plans that are offered, as well as expected employment outcomes. These descriptions are often very detailed as to how the degree prepares the student for life after the university or after that specific degree is obtained. Most descriptions include graduate school as a preparation path option. The University's general education requirements cross all academic programs to ensure that students have a broad education and solid educational foundation upon which to build their specific careers.

Every OSU degree program, both undergraduate and graduate, is required to have an assessment plan

that describes expected learning outcomes and the methods used to evaluate student achievement of those outcomes. OSU faculty members are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved. Each plan states how assessment results will be acted upon to improve academic and student programs. Additionally, each degree program submits an annual assessment report that describes the methods used to evaluate student achievement of the expected learning outcomes, the number of individuals assessed for each method, the results or findings from the assessments and how results are interpreted by the faculty relative to the program's expected student outcomes, and finally, specific examples of how assessment results have been or will be used for program development. The annual reports are described in more detail in Criterion 4.

The Academic Program Review is the method by which the OSRHE and institutions of higher education in Oklahoma evaluate proposed and existing programs, as mandated by the Oklahoma Legislature. Information developed through analysis and assessment (from Policy Statement on Program Review) provides the basis for informed decisions about program initiation, expansion, contraction, consolidation, and termination, as well as reallocation of resources. OSU's Academic Program Review process reviews each degree program every five years. One component of this process is the annual assessment report. Feedback from program alumni and documented achievements of program graduates also must be provided. The Academic Program Reviews are described in more detail in Criterion 4.

Each college has a section in the catalog

2015-16 OSU Catalog example College of Arts and Sciences

2015-16 OSU Catalog example College of Agricultural Sciences and Natural Resources

3.A.3

Whether a course is delivered by distance, at a branch campus or through a consortium, OSU uses the same set of faculty (i.e., no extensive use of adjunct faculty for specific modes of delivery). All courses, regardless of delivery method or location, are subject to the same approval process as defined in 2-0202 Course Action Requests and 2-0209 Standards for Semester-Credit Hour. This policy is consistent with OSRHE policy 3.16.5 which states: "… the expectation is that there is no difference in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method."

Programs offered through all modes of delivery are included as a part of degree assessment plans, which clearly articulate the program mission, goals, expectations, learning outcomes, and the methods used to evaluate the student achievement of those outcomes. The outreach or extension branch of OSU does not have the authority to create courses on its own and must go through the academic leadership of every college for the creation of courses. At OSU, the involvement of the academic unit is always part of the course creation and approval process, thus retaining academic integrity in the growth of the university. OSU policy 5-0201 On-campus Credit Courses Offered Through Extension - restates the process for course approval. OSU policy 5-0202 Supplemental Credit Courses Offered Through Extension affirms conformance with OSRHE policy.

Courses in programs taught through all delivery methods must adhere to the same standards for the annual Program Outcomes Reports and 5-year Academic Program Reviews. These review processes,

described in sub-component 4.A.1, preserve the integrity of course content and instructional consistency.

The Student Survey of Instruction, fully addressed in sub-component 3.C.3, gives students the opportunity to evaluate their instructor and the course itself. Summary results from the survey are supplied to the instructor as well as the course's administrative supervisor.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1

Learning is at the forefront of the OSU's land-grant mission. OSU sets the minimum requirements for completion of general education courses based on the philosophy, quoted in sub-component 3.B.2 and OSRHE policy 3.14.5, that provides for general knowledge and skills, as well as life-long learning. In 2011, OSU formed a General Education Task Force that was charged with evaluating and improving general education with respect to OSU's land-grant mission, general education goals, delivery strategies, and how stakeholders view general education. In March 2015 the Oklahoma State University Provost and Council of Deans approved significant changes to OSU undergraduate general education requirements (University Academic Regulation 3.4). These final approvals followed nearly four years of planning and refining by many University leadership groups, including Faculty Council. Beginning in fall 2016, students will have more flexibility in selecting some of their general education courses to meet the 40 hour general education requirement. The required categories for general education are analytical and quantitative thought, diversity, humanities, international dimension, scientific investigation, natural sciences, and social and behavioral sciences. The changes reduce certain specific hour requirements to levels in OSRHE policy.

The General Education Advisory Council (GEAC) provides recommendations to the Vice President for Academic Affairs for addition, deletion, and periodic review of general education courses (2-0212 Approval of General Education Courses policy). GEAC meets a minimum of six times per year. Committee for Assessment of General Education (CAGE), which is a faculty subcommittee of the Assessment and Academic Improvement Council (AAIC), develops and implements plans for measuring the effectiveness of general education. These assessments are completed by trained faculty through evaluation of artifacts collected in courses with general education designations on a three year

rotating schedule. Reports of the assessments are presented annually to a combined meeting of CAGE, GEAC, and AAIC.

3.B.2

The philosophy for general education was adopted in 2001:

"General education at Oklahoma State University provides students general knowledge, skills, and attitudes conducive to lifelong learning in a complex society. The breadth of general education requirements stimulates intellectual curiosity, original thought and expression, the capacity for critical analysis and problem solving, and the ability to make conscious value judgments consistent with personal needs and the public interest. General education helps graduates function in and appreciate the human and natural environment."

University academic regulation 3.4, the full text of which is in the University Catalog, explains the minimum general education requirements, which may be exceeded by the college offering the degree for which the student has enrolled. The basic requirements are English composition, American history, analytical and quantitative thought (A), as well as scientific investigation (L) and natural sciences (N), international dimension (I), diversity (D), and humanities (H), and social and behavioral sciences (S).

The Division of Academic Affairs provides information about the courses with the letter designations. This requires all students to develop skills in critical analysis of mathematics and logic; scientific concepts and inquiry; cultural ideas and history as well as contemporary cultures, society, and behavior, and socially constructed groups; problem solving in physical and social sciences; problem solving as it relates to different disciplines; and multiple opportunities for writing in the courses.

In 2005, the OSU Accreditation Self-Study Report noted a weakness in required writing assignments in general education courses. In response, the general education criteria and goals includes definite writing requirements for courses with H, S, D, and I designations. Lower division courses must have at least five pages of outside of class writing and upper division courses must include at least ten pages of out of class writing. The assignments are returned graded with feedback and, in the case of the upper division courses, an assignment must incorporate the previous feedback. Faculty who teach the N and L courses develop writing assignments that are relevant to the discipline.

Undergraduate Degree Requirements

3.B.3

The general education requirements, described in sub-component 3.B.2, are designed to provide foundations in inquiry, analysis, and communication. Writing assignments, including page minimums, with feedback for designations H, S, D, and I are required at the lower and upper division. Writing assignments for N and L courses are also required that are relevant to the content of the course.

Assessment of general education is accomplished through multiple means. One method gauges the extent to which students are achieving institutional general education learner goals. The assessment focuses on work (called artifacts) produced by students in their OSU courses to gauge students' success in achieving the institution's general education learner goals. Artifacts are collected and

scored by a faculty committee. Groups of faculty members evaluate the work in each portfolio relative to the learner goals using standardized scoring rubrics. Identifying information (such as student name, course name, etc.) is removed from the artifacts so the process protects student anonymity. The process is minimally intrusive to faculty, transparent to students, and utilizes work that is already produced in general education courses and other courses throughout the undergraduate curriculum. The results measure the extent to which students are achieving OSU's general education competencies. Goals are evaluated on a three year rotating basis.

In 2013, to be more efficient in terms of both assessment money and faculty time, the Committee for the Assessment of General Education (CAGE) decided to combine the annual general education assessment effort and OSU's participation in the Voluntary System of Accountability (VSA) into one process. To combine the general education assessment effort and VSA reporting into one process, the AAC&U VALUE rubrics for written communication and critical thinking were used instead of the rubrics that had been developed by OSU and used for the same topics in previous years. Though the VALUE and OSU rubrics were similar in content and purpose, the VALUE rubrics are scored on a different scale (1 to 4) than the OSU rubrics (1 to 5). The use of these rubrics was widely praised by the faculty involved in the assessment, and inter-rater reliabilities for the raters using these rubrics was higher than in previous years. Further, these results allow for OSU to compare scores with other institutions who use the same standardized VALUE rubrics for general education assessment, allowing for another way to benchmark this institution with others.

After the 2012-2013 assessment results were analyzed and presented (in spring 2014), a subcommittee of members of the Assessment and Academic Improvement Council began meeting in 2014 specifically to discuss appropriate ways to measure and assess 'understanding of diversity' as a part of the general education requirements and portfolio. In addition to the institutional portfolio, that committee has recommended other possible assessment methods, including focus groups and a student self-inventory. These methods were further presented and discussed in the spring 2015 AAIC meetings, with the hope of implementing them for the next assessment of diversity through collected artifacts.

In 2014, based upon initial analyses of 2013-2014 general education assessment data, CAGE determined that more resources to assist faculty with teaching and assessing critical thinking would be beneficial. As such, the Provost's Initiative: Focus on General Education workshops (offered through University Assessment and Testing) in 2015-2016 will focus exclusively on critical thinking (instead of on three subjects as they have in the past).

In addition to the artifact scoring for attainment of undergraduate general education, all degree programs including all graduate degree programs complete an annual assessment plans and reports. The plan describes the learning outcomes that will be assessed and the method by which the assessment will be accomplished. The outcomes from all reports are summarized to the OSHRE. In the 2013 – 2014 report, the most frequently reported methods were dissertation, thesis, or creative component in 40 reports (28% of total); evaluation of student work with a rubric in 37 reports (26% of total); and comprehensive, qualifying, course, licensure, certification, standardized, or preliminary exam in 30 reports (21% of total).

3.B.4

The criteria and goals for the general education courses designated International Dimensions (I), Diversity (D), and Humanities (H) are constructed so that students develop an understanding and

appreciation of peoples and cultures other than their own. Additionally, the goals of these courses allow students to identify and analyze cultures and socially constructed groups. The courses all have writing components that provide an opportunity for students to demonstrate their understanding of the concepts.

The Division of Institutional Diversity advances diversity and recognizes it as an integral component of academic excellence and leadership development. The office serves as a valuable resource for all members of the OSU community who seek to expand their understanding, recognition, appreciation, and respect for the differences and commonalities that exist among all individuals. The Office of Multicultural Affairs (OMA), part of Institutional Diversity, offers scholarships, mentoring opportunities, and leadership development programs for students. OMA is the parent office for several cultural affinity organizations and works to provide opportunities for growth.

Other co-curricular activities at OSU highlight cultural diversity through student organizations such as the International Student Organization (ISO). It serves as an umbrella for student organizations that represent more than 100 different countries. The ISO brochure from spring 2015 is a snapshot of the activities promoted that increase awareness of cultures other than one's own.

3.B.5

Research is one of three essential components of OSU's land-grant mission and brings richness and depth to our teaching and outreach missions. Research is a primary focus of all tenure-track faculty in every college at OSU. Research accomplishments of faculty are evaluated during the annual review and are part of the promotion process. In the fiscal year 2015 budget presentation to the University Budget Committee, the sponsored programs revenue for the OSU system was $96,505,903. The portion of sponsored programs revenue for the General University was $45,360,520.

OSU researchers improve quality of life by bringing new technologies, processes, and products to the marketplace. Research through innovation is the engine that drives economic development. Research through the social sciences and humanities improves well-being and increases understanding of different cultures and points of view. Research in the creative and performing arts enriches peoples' lives and appreciation of the world. The entries in the Fiscal Year 2014 Research Abstracts publication illustrates the broad scope of research funded and conducted at OSU across subject areas and colleges including the physical sciences as well as the arts. Graduate students work within their programs and with their advisor to develop the research focus and methodologies that are required to complete the culminating work for their degree.

In addition to the research listed above, early scholarship is encouraged through the Henry Bellmon Office of Scholar Development and Undergraduate Research, which administers an annual Freshman Research Scholars program. Incoming freshman students from each of the undergraduate academic colleges across the university complete a two-semester program aimed at introducing them to best practices for undergraduate research. Students also receive a $1,000 scholarship to support their undergraduate research activities. In fall 2014, 60 incoming freshmen from 33 different majors received this scholarship.

The Henry Bellmon Office of Scholar Development and Undergraduate Research also administers the annual Wentz Research Grant program. This program allows undergraduate students an opportunity to apply for one year or one-semester research grants up to $4,500. The $4,500 research grant is awarded to approximately forty (40) undergraduates each year. Students complete a research project

under the mentorship of a faculty member and present their results at a university-wide undergraduate research symposium at the end of the academic year.

The Niblack Research Scholars is an undergraduate research program funded by a gift from OSU alumnus and former Pfizer Vice Chairman Dr. John Niblack. Each year, the program awards an $8,000 scholarship to each of 12 students, who have the unique opportunity to conduct research in a university lab, assisted by a faculty sponsor and graduate student mentor.

All students graduating with the Honors College Degree or with College or Departmental Honors are required to carry out an Honors senior thesis project (947 over the last 10 years 2013-14 Honors College Final Report) with over a 100 more completed in 2014-15. The projects, tailored to the student's discipline, are overseen by a faculty director and a second reader. At the conclusion of the process, the student must complete an oral defense and file the final project with the Honors College. Until 2015 all thesis submissions were hard copy and can be found in the Edmon Low Library. In 2015 Honors moved to an electronic submission format so that all subsequent theses will be indexed on-line.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1

According to the Academic Ledger FY 10 – FY 14, OSU has maintained a student-faculty ratio of 19.5:1 for this 5 year period. Between 30% - 35% of lower-division classes (1000 – 2000 level) were taught by tenured or tenure track faculty and between 44% - 50% of undergraduate classes were taught by tenured or tenure track faculty. Average undergraduate class sizes reported on the Academic Ledger vary from 36 in FY 10 to 40 in FY 14 with the number of classes taught increasing by 51, from 2,059 to 2,110 for the period. Graduate and professional class sizes are consistent over this span of years at 12 – 13 as the number of classes taught increased by 19. Of the classes taught during this period, 33.1% to 39.1% are classes with fewer than 20 students. Only 11.9% (FY 10) to 16.4% (FY 14) are classes of over 50 students. During this period, approximately 91% of faculty have been full-time and, for all but FY 2010, over 70% of the tenure track faculty have been tenured. In FY 14, the percentage of tenured faculty was 74.6%. This high percentage of tenured faculty is consistent with faculty longevity and continuity across the university.

Section 1.1.1 - Qualifications of the Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University, published as part of the Faculty Handbook, provides that qualifications for faculty be developed by the department head or chair with faculty guidance, approved by the dean and the Vice President for Academic Affairs. Section 1.1.5.1 – Annual Review of Faculty and 1.1.5.2 – Cumulative Review of Tenured Faculty are the policy sections that establish the faculty review policies. Guidelines for the annual reviews are given in OSU Policy 2-0112 Annual Faculty Appraisal and Development Program and OSU Policy 2-0902 Reappointment, Promotion, and Tenure Process for Ranked Faculty. The Graduate Faculty bylaws, approved in 2014, require an earned doctorate, or a specific discipline's recognized terminal degree if

not a doctorate, for full membership as graduate faculty.

Program faculty are the originators of new courses as described in 2-0202 Course Action Requests and the developers of identified new programs described in 2-0211 Procedures for Initiating and Discontinuing Academic Options or Degree Programs. This responsibility further extends to development of annual program assessment measures of student learning. There are currently 97 faculty assessment coordinators coordinating assessment efforts at the degree and programs level. This does not include department heads or other faculty that assist with assessment activities within the programs over the course of a given year. In addition to the 97 faculty, two assessment coordinators are staff/administrators (non-faculty).

The number of faculty and instructors who contribute student work (artifacts) for the general education assessment process has continued to increase over the years. The number of submitted papers has risen from just a few hundred to several thousand per semester. The number of artifacts collected varies from year to year because the general education outcome being assessed varies on a three year rotating schedule. Additionally, between 10-20 faculty are involved in the general education assessment process each summer. The number varies according to the number of artifacts reviewed. The general education assessment process is separate from any department or program-level assessment and is described in sub-component 3.B.2.

3.C.2

Section 1.1.1 - Qualifications of the Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University, published as part of the Faculty Handbook, provides that qualifications for faculty be developed by the department head or chair with faculty guidance, approved by the dean and the Vice President for Academic Affairs. The Graduate Faculty bylaws, approved in 2014, require an earned doctorate, or a specific discipline's recognized terminal degree if not a doctorate, for full membership as graduate faculty.

Section 1.1.5.1 – Annual Review of Faculty and 1.1.5.2 – Cumulative Review of Tenured Faculty are the policy sections that establish the faculty review policies. Guidelines for the annual reviews are given in 2-0112 Annual Faculty Appraisal and Development Program. The annual evaluation procedures are based on the position requirements and the faculty member's report of activities for the year, including teacher loads, research, and scholarly publications. The annual review serves to affirm that all faculty are and continue to be qualified for their positions.

In the dual degree programs, the nature of the program is such that part (generally 50%) of the credits are taught at another university. For that portion, the only control OSU exercises over the instructor qualifications is that all courses have to meet the standards for transfer credit to be acceptable at OSU (Academic Regulations 4.3, 4.4, and 4.5). The process includes a requirement that the other university has a recognized accreditation process and that it is accredited.

The Institute for Teaching and Learning Excellence (ITLE) has developed a rubric for faculty observation. This rubric is used to provide an organized and structured frame for faculty to evaluate their own teaching, provide feedback to their peers and make changes to their teaching that will improve student performance. ITLE offers a wide variety of programs that focus on high quality teaching, student engagement, and student learning, and represents the institutional commitment to excellence in teaching.

English language proficiency of all instructors, including graduate students, is a requirement of Oklahoma Statue 70 O.S. sections 3224 and 3225 (2001) and is articulated in OSRHE Academic Affairs policy chapter 3 (3.24). The Graduate College administers a test for non-native English speaking graduate students to become eligible for a graduate teaching position at OSU.

3.C.3

University Assessment and Testing (UAT) oversees the Student Survey of Instruction (SSI) for most courses taught at OSU-Stillwater. The university course evaluation/SSI form is the most widely used method of evaluating teacher performance. The administration of the SSI follows the guidance of the Faculty Council in that the student evaluations of teachers and courses should be conducted annually (May 8, 1979) and that the evaluations are mainly to be used for instructional improvement (April 7, 1987). Student anonymity is protected by having a student in the class complete the distribution and collection of the forms. The student delivers the sealed envelope to the department office. Results are not returned to the instructor until after the end of the semester in which the SSI was administered. In fall 2015, a software platform will be available for the SSI to be delivered online. This will give students an opportunity to respond over a two week period rather than just one class period. The system will allow better comparisons of responses across semesters as well as more customized reports for instructors and college administrators. The SSI is the vehicle by which instructors are able to address course improvements as a result of direct student input.

Annual evaluations for faculty are required by university policy 2-0112 and by the Faculty Handbook (1.1.5). Each faculty member reports their accomplishments, as well as an updated curriculum vita, their plans for the preceding year and for the future. All aspects of faculty teaching, research, and service are in this comprehensive report. Each university unit develops its own standards by which each faculty member is evaluated. Administrators evaluate their faculty and provide, in writing, a statement regarding a faculty member's accomplishments and/or deficiencies. The review provides faculty who are tenure-track, but not yet tenured, statements regarding their progress toward successful attainment of tenure. Unit administrators have the opportunity to provide guidance for activities to strengthen a faculty member's case for tenure at the appropriate time. Each faculty member has a conference with the unit administrator to discuss the evaluation.

Periodic reviews of faculty are conducted for reappointment, promotion, and tenure (RPT) (2-0902). The RPT process is a multifaceted evaluation requiring letters of support from external reviewers and peer faculty review by a unit committee based on unit guidelines. The composition of the unit committee is described in the RPT policy to ensure consistency and fairness in this process. The committee's written evaluation is sent to the unit administrator who also provides a written evaluation. A college level committee evaluates the submitted materials, the unit committee recommendation, and the unit administrator's recommendation for fairness. These recommendations are sent to the dean for evaluation and a recommendation. From there, all materials and letters of recommendation are sent to the Provost and Senior Vice President, Academic Affairs who, after examination of the entire set of evidence, makes the final recommendation for reappointment, promotion or tenure to the OSU/A&M Board of Regents.

Faculty Council Agenda Annual Faculty Appraisal and Development Policy

Faculty Council Minutes Annual Faculty Appraisal and Development Policy Discussion

3.C.4

[Position descriptions](#) are required for all instructional positions and include detailed qualifications including, where appropriate, professional licensure or credentials. The unit administrator is responsible for setting the standards for the position. Prior to hiring a new faculty member, the unit administrator, with the guidance of faculty, verify with supporting evidence that the candidate for the position is fully qualified. The offer letter that is given to the potential new faculty member includes the job description plus information about requirements for retention and advancement. These requirements are revisited annually in the review conducted on all instructional personnel.

One of the factors included in the evaluation of teaching is the [Student Survey of Instruction](#), described in 3.C.3. Students are given an opportunity to anonymously evaluate the instructors in their courses at least once a year. Departments may use the University designed survey, or one developed and approved through departmental procedures. Results from the surveys are given not only to the instructor but also to the department administrator. The administrator is then able to assist the instructor in identifying areas for improvement.

The Institute for Teaching and Learning Excellence (ITLE) provides professional development to all instructional personnel, including graduate teaching assistants, instructors, and tenure-track faculty. Instructors can participate in a variety of professional development opportunities to improve and enhance their teaching. Options for professional development through ITLE include a weekly live-streamed event, ITLE Live, an in-person workshop series, courses on teaching, and individualized services as requested. ITLE Live, which focuses on pedagogy and best practices, is video streamed and provides a method for audience questions. ITLE Live is also recorded for viewing by anyone who was not able to watch the live presentation. The use of streaming for the live presentation as well as the recording means the audience for ITLE Live is virtually unlimited.

ITLE hosts a professional development workshop on the theme Student Engagement Student Success that offers a new topic each month. Examples of topics offered include: Integrating Technology to Improve Student Engagement, Improving Student Outcomes in a Flipped Environment, Asking Engaging Questions to Elicit Student Participation, and Assessing and Evaluating Student Performance and Success. The Professional Development Workshops are open to any individual who has teaching assignments including graduate students.

Another program offered is the Effective Teaching and Learning Course, a six-week course designed to inform faculty about the overall teaching and learning process. The course is offered primarily online; however, participants meet face-to-face two different times throughout the six-week period to discuss the impacts of the course on their teaching.

The course begins in week one with the topic, "Learning Theories: Application in the College Classroom." This introduction exposes faculty to both behavioral and cognitive educational theory. The topic for week two is, "Student Engagement and Motivation." During this phase of the course, faculty learn various measures of student engagement and the motivational theories that help students persevere. Week three is focused on the topic of "Instructional Design" and teaches faculty various ways of designing courses and syllabi effectively. In week four participants explore educational teaching methods that help engage students in "Pedagogical Practices: Strategies for Teaching." They learn how to collect evidence and measure the impact of their teaching during week five on the topic, "Assessment and Evaluation." The course culminates with "Reflection: Synthesis and Evaluation" in week six. The course is open to 25 faculty instructors, and will be replicated four times per academic year.

Another monthly professional development forum, OSU Faculty Reads, operates as a reading group using the text "How Learning Works." The goal of this forum is twofold: 1) to discuss a text on how people learn, and 2) to learn a new pedagogy or strategy for helping students discuss their reading. The text alone is effective in helping faculty think differently about how they teach. The facilitators model a new "best practice" each month for encouraging effective discussion. A "one-pager" regarding this "best practice" is prepared in advance, and faculty are encouraged to try it in their next class session with the students they teach. The OSU Faculty Reads participation is limited to 20 per program, but will be replicated four times per academic year.

UAT, with the support of AAIC and CAGE, provides two workshop series per year that focus on assessment: 1) the Faculty Certificate Program and Graduate Student Endorsement in Program Assessment and 2) the Provost's Initiative: Focus on General Education. These professional development opportunities are excellent resources for anyone who is or wants to be involved in assessment activities. Information on these workshops, including an archive of previous workshop information and videos, can be found on the UAT website. Attendance at these workshops has been steady throughout the years they have been offered. An average of over 100 faculty, staff, and graduate students attend these workshops each year.

3.C.5

All classes with regularly scheduled meetings must have a syllabus that is distributed in the first week of classes. Both the Guide to a Successful Academic Career and the Academic Policies provide suggestions to instructors regarding office hours and contact information for students. There is a syllabus outline with a prominently placed section for faculty contact information. The syllabus attachment, presented in the Academic Policies, gives students reminders about seeking help.

The National Survey of Student Engagement (NSSE) asks students about their faculty interactions and allows comparisons to responses from other universities. AAIC identified groups of other institutions that participated in the NSSE as "peer," "less competitive," and "aspirational." The 2012 results showed that the student-faculty interaction rating for first year students was significantly higher than peer institutions, but not significantly different from aspirational or less competitive institutions. For seniors, there were no significant differences in responses between OSU students and students at peer and less competitive institutions, but the results were significantly lower than aspirational institutions.

The undergraduate alumni survey does not directly ask about student-faculty interactions, but does ask about overall satisfaction. It does have questions for satisfaction with quality of instruction, academic advising, and overall educational experience. The undergraduate survey published in 2014, which surveys graduates from 2008 or 2012, 90% of respondents were satisfied or very satisfied with the quality of instruction. 70.2% were satisfied or very satisfied with academic advising and slightly more than 75% were satisfied or very satisfied with their overall educational experience at OSU. In the survey of 2007 or 2011 alumni of graduate programs, 91% of respondents reported that they were satisfied or very satisfied with their overall educational experiences.

3.C.6

The directors of Student Academic Services from across OSU, including OSU-Tulsa, meet formally

at least monthly throughout the year. The group meetings are chaired by the Associate Vice President for Undergraduate Education. All components of advising and academic service are discussed. Recommendations from this council are sent to the associate deans for instruction. The results from the 2014 survey of 2008 or 2012 graduates of undergraduate programs reported that 70.2% of the respondents (adjusted response rate of 56.2%) were satisfied or very satisfied with academic advising.

The Director of the Mathematics Learning Success Center (MLSC), holds a Ph.D. in mathematics from Rice University and postdoctoral teaching experience both at the University of Pennsylvania and Occidental College. She is a Clinical Instructor in the Department of Mathematics.

Prospective tutors at the MLSC take exams to ensure they are ready to support different levels of mathematics classes. There are separate exams for precalculus and calculus material, and the assessments test students' mathematical competence and their ability to tutor the subject. In addition, mathematics faculty members provide references for each prospective tutor to aid in their evaluation. The Director of the MLSC, supported by senior undergraduate student coordinators, provides training for tutors and ongoing professional development in biweekly meetings. The Department's faculty communicates with the Director to highlight particularly difficult concepts with which students may struggle. Students are encouraged to comment on their experiences at the MLSC by using a comment box, and tutors wear name tags so that the students can identify particularly helpful or deficient tutors by name, enabling the Department to address any issues quickly.

The Learning and Student Success Opportunity Center (LASSO) provides campus-wide tutoring for the Stillwater campus. The LASSO Tutor Handbook 2014 delineates the responsibilities and requirements for potential tutors. OSU-Tulsa Tutoring Services offers mathematics and writing tutoring for the Tulsa campus.

The Student Affairs division meets or exceeds human resources best practices. A master schedule of required and suggested training is maintained by each director, and incorporates mandatory University and Student Affairs orientation programs, as well as departmental training. Raises are tied to the completion of training. The departments in Student Affairs, which include Career Services, University Counseling Services, University Health Services, the Student Union, University Dining, Leadership and Campus Life, Housing and Residential Life, and the Wellness Center, have a budget line for professional development and conferences. All professional staff hold appropriate licensure and complete required continuing education.

OSU Career Services staff members are properly trained and supported in professional development. A percentage of Career Consultants hold the Global Career Development Facilitator (GCDF) credential from the National Career Development Association. OSU Career Services is a member of, and regularly sends staff members to the following professional development meetings/conference annually: National Association of Colleges and Employers, Southern Association of Colleges and Employers, Oklahoma Association of Colleges and Employers, National Career Development Association, Career Guidance Network of Oklahoma, Big XII Directors Annual Conference, Career Services Office Software Annual Conference, and the National Student Employment Association.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1

Initial student support services for Stillwater and Tulsa undergraduate students are provided via the Admissions Office. The office provides informational websites, brochures, and counselors able to address needs related to financial aid, academic program selection, and campus life. Graduate students find comparable information through the Graduate College. All graduate programs at OSU-CHS are under the authority of the Graduate College (CHS Graduate Program MOU 2013.pdf).

All students, regardless of major, location, or course delivery system, receive an "advising hold" and this hold must be cleared before the student can enroll in any classes. Students with undeclared majors also receive advising holds. The hold can only be cleared by an academic advisor and will not be cleared until the student meets, either in person or via telephone, with the advisor. Graduate students admitted to degree programs receive advising from faculty in that program. All non-degree seeking graduate students are assigned an advisor by the Graduate College.

Many resources are available to undergraduate students for academic support. In addition to the advisors in each college, the Learning and Student Support Opportunities Center (LASSO) offers free tutoring services. The Writing Center provides tutors, writing coaches, a grammar hotline, and other assistance. The OSU Writing Center assists writers at any level and there are four locations on the Stillwater campus. The Testing and Tutoring Services office is available for students on the Tulsa campus. Many colleges offer additional resources such as tutoring, transition programs, and other academic resources.

Student Success Centers, located in some colleges, provide localized and personalized advising for students majoring in that college's programs. These advisors are experts in the programs offered in the college and work to make sure the students have the tools and support they need to complete their degree programs. The Student Success Centers have career service resources like career planning, career fairs, and development of resumes and cover letters.

The OSU Department of Mathematics Math Learning Success Center (MLSC) provides free mathematics tutoring for all lower-division classes and the highest-enrollment upper-division courses as well. It is open approximately 60 hours per week. Approximately 3,200 unique students came to the MLSC in the fall 2014 semester, and there were over 26,000 student visits. The Department provides supplemental instruction sessions for some calculus classes, particularly Calculus I. These are voluntary sessions in which top undergraduates in STEM fields facilitate active-engagement learning, helping students learn difficult concepts.

The Registrar's Office provides access to degree requirements, course descriptions and schedules, academic standing, and transcripts for all students at OSU. An Academic Alert System allows course instructors to identify students about whom the instructor has concerns regarding attendance or academic performance. The alert is sent to the student directly as well as to the student's advisor. The advisors contact the student to provide assistance and service referrals.

The Office of the Vice President for Student Affairs serves as an advocate and administrative conduit for all students. The Division of Student Affairs provides essential student services (housing, medical care, food service) as well as programs and services to support the Six Pillars of Student Success: academic excellence, leadership development, service and civic engagement, finding purpose, broadening horizons, and wellness. The division has a total budget of $78 million, employs almost 400 full-time staff and more than 600 part-time student employees, and has staff on call 24 hours per day, 365 days per year. In addition to providing unique programs, services, and interventions, the division provides campus and system leadership and support for all aspects of student services, student development and leadership needs, and campus and community engagement.

Residential Life provides housing for nearly 7,000 students in twenty-six residence halls and seven family and graduate apartment neighborhoods. The Residence Hall Association, Living-Learning Communities (special interest housing), Academic Development Center, Residential Leadership College, and Family Resource Center comprise some of the programs and organizations that support student success. The Family Resource Center offers assistance to families and campus residents as they get settled on campus and in the Stillwater area.

University Counseling Services is composed of the Alcohol and Substance Abuse Center, Reboot Center, Student Counseling Center, and Student Disability Services, which ensures full participation for students through specialized testing, classroom accommodations, accessible textbooks, and access to assistive technology. University Counseling Services supports the OSU mission through efforts to assist students in improving the quality of life so that personal and intellectual growth can be fostered, values can be clarified, and knowledge can be interrelated for use in improving the campus and larger environments for future generations.

University Dining Services, University Health Services, and the Department of Wellness all provide support for a healthy student population through healthy dining choices, nutritional awareness, outpatient medical care, and multiple recreational and fitness facilities and programs.

The Office of International Students and Scholars assists the University and its international community in the appropriate application of federal regulations that affect this constituency, facilitates the education and personal development of international students and scholars, and assists with cultural exchange and enrichment at Oklahoma State University and the Stillwater community. Services include assistance with banking, housing, university polices, and immigration; completing forms and reports to comply with federal and university requirements; and facilitating cultural connections.

Non-traditional Student Services assists students who have had at least a two-year break in education. The primary goal of Non-Traditional Student Services is three-fold: to provide support, information, and referrals.

The Veteran Benefit Services unit of the Office of the Registrar provides services and programs to the veterans and their dependents who attend OSU. The staff of the Veteran Benefit Services office deals primarily with processing education benefits offered through the U.S. Department of Veterans Affairs (VA).

The OSU Career Services department is also a comprehensive career planning and employment center for students and alumni. Career Services provides resources to assist students with their career development and job preparation needs, as well as providing comprehensive referral/interview services through the HIRE System.

3.D.2

Three methods are used to assess students' readiness for college level coursework: the ACT (or converted SAT scores), the Entry-Level Placement Analysis (ELPA, developed by OSU), and secondary testing. Secondary testing includes the Computer Adaptive Placement and Support System (COMPASS) test published by ACT for reading, English, and science and the Assessment of Learning in Knowledge Spaces (ALEKS) for mathematics. Advisors meet with transfer students to evaluate credits earned at other institutions ensuring that all incoming students are optimally placed.

Students with ACT subscores in Reading, English, Mathematics, and Science Reasoning of 19 or above (or SAT equivalent where available) are not required to complete remedial or developmental coursework in those subject areas.

ELPA is a multiple regression model that uses high school grades (overall and by subject), high school class rank, and ACT composite and subject area scores to predict students' grades in selected entry-level OSU courses. The ELPA model is based on the success of past OSU freshmen with similar academic records and is updated regularly.

Students identified as having academic or curricular deficiencies in a particular subject area may choose to take the ACT COMPASS placement test to clear the remedial or developmental course requirement. The COMPASS tests are provided free of charge to students at the OSU Testing Center and Learning and Student Success Opportunity (LASSO) Center. After August 31, 2015, OSU will use the College Board's ACCUPLACER Sentence Skills Exam for English placement.

The University has established a math placement process based both on national research and experience as well as historical data from OSU. Students take the ALEKS math placement exam, which is used at a number of institutions nationwide. Advising staff have been trained to interpret the scores and place students in courses for which they are prepared and that are appropriate for their degree plans. Since implementing this placement scheme, letter grades of "D," "F," or withdrawal (DFW) rates in lower-division math classes have plummeted, and instructors report significantly improved interaction with students in class and fewer unprepared students.

The Mathematics Department gives reviews and diagnostic quizzes during the first week of most of its lower-division classes. Instructors contact students who perform poorly and advise them of their options. The Department has an agreement with the Office of the Registrar to allow moving students

to a lower- or higher-level math course within the first four weeks of the semester without penalty to the student if there is a placement problem. Additionally, the Department has worked with the College of Arts and Sciences and Institutional Research to gather data about students' mathematical backgrounds to identify those who might be at-risk, assisting instructors in early interventions.

Students who temporarily fall short of required standards for enrollment in good standing or those who cannot reach the required standards to continue in their program of study are often re-assigned to University College advising for academic advisement and reassessment of academic/career goals.

Student Success Centers are available in some colleges for academic and career advising. They assist students in locating support services throughout the student's time at OSU. The directors of each college's Student Academic Services meet as a council, DSAS, to discuss and make recommendations to associate deans for instruction regarding student resources and advising. The LASSO Center tutoring, supplemental instruction, and academic coaching provide support services for students who require specialized assistance in targeted coursework or in determining direction, academic skills area enhancement, or other related services. Supplemental instruction provides peer-led group study sessions for courses that are considered, by students, to be traditionally tough. All students, not only those who are struggling, are encouraged to take advantage of this study opportunity.

OSHRE policy 3.19, Assessment requires that all deficiencies be remediated within the first 24 hours of college credit.

University Academic Regulations

3.D.3

All freshmen and transfer students are required to attend orientation sessions that include academic advising and course enrollment, as well as other campus information. There are multiple options for attendance that provide opportunities for all new students. Each new undergraduate student is assigned to an advisor that specializes in the student's major. Graduate students receive academic advising in their units. The Graduate College provides ongoing training and professional development for faculty mentors and graduate coordinators.

Every college offering undergraduate programs offers a 1000 level college introduction and orientation class. Frequently, a section will be focused on a specific major. Students are not only provided with major specific information and college resources, but they are also given the opportunity to get to know faculty, staff, and other students in their major. All advisors provide guidance on course selection, student involvement opportunities, and career planning. All students attending the OSU-Tulsa campus also have ready access to advisors, regardless of class standing. The early freshman experiences are evaluated regularly at the college level. This allows the advisors to increase effectiveness and ensure impactful opportunities. In the College of Education, faculty partners serve as co-facilitators of orientation courses and will also serve as peer mentors for additional student support. In the College of Agricultural Sciences and Natural Resources, all advising is done by faculty.

University College Advising serves the largest percentage of students with college preparatory needs through specialized advising; connections to Northern Oklahoma College coursework; and LASSO Center supplemental instruction, tutoring, and academic coaching resources. Students who temporarily fall short of required standards for enrollment in good standing or those who cannot reach

the required standards to continue in their program of study are often re-assigned to University College advising for more rigorous academic advisement and reassessment of academic/career goals.

3.D.4

Oklahoma State's commitment to providing appropriate infrastructure is evident in the breadth and depth of facilities available to students and faculty in multiple program areas, from general student services to specialized resources for advanced research. The Vice President for Research and the Dean of the Graduate College are part of the central administration of OSU. This ensures that policies, facilities, and experiences are readily available at all levels to all parties.

The Institute for Teaching and Learning Excellence (ITLE) is responsible for the maintenance and operational support of instructional technology in 160 general use classrooms across campus as well as providing training and demonstrations of classroom technology. All general use classrooms are outfitted to meet a basic instructional design to support an interactive and effective learning environment. Classrooms are upgraded on a rotating schedule to insure that classroom technology reflects contemporary instructional demands and facilitates high quality instruction. In addition, Classroom Technology Support Services (CTSS) works closely with colleges, departments, and service units designing and updating advanced presentation technology in classrooms and conference rooms.

There are four computer labs in four different locations across Stillwater campus managed by Information Technology (IT). The IT labs offer standard suites of software such as Microsoft Office, specialized applications such as AutoCAD and SAS, and Internet access through Netscape and Telnet. They also offer accessibility software such as Dragon Dictates and Zoomtext. In addition, some of these labs are partially funded by a college or department and may offer specialty software for their students. Additionally, OSU has virtual computer labs for use by OSU Students. The IT Department created the virtual labs so that students can receive the same computer lab services online as they receive in campus computer labs. Students can log into these virtual labs from any computer with an internet connection using standard OSU student credentials. Many colleges operate similar labs and learning resource centers funded through student Technology Fees. OSU-Tulsa Campus has multiple computer labs as well. These labs have equipment and software that is comparable to the Stillwater campus.

Student Disability Services recently established a small lounge designated as a study area for students with disabilities. It is presently being heavily utilized by students with hearing-related disabilities. Students with disabilities are often an overlooked population when it comes to encouraging physical activity. The Colvin Center has universally designed exercise equipment and a new IFIT program to facilitate workouts for persons with disabilities.

The College of Arts and Sciences houses multiple laboratory and technical spaces applicable to the area of study. On-campus laboratories include equipment for physical science students such as advanced electron microscopy and x-ray crystallography, global positioning satellite base station, cartographic laboratory, plate tectonics, and seismology laboratory. There are off campus research spaces for botany, integrative biology, and natural resource ecology. The Department of Mathematics, using technology fee funds, checks out approximately 500 graphing calculators to OSU and Northern Oklahoma College (NOC) students free of charge each semester to assist students, particularly those with financial need, in providing technology that is useful to them in their classes.

The Department of Nutritional Sciences in the College of Human Sciences has 5,280 square feet of main research laboratories. Each faculty member has an individual unit as well as access to common laboratory space. In addition, there is a separate laboratory with air flow controls for trace mineral analyses and tissue/cell culture. Clean air benches, a biological safety cabinet and incubators are included in this laboratory. Another laboratory is dedicated to animal handling and is equipped for overnight housing and surgery units. A diet formulation room is located adjacent to the animal room. The laboratory is equipped with state of the art equipment. Each researcher also has his/her own small equipment. Reverse osmosis water is supplied to each laboratory bench. Further purification by distillation and ion exchange using a Millipore system is also available.

The Edmon Low Library and its branches contain over 4 million volumes, over 600 subscription databases, more than 100,000 e-journal subscriptions, and more than 1.5 million e-books, in addition to interlibrary loans from other libraries. Special Collections includes 1,300 archival collections, over 250,000 images and more than 1,000 oral histories. The library at OSU-Tulsa has its own collections of print and other items, and participates in a standard interlibrary loan program.

The branch libraries reflect the wide variety of program offerings at OSU. Collections at the Cunningham Architecture Library serve the School of Architecture and related programs on campus. The Williams Education and Teaching Library resides in the College of Education and provides a variety of educational resources for all educator preparation programs including programs in colleges other than Education. The Brock Memorial Library serves OSU students, faculty, researchers, and staff affiliated with the Veterinary Health Sciences programs.

The Edmon Low Library is open all days of the week including 24-hour operation Sunday through Thursday, and has a robust Information Literacy program which provides students with a solid base for conducting research from their first year through their graduate studies. There are over 200 computer terminals with additional laptops and tablets, networked printers, 1,800 public seating spaces, and 8 group study rooms. Multimedia equipment is available for checkout and multimedia editing studios are being installed. The Department Mathematics maintains the Mathematics Learning Success Center (MLSC), a roughly 8,000 square foot facility on the fifth floor of the Low Library. The MLSC provides tutoring for all lower-division classes and the highest-enrollment upper-division courses as well, and it is open approximately 60 hours per week.

The Seretean Center for the Performing Arts provides the home for the Departments of Theatre and Music. Constructed in 1970, the Center is the focal point of all major dramatic and musical events on the OSU campus. The Center's 75,000 square feet include the 600-seat Vivian Locke Theatre and the 800-seat Concert Hall, as well as teaching studios for theatre and music, a variety of classrooms, the theatre scene lab, computer and design labs, a specially-designed choral room, a rehearsal hall for band and orchestra, and a well-equipped audio center, all designed to provide an excellent atmosphere in Oklahoma for the teaching of the performing arts.

The Vivian Locke Theatre is home to the Department of Theatre's main stage season, which includes an annual musical. The Locke Theatre is fully functional equipped with fly space, an orchestra pit, and all of the latest stage technology. The Scene Lab is located backstage of the Locke Theatre in the Seretean Center, and it is the location of all stage construction courses and labs. It is fully equipped with wood and steel working machinery for set and property construction.

The Bartlett Center for the Visual Arts houses the main office; a gallery; the Visual Resources Library; and classrooms/studios for art history, painting, drawing, 2D design, jewelry/metals, graphic design, and illustration. In addition, there are three large computer labs are located in the Center and allow for all levels of digital work on both MACs and PCs.

The Visual Arts Annex opened in 2002 and houses ceramics, sculpture, printmaking, and 3D Design. It provides large shops for the technical requirements of these fields including: welding, woodworking, bronze/aluminum casting, gas/electric ceramic firing, lithography, intaglio, and relief printing. The surrounding grounds are used for student experiments in public art and outdoor construction.

The 75-seat Jerry L. Davis Studio Theatre, located on the second floor of Gundersen Hall, is home to the Studio Season productions of the department. These shows are often student directed and designed. The Davis Theatre also hosts a number of acting and directing classes. The Costume Lab is also located on the second floor of Gundersen Hall, and is the location of all costume design and construction courses and labs. All costumes for departmental shows are constructed in the Costume Lab.

Housed on the ground floor of the Seretean Center, the Design Lab doubles as a computer lab which all theatre students have access to. The Design Lab features both PC and Mac computers, equipped with the latest design software and large format printers.

The College of Human Sciences houses several clinical practice sites that accommodate the far reaching academic and research foci of the college. The Center for Family Resilience is a community resource focused on equipping every family to support its members in achieving their fullest personal and social potential. The center translates scientific knowledge about families and family life into strategies that build individual and family resilience. Strategies include individual and family programs administered by local human and social service agencies, and state and national policy recommendations to strengthen families. The Design, Housing and Merchandising (DHM) Product Design and Testing Laboratory is a university resource which attracts a broad set of collaborators and users, both on- and off-campus. Established in 2007, the laboratory is the culmination of award-winning protective apparel research of body armor and micro-climate cooling systems. This laboratory includes a walking, perspiring manikin to measure fabric thermal qualities as well as a sweating guarded hotplate to evaluate dry heat and evaporative resistance of fabrics.

The Oklahoma State University Child Development Laboratory-RISE program is accredited by the National Association for the Education of Young Children and meets the criteria set by the Oklahoma Department of Human Services to be rated as a Three-Star facility. The Child Development Laboratory-RISE program expansion provides an inclusive environment for all.

The Communication Sciences and Disorders program operates clinics on both Stillwater and Tulsa campuses for evaluation and treatment of many disorders. Referrals are open and fees are charged on a sliding scale basis, providing needed services to the local community. Clinical faculty and graduate students also provide speech and language services at two other clinics on Stillwater campus.

The departmental art gallery first opened in 1965. Now the Gardiner Art Gallery, it has grown to become an integral part of the department's teaching environment as well as a place for the university and general community to experience the visual arts. Exhibits have varied from local student and faculty exhibitions, to national shows like the biennial Cimarron National Works on Paper Exhibition, to international offerings of Japanese and German prints, art and artifacts from India, Native American artists exhibitions, and a sand painting (mandala) created in the gallery by Tibetan Buddhist monks. The permanent collection began with graphic prints of the founder of the department, Doel Reed, and has since grown to include over 300 pieces by such national and international artists as Jasper Johns, Robert Rauschenberg, Larry Rivers, Robert Motherwell, Alexander Calder, Salvador Dalí, and Imogen Cunningham.

The Visual Resources Library (VRL) is a learning and teaching resource created and funded by the Department of Art, Graphic Design and Art History as a support facility for faculty teaching art and art history classes and their students. The Visual Resources Collections including a slide collection of approximately 100,000 slides representing the history of art, digital documentation of many of the slides, video tapes, CDs, DVDs, books, and periodicals is housed in the Rena Penn Brittan Reading Room. The Visual Resources Library is staffed by the Curator and part-time student assistants.

The departments of Biochemistry and Molecular Biology, Boone Pickens School of Geology, Entomology and Plant Pathology, and Department of Animal Science have laboratories in the Noble Research Center, whose mission is "…to facilitate and promote the pursuit, discovery, and dissemination of new knowledge and technologies through research, scholarship, creative activities, and technology transfer for the benefit of the people of the state of Oklahoma, the nation, and the world."

The Oklahoma Agricultural Experiment Station (OAES) conducts research for the purpose of developing new knowledge to address the needs of Oklahomans. OAES research focuses on agriculture, natural resources, rural economies, and social issues. Approximately 37 percent of Oklahoma State University's research efforts are undertaken as part of the statewide Oklahoma Agricultural Experiment Station system. OAES research expenditures account for more than $50 million annually.

3.D.5

The University-provided syllabus attachment contains academic integrity, copyright and fair use of course materials information, as well as information regarding the student code of conduct. This code explains the Cowboy Community Standards of citizenship, academics, responsibility, diversity, and safety; as well as the Six Pillars of Student Success, academic excellence, leadership, service and civic engagement, finding your purpose, broadening your horizons, and wellness.

The Henry Bellmon Office of Scholar Development and Undergraduate Research has long been a national leader and innovator in scholar development and, more recently, undergraduate research. The office website has links to multiple resources as well as hosting programs to assist students in responsible and effective research. The office has prepared and supported 72 major fellowship winners, 1,471 Wentz Research Scholars, 778 Freshman Research Scholars, 3,334 Wentz Leadership Scholars, 625 Wentz Music Scholars, and nearly $1,000,000 worth of other scholarship support, totaling over $19 million in awards. The office enhances undergraduate opportunity; encourages student-faculty mentoring; and promotes retention through scholarship/fellowship success, undergraduate research, international experience, and individual/institutional recognition.

The Edmon Low Library provides over 100 hours of reference assistance per week as well as providing instruction sessions for large, introductory classes. The library website has links to web-based research guides and contact information for librarians for specific subjects. Introduction to special collections and other available resources are regularly provided to undergraduate and graduate classes, as well as the public.

The OSU libraries recognize the need to inspire, support, and highlight excellent research, critical thinking, and self-reflection skills at the undergraduate level by offering an Undergraduate Research Award. There are two categories, under class, fewer than 60 semester hours, and upper class, 60 or more semester hours. Award submissions consist of a reflective essay that describes the student's

research process as well as the research project itself. Evaluation is accomplished via a [rubric](#).

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1

As a land-grant institution, OSU strives to prepare lifelong learners and leaders. The 2004 mission and vision statements and the newly approved 2015 strategic plan have guided and continue to guide the University. In the 2015 plan, three of the goals in the strategic and tactical goals in support of student success directly reference emerging leaders (II.b.); student leadership, service, and civic engagement (II.d.); and a climate that fosters success (II.e.).

The Division of Student Affairs oversees multiple student service areas at OSU. Student Affairs programs are created to support the Six Pillars of Student Success student learning outcome model. The Six Pillars include: Academic Excellence, Leadership, Service and Civic Engagement, Finding Your Purpose, Broadening Your Horizons, and Wellness. These are all part of Student Affairs' strategic plan. Departments in Student Affairs provide the essential services of housing, medical care, food service and various programs that support the Six Pillars.

At OSU, residence halls offer an engaging community where students can make friends for a lifetime. Nearly 7,000 students call the OSU campus home. Residential Life provides active communities that promote a student's personal and academic well-being. Twenty-six residence halls and seven family and graduate apartment neighborhoods provide options to fit everyone's needs. Learning Communities and Special Interest Housing afford students the opportunity to live with others who share interests and, possibly classes. Each residence hall is governed by its own elected officers and constitution and all residence halls, together, form the Residence Halls Association (RHA). This association is the voice of residence hall students to OSU administration when there are concerns regarding policies and regulations.

The Leadership and Campus Life department promotes student engagement and leadership through over 500 student organizations. There are service learning, fraternity, sorority, international student, and non-traditional student organizations and opportunities that appeal to a wide range of students. Student organizations are all listed through a website, https://campuslink.okstate.edu/, which allows students to track their involvement and receive a specialized transcript of their co-curricular activities. Many Leadership and Campus Life resources are available at or through the Student Union and the Union has its own Student Union Activities Board.

As America's Healthiest Campus, OSU has five facilities, including Colvin Recreation Center,

Seretean Wellness Center, and Camp Redlands, that offer sports clubs, outdoor adventure, intramural sports, wellness workshops, and family friendly activities. All of these activities help students expand their social and fitness horizons and maintain their physical health.

3.E.2

Four of the Six Pillars of Student Success; Leadership, Service and Civic Engagement, Finding Your Purpose, and Broadening Your Horizons, are all intertwined with the service learning and organizational possibilities for each student at OSU. The Service-Learning Volunteer Center (SLVC) recently celebrated 30 years on campus. Student hours are recorded through CampusLink, a third-party online reporting tool that has information about over 500 OSU organizations. Through the use of CampusLink, SLVC reported 186,500 service hours performed by students during the 2012-2013 academic year.

The Division of Student Affairs collects assessments on service learning activities from coordinators of the service-learning efforts. The assessments reflect data on the numbers of student participants, description of the purpose, which of the Six Pillars of Student Success the opportunity addresses, student-learning outcomes afforded by the service learning, how the assessment was conducted, and most importantly, what the data showed about the attainment of the learning objectives and what changes or improvements can be made to the service learning opportunity based on the data. All the unit and program assessment submissions are aggregated for review by the Student Affairs Assessment Advisory Council, whose mission it is to "provide planning, resources, training, and support to continuously improve co-curricular student learning at Oklahoma State University."

Undergraduate students who log 400 service hours and graduate students who log 300 service hours qualify for the Creating Opportunities for Responsible Development (CORD) honorary cord at graduation. These recipients report that the top three skills that they learned were communication, teamwork, and leadership. Some of these volunteers stayed in the local area working with Habitat for Humanity or Into the Streets, and other students reported serving overseas.

A spiritual connection is important for the campus community, and is considered part of the elements for wellness programs on campus. OSU has a campus ministry organization, and there are many religiously affiliated clubs and organizations.

2014 Student Affairs Assessment Submissions

2013-14 Camus Life Learning Center Volunteer Ambassadors Data Collection

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

OSU fulfills its requirement for quality degree programs by requiring faculty to drive the course and program creation process. The policies for course approval have several steps through established committees and councils to assure that the course meets the requirement for rigor and non-duplication of efforts. All degree programs have clearly defined learning goals, an assessment plan, and then report on the assessments annually. Assessment plans are created for a program and the mode of delivery is not a factor in the assessment of learner outcomes.

The delivery and assessment of undergraduate general education receives much attention at OSU. Courses are approved and reviewed by the General Education Advisory Council and the assessment of the course skills is conducted on a rotating basis and supervised by the Committee for the Assessment of General Education, a faculty subcommittee of the Assessment and Academic Improvement Council. The specific courses required are set based on OSRHE policy and OSU Academic Regulations. General education hours that are directly related to diversity are a required general education component.

Faculty, having developed the courses and programs, are charged with the delivery of quality instruction. One of the ways quality instruction is maintained is by faculty participation in development workshops. Different topics and delivery methods are available. Faculty qualifications are verified when they are hired and faculty are regularly evaluated by their peers and by unit administrators.

Resources and support for students are prevalent whether the need is for accurate course placement, research support, advisors, tutors, or fulfilling a need to help others. Each college supplies academic and faculty advisors and access to tutors. The Division of Student Affairs has departments that provide housing assistance, counseling, service learning assistance, and career services help. Learning resources are supplied through library connections and through material aligned with individual disciplines.

Challenges:

• Ensure students who need assistance receive the correct assistance as quickly as possible.
• Ensure that faculty and staff review the requested resources to identify trends.
• Ensure that the types of support available are sufficient for the current student population and for projected student populations and projected demographic shifts

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Introduction

The curriculum development process at OSU is rigorous and requires review at many levels by faculty and administration committees. After program approval, OSU practices regular evaluation of all degree programs in two ways. Each program identifies student learning objectives and develops an assessment plan, annually reports the data, and identifies program changes that will enhance student learning. The second evaluation is a full review of each program every five years. OSU also surveys alumni of undergraduate and graduate programs to ask how well the graduates feel the programs prepared them for their careers.

General education at OSU has its own assessment activities that are separate from the degree programs in which the classes are taught. Artifacts are collected from particular classes that have general education designations and the artifacts are assessed by trained faculty. These assessment

results are presented to faculty committees and to OSRHE to fulfill policy requirements.

Student persistence and retention was the subject of the Quality Initiative Proposal and report to HLC. Several new programs and processes for student support are beginning as a result of the completed study.

4.A.1

There are two regularly scheduled program reviews at OSU. Program faculty at each degree level provide the Program Outcomes Assessment annual assessment reports to University Assessment and Testing (UAT). The goal of the annual reports is to not only document student attainment of key student learning objectives but also to use the assessment data to drive program improvement. The program faculty are able to annually evaluate the effectiveness of the assessments developed and to make data driven changes that will improve the program. The assessments are described in an assessment plan. The plans must be reviewed by the program at least every five years. The plan describes a set of student learning objectives that are key for the program and how the program will effectively assess the objectives. The annual reports are based on a program developed assessment plan. The report presents the data and the program interpretation of the data as well as changes to the program that will improve student attainment of the learning objectives.

UAT reviews the assessment reports and compiles a report to OSRHE. The report includes entrance examination report and general education assessments as well as the annual program assessments. For the 2013 – 2014 assessment activity, the most commonly used assessments for undergraduate programs were
Course, licensure, standardized examinations – 35 reports, 20% of total;
Evaluation of student work using rubrics (OSU, VALUE, program-specific) – 35 reports, 20% of total;
Capstone or major course projects – 21 reports, 12% of total;
Exit interviews, exit examinations, exit surveys – 15 reports 9% of total; and
Portfolio review – 13 reports, 7% of total.
The most reported assessment methods for graduate degree programs were:
Evaluation of student work using rubrics (OSU, VALUE, program-specific) – 37 reports, 26% of total;
Dissertation, thesis, or creative component (proposal or final product) – 40 reports, 28% of total; and
Comprehensive or qualifying exam – 30 reports, 21% of total.
Note: Each report includes more than one assessment method.

The assessment data gathered are used by programs to make changes such as: modifying course content and curriculum, modifying the assessment process, modifying courses to address skill deficiencies, creating additional courses, monitoring program changes made previously, and making changes to recruitment procedures.

The annual Program Outcomes Assessment report is a key part of the required five-year Academic Program Review (APR). The reviews are required by OSRHE policy 3.7 for all programs at all degree levels. At OSU, approximately 20% of the programs are reviewed every year, based on a schedule set by the OSRHE. The review covers instruction and courses offered by faculty, enrollment to graduation ratio, faculty student credit hour production, and faculty census with faculty rank and highest degree granted. Program faculty describe the programs' vitality and centrality to OSU's mission, and address course duplication with another program, and the demand for their program by

students. The process requires that the program develop recommendations that are sent, with the report to the dean of the college. Program faculty use the data and information in the APR to write an executive summary.

Faculty in programs to be reviewed in given year are invited to an informational meeting in early October. The templates for the APR and executive summary are provided as well as information on the data that will be sent to faculty. The data for the preceding five years, the time covered by the report include:
• Degree Production and Enrollment
• Course Enrollment
• Graduate Bricks (a summary of enrollees and graduates for graduate programs)
• Academic Ledgers, https://osuledgers.okstate.edu/AcademicLedgers
• Assessment documents at http://accreditation.okstate.edu/assessment
• IRIM Graduate Degree Completion and Time to Degree Reports

The Graduate College uses "degree completion" and "time to degree" data for all graduate programs with the five-year Academic Program Reviews. The reports are provided by the Graduate College, in partnership with IRIM, to the associate deans for research and graduate programs. These reviews allow all programs to address student retention, persistence, and program completion. The program responses address OSRHE policy with respect to program head counts and degrees awarded.

Following the informational meeting in October, the following timeline is used:
• Early February - Reports and Executive Summaries due, include department and college recommendations
• April – College Follow Up meetings Participants include: Dean, Associate Dean of Instruction, Department Heads of reviewed programs, Provost, Associate Provost, Dean for the Graduate College, Director for University Assessment & Testing, and Director for Accreditation
• Early fall semester – Executive Summaries will be provided to A&M Board of Regents
• Late fall semester– Reports will be provided to OSU President to submit to the OSRHE

The APR process has been improved by using simplified templates for the APR and executive summaries that still meet the OSRHE policy requirements.

The past 4 years of executive summaries are included in this material for the Evidence Room.

2010-11 APR Executive Summaries

2011-12 APR Executive Summaries

2012-13 APR Executive Summaries

2013-14 APR Executive Summaries

4.A.2

Oklahoma State University courses for credit are developed and approved through a curriculum review (course action) process. The Academic Affairs office coordinates the process and all parties involved, from the requesting faculty member, through the approval committees, must adhere to OSU Policies and Procedures 2-0202 Course Action Requests (Academic Affairs, July 2007), 2-0212 Approval of General Education Courses (Academic Affairs, January 2011), and 2-0209 Standards for

Semester Credit Hour (Academic Affairs, July 2007).

The process for OSU course development begins with the department and requires review at the college level. Instruction Council, consisting of college associate deans for academic affairs, reviews all course action forms. Course recommendations from Instruction Council are forwarded to the Provost. Courses for graduate credit must be approved by the Dean of the Graduate College. The process of course development and approval for general education courses requires additional steps. The General Education Advisory Council consists of faculty members from the colleges. The composition of the council is defined through 2-0212 Approval of General Education Courses. Instruction Council and General Education Advisory Council actions ensure compliance with OSRHE policy regarding semester (contact) hours and general education. Following course approval, the registrar's office ensures that courses are appropriately scheduled according to University Academic regulations regarding course start times or deviations from the official schedule.

OSU courses that hold extension or outreach classifications are evaluated in accordance with OSU Policy 5_0201 On-Campus Courses Offered Through Extension and 5_0202 Supplemental Credit Courses Offered Through Extension. These policies specify that the courses must follow defined and specific policies and procedures for development and deployment. These policies require compliance with all OSHRE and OSU policies for semester-credit hour. Further, the policy specifies faculty qualifications for outreach/extension courses.

Undergraduate Admissions evaluates all transcript credit whether for new students, current students or returning students. Evaluation procedures are based on published OSRHE policies, Chapter 3 – Academic Affairs section 3.9 through 3.14 and published University policies, University Academic Regulations 2014 page 4, and national accepted standards of good practice. Three trained evaluators are responsible for consistent evaluation.

4.A.3

Undergraduate Admissions evaluates all transcript credit whether for new students, current students or returning students. Evaluation procedures are based on published OSRHE policies, Chapter 3 – Academic Affairs section 3.9 through 3.14 and published University policies, University Academic Regulations 2014 page 4, and national accepted standards of good practice. There is a provision in the OSRHE Undergraduate Transfer and Articulation policy (Academic Affairs Procedures Handbook, page 79) for students that transfer within the institutions of the Oklahoma State system. Three trained evaluators are responsible for consistent evaluation.

Credit acceptance is generally based upon catalog descriptions but, under given conditions, will be evaluated by the academic department/college. Undergraduate Admissions does not make academic determinations of transferability, but is a servicer for departments/colleges of the University.

4.A.4

Course prerequisites are specified by course action requests. Prerequisites can be identified when the course is initially developed or changed at a later date based on program requirements. All course actions have a detailed approval chain, starting with the requesting department. This chain is described in sub-components 3.A.1, 3.A.2, 3.A.3, and 4.A.3. Once prerequisites are defined and

approved, they are listed with the course description. Some prerequisites include advisor or instructor approval, as well as courses that must be successfully completed prior to course enrollment.

Programs at OSU demonstrate their rigor annually and every five years through reports based on program-identified student learning outcomes. The annual reports, submitted to University Assessment and Testing, are based on assessment plans that define and identify a program's student learning expectations. The annual reports document the results of the assessments and any program changes that the data suggest will enhance student learning. Every five years, on a rotating basis, all programs undergo a full program review (2-0215). The review process is described in sub-component 4.A.1. Both the annual assessment reports and the five-year academic program review are key to maintaining high expectations for student learning as well as dynamic degree programs.

Student learning resources, from tutoring to classroom, laboratory, and library facilities, are fully detailed in sub-components 3.D.2 and 3.D.4. Both Stillwater and Tulsa campuses maintain tutoring spaces and schedules for students to receive help. As a research university, OSU maintains up-to-date-resources for students at all points in their college career.

Faculty qualifications are outlined in Section1.1.1 - Qualifications of the Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University, published as part of the Faculty Handbook, provides that qualifications for faculty be developed by the department head or chair with faculty guidance, approved by the dean and the Vice President for Academic Affairs. Section 1.1.5.1 – Annual Review of Faculty and 1.1.5.2 – Cumulative Review of Tenured Faculty are the policy sections that establish the faculty review policies. Guidelines for the annual reviews are given in 2-0112 Annual Faculty Appraisal and Development Program and 2-0902 Reappointment, Promotion, and Tenure Process for Ranked Faculty. The Graduate Faculty bylaws, approved in 2014, require an earned doctorate, or a specific discipline's recognized terminal degree if not a doctorate, for full membership as graduate faculty.

OSU follows OSRHE policy 3.9.6.I Concurrent Enrollment of High School Students. This policy describes the admissions requirements for high school students that are comparable to other freshmen, with the exception of the high school diploma. The high school principle must attest that the student will complete the graduation requirements by spring of the high school student's senior year. There is a provision for the admission of high school juniors with additional admissions requirements. The OSRHE policy for high school concurrent enrollment obligates the university to provide a "collegiate experience" in rigor and in faculty qualifications. Courses in which high school students enroll are regularly scheduled OSU courses.

4.A.5

OSU currently has over 70 programs, degree options, or facilities recognized by subject or profession accreditation agencies. The list is part of the Federal Compliance Filing: Standing with State and Other Accrediting Agencies. These accreditations frequently require that students show competence by passing professional examinations, as well as meet program identified requirements that address accreditation standards.

Program accreditations are another part of the University's emphasis on rigorous programs for all students. The commitment to maintaining accreditation entails submitting periodic reports to the agency, followed by analysis by expert reviewers, and in some cases, a site visit by the reviewers. The accreditation reviews can use assessments completed during the annual Program Outcome Reports

and the five-year Academic Program Reviews, as described in subcomponent 4.A.1.

Specialized accreditations help parents of potential students and the potential students themselves identify OSU as an institution that has high standards and that graduates of programs with specialized accreditations have some career opportunities that are not available to individuals who graduate from institutions that do not carry the accreditations.

4.A.6

Since 2001, UAT has conducted an annual university-wide survey of OSU alumni, administering the survey to alumni of graduate and undergraduate programs in alternating years. The purpose of these surveys is to identify institutional strengths and areas for improvement, to track the careers and continuing education of recent OSU graduates, and to assess achievement of learning outcomes as perceived by alumni from individual academic programs. These surveys target alumni who are one and five years post-graduation. The survey includes 17 common questions that are asked of all alumni that cover employment and career issues, continued education, and general satisfaction.

Each academic college can provide college-specific questions and each academic program can provide program specific questions to be asked of its alumni to assess program outcomes and alumni satisfaction. Results from these surveys have become a cornerstone of the assessment efforts for many academic units and provide valuable information about the career patterns of recent graduates and perceptions about program quality. These surveys complement program outcomes assessment by providing feedback for use in continuing quality improvement.

The 2014 Survey of Alumni of Undergraduate Programs, which surveyed 2008 or 2012 graduates of undergraduate program, had an absolute response rate of 42.1% and an overall adjusted response rate of 56.2% from a target population of 7,473. Alumni with invalid telephone numbers were removed from the target population. 87.8% of respondents indicated they were currently employed. 32.9 % of survey participants indicated they were enrolled in or had completed another degree program. For those in graduate or professional programs, 54.5% reported their undergraduate program prepared them very well for their continued education, while 38.2% reported that they were adequately prepared for the graduate/professional program.

The 2013 Survey of Alumni of Graduate Programs surveyed 2007 or 2011 graduates. Of the 2389 graduates in the target population, 712 were unreachable. Of the reachable graduates, 887 provided responses for an adjusted response rate of 52.9%. 98% of graduates of doctoral programs and 92% of graduates of master's programs reported that they were employed. Approximately 19% of respondents reported that they had completed an additional degree in graduate or professional school; 89 of these, or about 60% stayed at OSU for their additional schooling. As for their overall educational experience, 91% of the respondents indicated they were satisfied or very satisfied.

In 2014, UAT and OSU Career Services began working together on a plan to conduct employment surveys with OSU alumni within six months of their graduation. Currently, this survey is conducted via email only by OSU Career Services; starting in fall 2015, the UAT call center will also begin calling alumni who have not responded to the email survey. Surveying by email and phone will allow for greater response and closer tracking of employment rates and salaries post-graduation. The Career Services office hosts general and targeted career fairs to assist all students in finding employment after they graduate. Career Services conducts surveys of graduates regarding employers, continuing education, and salaries.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1

OSU has multiple levels of learning goals for students, from entry level, through general education, and for undergraduate and graduate programs. Entry level and general education expectations are clearly defined so that incoming students, at all levels, will have the foundation skills to succeed when embarking on their college career. Learning goals are evaluated at different times and via different mechanisms to ensure that goals are clear and attained at student program transition points.

General education assessments are evaluated by faculty with guidance from the Committee for the Assessment of General Education (CAGE), the Assessment and Academic Improvement Council (AAIC), and the General Education Advisory Council (GEAC). On a rotating schedule, student work for specific general education goals is collected from specific general education classes and evaluated by a panel of faculty. The results are compiled by UAT staff and presented to a joint meeting of the three faculty committees. The membership evaluates the results to ensure that the evaluated student work is representative of the general student population and that there is attainment of general education goals.

In addition to general education, student learning outcomes are developed throughout each student's degree program via annual undergraduate or graduate program assessment plans and reports. The assessment plans are developed by faculty for each program. Each assessment plan describes expected learning outcomes, the assessments used to measure the outcomes, and how and when the assessments will be given. Each program's annual assessment report provides the data from the assessments with program faculty interpretations, including program changes that are designed to increase student learning. The assessment plan is updated to reflect the assessment changes. All program assessment plans and annual reports are submitted to and reviewed by University Assessment and Testing (UAT).

There are non-classroom evaluations that contribute to the assessment of student learning goals. OSU is now administering both the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE). The OSU results from these surveys can be compared to national administrations and allow faculty to verify that student experiences are of the

highest quality. Alumni surveys for all program graduates provide another non-classroom assessment of student learning goals. These surveys afford validation that the programs and the program learning goals are effective career preparation approaches.

University Assessment and Testing compiles the full set of results of learning goals at entry level, general education, and assessment plans and annual reports as well as the BCSSE and NSEE summaries as an annual report of assessment submitted to the OSRHE.

4.B.2

The Program Outcomes Report is an annual assessment of program-identified student learning outcomes. Each degree program is responsible for completing this report and submitting it to the University Assessment and Testing office. The annual reports are summarized and the summary is sent to the OSRHE. This report is fully described in sub-component 4.A.1.

Oklahoma State University assesses curricular and co-curricular learning outcomes through multiple methods. The Student Affairs Assessment Advisory Council oversees the progress of assessment in the Division of Student Affairs. Representatives from all departments in the division serve on the council, which works to promote a culture of assessment. Using rubrics developed for each of the Six Pillars student learning outcomes, the Council establishes a yearly work plan; provides resources, consultation, and professional development for staff pertaining to assessment; catalogs and reviews divisional assessment projects; and performs research. Co-curricular program leaders and facilitators define how they will assess their effectiveness annually by describing the learning outcomes, methods of assessment, and lessons learned using the Student Affairs Assessment Template.

The Office of the Vice President of Student Affairs manages the co-curricular programs assessment at Oklahoma State University. Student Affairs supports the Six Pillars of Student Success: academic excellence, leadership, service and community engagement, finding your purpose, broadening your horizons, and wellness. These pillars represent facets of student life that are part of and above the typical curricular experiences for students at a university. A few examples of co-curricular programs are the Reboot Center to help students to develop stress management skills, Service-Learning Volunteer Center, and Camp Cowboy, which is an informal orientation to the traditions of Oklahoma State University. The student packet for service-learning includes forms for the sponsor agency to evaluate the student's performance during the project. The student volunteer completes a written reflection of the experience. Classes that incorporate service-learning components evaluate experiential learning in conjunction with the remaining course objectives.

The curricular learning outcomes are assessed during general education and degree program courses through multiple means. All general education learning outcomes are evaluated on a rotating basis by a faculty committee. Students submit assignments in designated general education courses and a representative sample are selected to be scored by a faculty committee. The faculty scorers use some rubrics that are locally developed as well as the written communication and critical thinking Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics developed by the Association of American Colleges & Universities (AAC&U). The VALUE rubrics allow the institution to compare OSU student scores with other institutions.

Degree and program learning outcomes are identified by faculty and plans are developed for systematic assessment. All assessment plans are submitted to, and approved by, University Assessment and Testing (UAT). Assessment results are reported annually to UAT with interpretations

and details of proposed program changes that will address any gaps in student learning that are identified in the data.

Oklahoma State University, through UAT, surveys alumni on a rotating schedule. The surveys target graduates from both undergraduate and graduate programs one and five years after graduation. Survey questions identify institutional strengths and areas for improvement. Survey results are compiled by UAT and reported to programs for action.

4.B.3

The assessment of general education at OSU is one of the key features of continuous improvement of student learning. The general education assessments, referred to as the institutional portfolio in the General Education Reports, evaluate criteria for undergraduate general education using artifacts collected from designated courses and evaluated by a faculty panel using rubrics. Identifying information is removed to preserve student anonymity. Each general education goal is evaluated on a three-year, rotating basis. Key findings from the annual institutional portfolio assessments drive multiple changes to improve student learning. The requirements for the assessment of general education through the institutional portfolio include: science inquiry, diversity, written communication, and critical thinking, across multiple subject areas for undergraduate students. The previous year's results are reviewed in the spring semester by a joint meeting of the three assessment and general education committees, AAIC, CAGE, and GEAC. Recommendations from this meeting are sent forward to the Provost for consideration and action. Recent recommendations from the joint AAIC/CAGE/GEAC meetings have been:

2012: There was general agreement that students neither write nor critically think at levels most faculty deem acceptable. The committees recommended finding ways to provide professional development training in these areas. Concerns about inter-rater reliability were discussed, and alternative methods for assessing some general education outcomes were discussed;
2013: An enthusiastic discussion ensued about how to measure diversity and how to draw meaningful conclusions from the results. A subcommittee of members of AAIC was formed specifically to discuss appropriate ways to measure and assess 'understanding of diversity' as a part of the general education requirements and portfolio; and
2014: Early discussions of changes include focusing the Provost's Initiative: Focus on General Education workshops (offered through UAT) in 2015-2016 exclusively on critical thinking (instead of on three subjects as they have in the past) to provide more resources to assist faculty with teaching and assessing critical thinking.

A new rotational schedule for the general education assessment was designed by the Committee for the Assessment of General Education (CAGE) in 2011. The purpose of this new rotational schedule was to allow for a larger number of samples of student work to be assessed in a single year, thus increasing the power of the statistical analyses performed on those data. Each general education outcome will be assessed every three years, allowing for long-term trends to be examined for groups of students.

Student learning at the program level is enhanced through the annual program assessment reports. Assessment of learning goals for subject areas and degree levels are completed using program defined criteria to satisfy OSRHE policy for assessment of program outcomes. Examples of assessments at the undergraduate or graduate level are: final or capstone projects; qualifying or comprehensive examinations, including licensure, certification, or standardized; and proposal or final product of

dissertation, thesis, or creative component. The most common program responses to the assessment results are: modification of curriculum, including addition/deletion of courses or changes in course sequences, modifying courses to address skill deficiencies, and implementing more diverse culture variation into existing courses; facilitation of curriculum discussions at faculty meetings, committee and council meetings, and retreats; and changes to student academic facilities, such as computer labs, science labs, and study areas. Annual reports from years following program changes report the effects that the changes have made in the assessments. Some programmatic changes may require several years before substantive benefits are apparent in the assessment data.

4.B.4

Assessment at OSU follows a well-outlined process and is goal-oriented, with a particular focus on comparing performance to expectations. OSU's processes and methodologies for assessing student learning reflect good practice in several different ways. Assessment at OSU is ongoing, not episodic. Assessment is conducted regularly, at least annually, and through the use of assessment plans, programs follow the assessment standard of articulating desired student outcomes first. Further, having multiple years of data allows for the analysis of trends and comparisons over time.

Assessment at OSU is multidimensional. Assessments are conducted in various ways, using a number of methods (see sub-component 4.B.2), and involve numerous faculty, staff, students, and administrators. Faculty involvement is indicated in many annual program assessment plans and reports that describe how assessments are conducted, and how results are distributed and used for decision making. Faculty members also are responsible for making sure that relevant assessment recommendations are implemented. Each degree program has an identified assessment coordinator and across the institution, all but two assessment coordinators are faculty members. In the assessment planning process, program faculty members are involved in defining expected student learning outcomes and creating the strategies and rubrics used to determine whether those outcomes are achieved.

Assessment activities are discussed regularly at faculty, committee, and council meetings, including departmental and college faculty meetings, Instruction Council, Faculty Council, AAIC, GEAC, and CAGE. Further, assessment activities are discussed at length during Annual Program Review (APR) meetings. Findings from the annual general education assessment are presented to a joint meeting of the members of GEAC, AAIC, and CAGE, which is scheduled every spring. The findings are also presented in assessment workshops for faculty and staff, and the UAT staff present them upon request to other groups as needed/requested. The UAT website has information about and results for the institution-wide assessments that are conducted, including general education, BCSSE, NSSE, surveys conducted on undergraduate and graduate alumni, and the annual report to OSRHE that summarizes assessment efforts.

Resources for encouraging and sustaining assessment practices are provided regularly. UAT, with the support of AAIC and CAGE, provides two workshop series per year that focus on assessment: 1) the Faculty Certificate Program and Graduate Student Endorsement in Program Assessment and 2) the Provost's Initiative: Focus on General Education. These professional development opportunities are excellent resources for anyone involved in assessment activities. Archives of previous workshops, as well as information on upcoming workshops, are always available on the UAT website. Attendance at these workshops has been steady throughout the years they have been offered. An average of over 100 faculty, staff, and graduate students attend these workshops each year.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1

IRIM collects and analyzes data on student retention, persistence, and graduation rates and publishes these reports annually. The Student Profile contains details of the student population for a single year as well as enrollment trends and projections and retention and graduation rates. The Academic Ledger consolidates five years of student head counts and degrees, in addition to class size, instructor FTE, and budget information into a two-page digest.

The Student Profile for 2014, in the Retention of Students section, shows a fall semester, full-time student retention rate of 80.3% for 2006, but declines after that to 78.3% in 2009. Decreasing retention rates have significant implications for university budgeting and staffing recommendations. As a land-grant institution, OSU is pledged to provide support for student success.

Freshman Retention 2006 - 2009 Chart

In fall 2010, Faculty Council devoted discussion to student retention and a goal for increasing the 78.3% freshman retention rate. A goal of 85% retention rate was discussed at the meeting. In academic year 2011 – 2012, the Undergraduate Retention Task Force was formed to establish objectives for increasing undergraduate retention and improve student success and graduation rates. Freshman retention is defined as the percent of full-time freshman students enrolled during a fall semester who return for the following fall semester. The purpose of this study was to identify factors that were potential predictors of freshman retention, to evaluate the relative predictive importance of these factors, and to use them to describe how the retained students differ from those who departed. Records were examined from 2,977 freshmen who were enrolled in at least 12 credit hours at OSU during the fall 2009 semester. After one year, during the fall 2010 semester, 2,330 of these students were still enrolled at OSU and 647 were not enrolled. This constitutes a 78.3% freshman retention

rate. All colleges were represented as well as campus offices devoted to all aspects of student experiences at OSU.

In 2013, the Quality Initiative Proposal was submitted to HLC in April of that year. The proposal includes focuses on five of the original ten recommendations of the Undergraduate Retention Task Force from 2011 – 2012. The focus of the quality initiative is first-time, full-time students. The goals of the proposal state the retention goal as 80%. This goal takes into account the 35% increase in freshman enrollment that OSU has seen between 2009 and 2012. OSU shows its commitment to its land-grant mission by implementing programs that contribute to greater student retention and therefore, success.

4.C.2

Oklahoma State University' Institutional Research and Information Management (IRIM) office maintains historical files which allows for current and past reporting of retention, graduation rates, and degrees granted. The current year academic ledger, which reports a five year history of student, faculty, research, and financial information, is available for public inspection on the OSU website. IRIM maintains historical data for all student enrollment, retention, persistence, and graduation. Retention and graduation data are separated into various subgroups including race/ethnicity and college.

Analysis of retention data for freshman cohorts from fall 2007, 2008, and 2009 developed a list of predictors that were moderately successful in retention prediction (86.5% accuracy). The predictors included high school GPA, number of credit hours dropped in the first semester, and an unpaid balance at the end of their first semester. However, roughly one-third of the freshmen who did not return to OSU for their sophomore year were predicted to return. Telephone surveys of students who did not return to OSU identified, in part, financial and academic difficulties. The full analysis is available in Freshman Retention Report 2009.

The Academic Program Review, described fully in sub-component 4.A.1, includes a section that covers five year enrollment and graduation rates. The review provides an opportunity for programs to analyze and characterize student retention and graduation rates at the program level. This analysis complements the program review of student learning outcomes.

4.C.3

OSU has had numerous student support services in place to address retention and student success. These efforts included LASSO for tutor services and advisement, multiple programs through the Division of Student Affairs for activities that encourage personal development and engagement, and multiple programs through units of the Division of Institutional Diversity that are designed to increase student understanding of others as well as assist students toward academic success.

The Registrar conducted an analysis of freshman retention rates for multiple years to examine the retention rates and the underlying causes of freshman attrition. The analysis found that the 10 year retention rate varied from a high of 81.7% (2000 cohort) to a low of 78.7% (2008 cohort). The 2009 cohort retention rate was even lower at 78.3%. Attrition was linked to lower high school GPA's, unpaid OSU bills at the end of the first semester, withdrawal from more credit hours during their first

semester than retained students, and lower college GPA's. These data are all detailed in the Freshman Retention Report 2009. The task force was created to address action to increase retention and student success.

This task force organized working groups to develop implementable processes that would address obstacles to student retention. There were 10 recommendations from the working groups. Each goal had an implementation team consisting of faculty, staff, other unit personnel, and students, as well as milestones and proposed timelines.

These ten recommendations were revised to five as the main focus of the Quality Initiative Proposal (QIP) for HLC submitted in 2013. The five action items of the QIP detail efforts to provide support through subject area tutoring and skills for success; augment and achieve consistency in freshman orientation across colleges; create easy-to-identify contact information for Academic Affairs that students or parents can find and use; study and understand how enrollment holds, financial aid, and student tracking directly affect retention; and provide a unified source of information for students via Student Academic Services.

The Quality Initiative Report, which was finalized and submitted in August 2015, provides details on the progress made toward the five action items. Some of the original recommendations have been updated and revised to comport with significant improvements to OSU's on-line student information systems as they convert to a comprehensive commercial product and because of this, information-sharing between units will be more effective. This conversion to a new system will require several semesters to complete. The LASSO center was reorganized and has been incorporated in the structure of the new University College. The four main functions of University College are advising and tutoring for freshmen and other undergraduates, providing resources for students transferring to OSU as well as students who are veterans, enhancing P-12 academic partnerships, and supporting undergraduate research and scholarship. Some of the initiatives are in place and others are in progress. The increased attention to retention across OSU has already had a positive impact on freshman retention. The freshman retention rate in 2013 was 81.3%, up 2.7% from the previous year.

The Graduate College uses "time to degree" data for all graduate programs with the five-year Academic Program Reviews. These reviews allow all programs to address student retention, persistence, and program completion. The program responses address OSRHE policy with respect to program head counts and degrees awarded.

4.C.4

Oklahoma State University' Institutional Research and Information Management (IRIM) office prepares reports for collecting and analyzing data on student retention, persistence, and completion and the process is consistent with IPEDS definitions. For example: Retention for new freshmen is based on establishing a first-time, full-time freshmen cohort. Once cohorts are established, files are then updated to track persistence and completion.

In addition to the standard graduation rates – calculated as the total number of completers within 150% of normal time (i.e. 6-years) divided by the total cohort (revised for any allowable exclusions such as deceased students, students who left for military duty, etc.), OSU also closely tracks 4 and 5 year graduation rates. These statistics are reported annually for both new freshmen cohorts as well as undergraduate transfer cohorts. Annual data regarding enrollment trends, retention, and graduation is available on the IRIM website as part of the Student Profile. Collection and calculation methodology

is presented with the data tables in the profile.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Program and graduate evaluation at OSU is regular and systematic. The Program Outcomes Reports and the Academic Program Reviews serve to address the strategic plan core goal of "Academic Excellence." These regular reviews of student learning and program productivity and performance allow program faculty and central administration to respond to changes in learning goals attainment or other issues. Regular reviews of programs are part of maintaining specialized accreditation for over 70 programs or facilities at OSU.

One of the challenges at OSU is consistently increasing undergraduate student retention. The Undergraduate Retention Task Force and the Quality Initiative Report developed suggested components for implementation to address low retention. The implementation process for the improvements has recently begun, but the focus on retention may have already had a positive impact by increasing retention to 81.3% for the 2013 cohort.

Challenges:

• Implement effective strategies for increasing student retention and persistence.
• Effectively assess student learning of general education concepts.

Sources

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5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1

Through the core value of "Stewardship of Resources," OSU has developed initiatives for managing all resources needed for the university to continue to grow and fulfill its land-grant mission as a public institution. OSU continues to grow with increasing enrollment each year. In coordination with student enrollment growth, the strategies for fiscal growth include the implementation of block tuition, energy savings plans, and transitioning to a self-funded health plan to capitalize on efficiencies and generate additional revenue. Other revenue for OSU comes from the seven-year long Branding Success fundraising campaign begun in December 2007. As of April 2013, the campaign had raised over $1 billion. The campaign continued through December 2014 with a final total of more than $1.2 billion. Targets for the fundraising include student, faculty, facility, and program support.

Sources of revenue for OSU from allocations by the State of Oklahoma are flat from fiscal year 2014 to fiscal year 2015 at $214,116,838 for OSU System. The allocation chart from FY 2015 budget presentation.

In the 2015 budget presentation to the University Budget Committee, the education and general budget revenue distribution is defined.

Expenditures for FY 2015 in the presentation to the University Budget Committee.

Faculty salaries make up 25.4% of the expenditures for FY 2015 however, they are still below Big XII peer institution averages. The FY 2013 Big XII average for a full professor, 9 – 10 month salary equivalent, is $119,619 and the FY 2014 salary at OSU is $104,021. Recent salary initiatives have aided in reducing the disparity. Assistant professors are being hired within approximately $3,700 of their Big XII counterparts: Big XII, $74,591; OSU, $70,902. The additional revenue needed to fund salaries and benefits commensurate with Big XII salaries is $9.8 million.

In spite of salary compression, the total number of faculty have increased slightly from 1566 total faculty in 2010 to 1639 in 2014; an increase of 4.7%. From the total number of faculty, the percentage of tenured faculty has increased by 6.7% over the five years, the total number of tenured or tenure-track has dropped by 1.8%.

Undergraduate student enrollment has grown by 14.4% from 2010 to 2014; from 18,197 undergraduate students in fall 2010 to 20,821 in fall 2014. Graduate and professional student enrollment has declined slightly over the same period, 5.7% and 1.7%, respectively. The overall growth in student population from fall 2010 through fall 2014 is 9.9% or 2,332 more students. Current enrollment projections show increases in enrollment for the next two fall semesters. Total student enrollment for fall 2014 was 25,854 and is projected to be 26,427 in fall 2016 and 26,691 in fall 2017 in the FY 2014 OSRHE budget presentation.

The comparison of OSU 2013 – 2014 undergraduate tuition and fees for residents and nonresidents of Oklahoma to the other Big XII schools listed OSU resident tuition and fees as $7,442. This was 88% of the Big XII average of $8,483. For non-Oklahoma residents, undergraduate tuition and fees cost of $20,027 was 86% if the Big XII average of $23,287.

As part of the "Finish in Four" initiative to encourage students to take 15 credit hours per semester to graduate in four years, OSU began block tuition in fall 2014. With block tuition, there is an undergraduate tuition rate of $3,888.75 per semester for Oklahoma residents and $10,488.50 tuition rate per semester for non-Oklahoma residents. This rate covers 12-18 semester credit hours and covers university-wide fees. One-time and college-based and course-based fees are excluded from the block rate and will be assessed on a per credit hour basis. The "Finish in Four" block rate gives students an incentive to enroll in 15 or more semester credit hours and that allows them to reduce their potential student loan debt; save money by not incurring added room, board and other attendance costs; and enter their professions earlier.

Students who enroll in 16 – 18 credit hours will notice a decrease in cost if the same number of hours were taken in 2013 – 2014. There are exceptions to block tuition at the undergraduate level and it does not apply to graduate students. Use of undergraduate block tuition creates less fluctuation in the revenue from tuition based on enrollment projections. IRIM develops enrollment projections as part of the annual Student Profile, OSU's fact book.

Facilities
The campus of OSU-Stillwater maintains 472 classrooms. Over 40 classrooms seat more than 100. OSU-Tulsa has 46 general purpose classrooms; nine (9) distance learning classrooms; six (6) computer labs, five (5) of which can be used for classroom instruction; six (6) rooms for the Conference Center; and 26 laboratory rooms. OSU-CHS maintains over 22 classrooms. Facilities Management maintains 4,787,115 gross square feet of general university facilities and over 800 acres of landscape.

Energy management; sustainability initiatives; physical infrastructure; custodial services; facilities modifications and remodeling projects, which may be reviewed or referred to Long Range Facilities

Planning; recycling and waste management; and building services are components of Facilities Management.

In 2006, as part of former President Schmidly's strategic plan efforts, the OSU/A&M Board of Regents commissioned Master Plan 2025 for OSU. This focused vision of growth honors the signature Neo-Georgian architecture of OSU, while creating a modern campus that incorporates sustainability, a vibrant campus culture, and promotes safety and security. Commercial consultants and all levels of OSU personnel helped to develop the Master Plan 2025.

The new Campus Landscape Master Plan 2012 adds to Master Plan 2025 by codifying design and campus identity strategies for accessibility, landscape, transportation, and walkways and open spaces. It respects the vision of previous campus Master Plans while updating major aspects of campus structure. Sustainability becomes more than part of an architectural plan. It is, with the Campus Landscape Master Plan 2012, a multi-faceted initiative that includes building energy conservation, energy efficient illumination choices, planting that allows winter sunlight and create summer shade to minimize energy consumption, and education on green initiatives. This master plan works to consolidate new building design with the current framework for realistic growth that conserves esthetics and resources.

Technology
OSU Information Technology (IT) is responsible for centralized telecommunications, database services, server administration with learning management and web services, data storage, wired and wireless internet access, information security, and technology support throughout the university. Specialized areas for IT include maintenance of the High Performance Computing Center (HPCC) and continuity planning in case of disaster. The HPCC provides a platform for research, development, and testing through supercomputing services and expertise.

Descriptions of all IT services are available through the Service Catalog. Technology is funded through a fee applied as a university-wide, non-Center for Veterinary Health Sciences, mandatory fee of $10.15 per credit hour. This is covered by block tuition. Expenditure recommendations for the fee are made by the University Technology Services Fee (USTF) Committee. The committee members include students, faculty, administration, and staff from the colleges. The members review and recommend funding for management of short-term and long-term technology needs. Faculty Council, which has a Long-Range Planning and Information Technology committee, is a member of the USTF.

Budget oversight for technology is jointly held by the Vice President for Administration and Finance and the Vice President for Academic Affairs. The fiscal year 2014 USTF account shows anticipated revenues of $3,120,577 plus FY 2013 carry forward of $8,219.34. The projects included in the summary show on-going equipment rotation and upgrades. The fiscal year 2015 project request summary shows continued equipment rotation, software licenses, and general maintenance. Having the USTF committee recommend which requests should be approved ensures that technology needs are met and fully funded.

Additional operational support will be achieved by implementation of a commercial product, Ellucian Banner. This Enterprise Resource Planning system will link student, finance, and human resource systems. Linking these systems will increase efficiency by reducing the number of active hardware and software systems that have to be separately maintained and upgraded. This is another way that OSU maintains its ability to deliver quality education, research, and outreach to Oklahoma and the world.

5.A.2

OSU is a publicly-funded, land-grant institution that operates under the guidance and policy framing of the Oklahoma State Regents of Higher Education and the OSU/A&M Board of Regents. The University does not generate, nor does it provide financial returns. Financial contributions to OSU are the sole domain of the Oklahoma State University Foundation. Every year, the Budget & Asset Management office presents the operating budget to the University Budget Committee, the OSU/A&M Board of Regents, and to OSRHE.

OSRHE Chapter 4 - Budget and Fiscal Affairs

OSU Fiscal Procedures

5.A.3

The core goals of the strategic plan: academic excellence, student success, and community engagement, are essential to the function of OSU as a land-grant university. Each of the core goals has a set of strategic and tactical goals that identifies targeted areas for emphasis. These emphasis areas are part of the fabric of OSU.

Community engagement is a longstanding and integral part of OSU. Each college has a responsive set of community outreach partners to provide regular, meaningful interactions. Students also participate in the communities through their many volunteer hours.

There are many ways available to help students succeed. These range from regular meetings with advisors, to course placement efforts, to tutors for multiple subjects, the academic alert system that provides interventions to struggling students, and analyzing surveys given to students after graduation to discover what could have been done better.

Attention is paid to academic excellence every year with the Program Outcomes Reports which feed directly into the five-year Academic Program Review, as described in sub-component 4.A.1. Faculty participation in these reports creates a culture where programs are always in the process of improving and being more responsive to changes in the careers to which OSU's graduates aspire.

5.A.4

All staff positions must have minimum qualifications included in the position descriptions prior to posting the job opening. The Human Resources Representatives in each area verify qualifications of newly hired or promoted staff to ensure he/she meets the minimum qualifications for the position. All classified staff are hired based on "qualification, merit and professional capability." All newly-hired staff are given a three-month probationary period. There is a required evaluation prior to the end of this period to document fitness for the position. Periodic, written evaluations are required for all regular, continuous employed staff. The evaluations must be completed at least annually and are used to identify a staff member who is exemplary as well as to assist someone who requires performance improvement to meet their job requirements. Newly hired staff have an employee orientation that acquaints them with University policies and procedures and gives time to learn about and enroll in benefits options.

The Office of Equal Opportunity has regularly scheduled workshops covering sexual harassment, employment discrimination, and diversity awareness. Enrollment in these workshops is through the Human Resources system.

The Staff Training and Development Policy (3-0714) gives clear information to employees at all campuses regarding training available through the Human Resources department. These opportunities are available throughout the year. Notices are sent regularly through email to all staff at OSU with training schedules and enrollment information. The subjects covered include advanced topics for commonly used word processor and spreadsheet software, OSU financial policies and procedures, and leadership skills.

HR is able to help administrative units that need assistance with developing specialized training. Training and development is an ongoing offering for staff and faculty. The institution has recently purchased a new Learning Management System (LMS) to assist with scheduling, tracking, and automating development opportunities. HR offers several training programs that lead to certificates for staff members that emphasize leadership and professional development as well as training in fiscal matters. These training programs are structured with defined courses and requirements and a time limit for completion.

OSU Advisor's Conference Schedule

5.A.5

The Budget & Asset Management office within the Vice President for Administration & Finance provides assistance coordination for all phases of budget preparation and presentation. Oklahoma State University follows standards set by the National Association of College and University Business Officers (NACUBO) and Governmental Accounting Standards Board (GASB), as well as adhering to the policies of the Board of Regents for the Oklahoma Agricultural & Mechanical Colleges (A&M Regents) in addition to abiding to the OSRHE policies regarding budgets and expense monitoring. The policies specify all deadlines and calculations required for submission of budgets and justification. Oklahoma State University Policy and Procedures, Fiscal Procedures and Accounting Systems 3-0201, June 2011, is the source for all university budget procedures and provides references regarding compliance with state law, federal requirements, as well as national standards.

Budget requests for the upcoming fiscal year are prepared and presented first to the A&M Regents and, following approval by the A&M Regents, the budget is presented to OSRHE. Current and previous fiscal year operating budget information and presentation slide sets are available on the Budget and Asset Management office website. The budget presentations include summaries of the Oklahoma legislative appropriations, allocations to the University, funding sources and expenditures, enrollment comparisons and trends, tuition comparisons to other Big XII institutions, and highlights of ways Oklahoma State University is fulfilling its mission with the allocations received.

All accounts receive monthly reports showing the account summary and a record of transactions. The accounting procedures, compliance with state law, and specific elements of the reports are described in Oklahoma State University Policy and Procedures, Fiscal Procedures and Accounting Systems 3-0201, June 2011, section 4, Departmental Reports. By providing monthly reports to all accounts with transaction records, the fiscal department ensures that audit trails of expenditures are maintained.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1

The OSU/A&M Board of Regents constitutional authority, composition, procedures, and functions are described in Component 2.C with the sub-components. A sample agenda and meeting minutes are included.

Within the OSU/A&M Board of Regents structure are four standing committees that meet near the same day and time as the full Board. The committee structure improves communication and efficiency for the decisions required of the Board. The committees are: Academic Affairs, Policy, and Personnel; Fiscal Affairs and Plant Facilities; Planning and Budgets; and Audit, Risk Management, and Compliance Review.

5.B.2

OSU has active faculty, staff, and student government organizations. All are governed by constitutions and/or bylaws that explicitly describe their function as advisory to OSU administration on matters of interest or concern to their respective constituencies. The Charter and Bylaws of the General Faculty Section 5.a provide the basis for faculty involvement in policy making that affects academic and instructional concerns, student welfare, long range university planning, and all aspects of faculty employment. Many functions of faculty input are assigned to Faculty Council which has 11 standing committees, each with a specific area of focus.

Several of the committees within Faculty Council have student members as part of the committee organization: Academic Standards and Policies; Athletics; Campus Facilities, Safety & Security; Diversity; and Student Affairs & Learning Resources. In some cases, the student representatives are also members of either the Student Government Association or the Graduate and Professional Student Government Association. These crossover roles provide interactions between the groups leading to a coherent voice. The Student Government Association (SGA) and Graduate and Professional Student

Government Association (GPSGA) provide individual and independent recommendations based on the separate, constituent groups these organizations represent.

The procedure for discussion and implementation of policy changes is dependent upon the point of origin. When Faculty Council is the point of origin, the full Council must approve the committee's draft policy recommendation. Provided the draft passes the full Council, a formal recommendation is sent to the University President, who assigns it to the appropriate vice president. An academic policy recommendation would be assigned to the Provost. All policy recommendations are reviewed by councils or committees that would be responsible for implementation and/or enforcement. OSU legal counsel can review recommendations at multiple times during the process. Policy recommendations that are approved through all constituent committees are sent to OSU central administration, including the Council of Deans, for review and approval. The President presents approved recommendations for policy changes to the OSU/A&M Board of Regents.

Academic support units can make policy recommendations. If the Registrar's office has a recommendation, a working group develops a draft which receives input from the Directors of Academic Support Services and/or Instruction Council, as appropriate to the subject of the recommendation. The draft is assigned to the Faculty Council committee aligned with the purpose of the recommendation. The recommendation follows the path described above through the Faculty Council and forward through the approval path.

The Staff Advisory Council (SAC) is made up of 27 representatives throughout the campus and has members from each of the branch campuses. SAC meets monthly, and all meetings are open to the public with OSU staff being encouraged to attend. The mission of the SAC is to represent the interests of staff in the development and implementation of policies and procedures that directly affect their morale, well-being, working conditions, and professional welfare.

Students pay a technology service fee as a university-wide fee, either incorporated into block tuition as a separate line item in their tuition and fees bursar statement. This fee funds the necessary maintenance, purchases, licenses, and equipment used by the Information Technology (IT) department. To assure all technology users that the technology infrastructure is appropriately funded, the University Technology Services Fee (USTF) Committee meets and makes recommendations to the Vice President for Finance and Administration and the Vice President for Academic Affairs, both of whom oversee the funding of IT.

5.B.3

Academic policy changes implemented by the Graduate College illustrate the involvement of faculty, staff, and students in developing policy changes when needed. Policies related to graduate student academic progress and grades, dissertation hours, enrollment requirements, and plans of study, were proposed and discussed in faculty committees. Campus input was sought during the 2013 Graduate Education Week in public forums. After broad discussion, the proposals were discussed and approved through Instruction Council (5/10/2013) and Dean's Council (7/2/2013).

Within college and administrative units, there are paths for faculty, staff, and student input on policies and procedures at the school or college level. Many colleges hold regular meetings with students, staff, faculty, and administrators. The participation of all at the college level is key to a culture where robust input is equitably considered and refined to serve OSU's land-grant mission. For example, faculty and staff in the College of Human Sciences developed a six-year strategic plan to identify

academic, research, and service priorities in keeping with the institutional mission and needs of target audiences. Action teams of faculty/staff served two-year periods to guide implementation and ensure that all faculty and staff in the College participated in both planning and implementation.

In the Division of Agricultural Sciences and Natural Resources (DASNR), students and faculty serve on the Student Tech Fee committee. They propose and vote on allocation of the funds. DASNR department heads hold exit interviews with graduate students. The DASNR Vice President and Dean meets regularly with the DASNR Faculty Council and the Dean's Advisory Council to discuss the academic, research, and extension initiatives of the division.

The Spears School of Business achieves broad input and collaboration on curriculum, assessment, promotion and tenure policies, strategic plans, technology, among other matters by having college-, department-, and program-level committees of faculty and administrators. Faculty and administrators serve on university-level committees, such as Faculty Council, Instruction Council, Assessment Council, and Outreach Council.

The Honors College Council is made up of 7 faculty and 7 students representing all the academic colleges (2 faculty and 2 students from Arts and Sciences). They are appointed by the deans of their respective colleges and advise the Dean of Honors College on changes to the Honors College Policy and Procedures.

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1

Please see sub-component 1.A.3 for a description of the planning process related to budget preparation.

The educational mission of OSU is a major component of budget allocations. In the fiscal year 2015 budget presentation to the University Budget Committee, the education and general budget total of $402,576,855 is allocated on page 6 of the presentation.

51.3% of the total allocation is directed toward instruction (35.8%) and scholarships and fellowships (15.5%). An additional 14.1% of the total supports student and academic services.

5.C.2

The strategic plan core value of Stewardship of Resources defines the importance of not just budget operations but also evaluation of operations. Deans review the comprehensive Academic Program Review, the five-year OSRHE required review of each degree program. In the reviews, program faculty identify recommendations to strengthen their program. Budget discussions with deans and vice presidents begin in early spring of each year. Deans evaluate all the program and college needs and prioritize their budget requests. Each dean meets with the Provost and the Chief Financial Officer (CFO) to discuss their requests.

Faculty Council standing committees for Budget and Long-Range Planning & Information Technology receive updates from the President and Vice President for Finance and Administration regarding budget and funding issues. These committees and the Faculty Council in general provide recommendations to the President, or designee, on University policies and allocation of funds. Faculty Council committees for Academic Standards and Policies as well as Student Affairs & Learning

Resources contribute to the academic and assessment planning for input into the fund allocation process. Academic Standards and Policies Committee considers admission, retention, and graduation requirements as well as instructional standards and procedures. Among the scope of topics for the Student Affairs & Learning Resources Committee is distribution of financial awards and scholarships. Faculty Council meets ten (10) months a year with two (2) general faculty meetings per year, one in fall and one in spring semester. These are important links in connecting planning and budget planning and final allocations.

After budget discussions with the deans conclude, the Provost and CFO hold subsequent meetings to review and prioritize the requests from the deans to provide a recommendation to the President. The Provost and CFO will continue to meet with the VP areas to discuss and prioritize their requests. Presentations of the final budget proposal are given to campus leadership prior to the OSU/A&M Board of Regents for their approval and approval of tuition changes, if any. The final approved budget is then presented to OSRHE for their approval and approval of any tuition changes.

5.C.3

Through the Core Value of Community and the Core Goal of Community Engagement, OSU invites participation from internal and external constituencies. The Strategic Plan Task Force built on the previous strategic plan and the interim plan updates. The members were a cross-section of faculty, staff, and students and because of this diverse composition; the task force created a plan that creates a meaningful path to the future.

The planning process at OSU is an effort that involves individuals at all levels. For the faculty, Faculty Council has standing committees that gather information and make recommendations to the President on areas that directly affect faculty such as academic standards and student affairs; faculty participation in non-academic operations of the University; facilities, technology, and long-range planning; faculty benefits; and general University budgeting. Faculty can also participate through work groups and task forces. Students participate in OSU planning through student government functions, by serving as student representatives on Faculty Council committees, and by attending open comment meetings for issues. Staff voices are heard through the Staff Action Committee.

Associate deans of instruction at each college and the advising director at each college are part of active committees, Instruction Council and Directors of Student Academic Services (DSAS), respectively. These committees meet regularly and are charged with bringing forward issues relating to academic standards and student success.

The OSU Oklahoma Cooperative Extension Service has many strong ties to external constituents and meets regularly with constituents across Oklahoma and the nation to determine projects and programs. Sub-component 1.D.3 has several illustrations of the work with external agencies.

The Master Plan 2025 and Campus Master Landscape Plan 2012 are examples of OSU's understanding and respect for its place in the community. OSU values the relationship it has with local government and the business community. The stakeholder's guiding principles from the Campus Master Plan 2025 support complementary land uses at the campus periphery and coordinate campus and community development.

5.C.4

The OSU Office of Budget & Asset Management evaluates enrollment projections on a weekly basis to anticipate enrollment growth or losses, and reviews monthly updates the Oklahoma Office of Management and Enterprise Services (OMES) posts about Oklahoma revenue information. The 2014 financial statement notes that "Most State of Oklahoma revenues are meeting, or exceeding estimates for the first few months of fiscal year 2015."

In the discussion of economic outlook in the 2014 financial statement submitted for audit, OSU's response to lowered state appropriations is increased enrollments and funding through the Branding Success private donation drive. Even though OSU is one of the most affordable institutions in the BIG XII, a reduction in state funding that cannot be addressed through enrollments or donations would need to be addressed through tuition and fees.

OSU is required to maintain reserves for debt service and some renewal and replacement items. In 2013 and 2014, OSU exceeded the amounts required. This is a sound financial practice to assure sufficient funding for stability.

FY 2013 OSU Financial Statement Submitted for Audit

Faculty Council Minutes 13 May 2014, Report of the Budget Subcommittee

Faculty Council Minutes 12 May 2015, Report of the Budget Subcommittee

2011 Academic Plan

2012 Academic Plan

2013 Academic Plan

2014 Academic Plan

5.C.5

OSU's strategic plan addresses technological change and demographic shifts within the United States through the three Core Goals: Academic Excellence, Student Success, and Community Engagement. These goals require modeling and anticipation of trends in OSU's areas of expertise. Extension requires every faculty member with more than a 25% Extension appointment to maintain a rolling five-year plan of work and to submit an annual "Plan of Work" (POW). These plans of work are reviewed by the faculty member's department head and by division level administrators. Input obtained from Public Advisory Committees, the Dean's Advisory Council, and USDA priorities are reviewed by the each faculty and by the administration in developing these POWs. These individual and team POWs are aggregated together to generate a system wide plan of work to the United States Department of Agriculture (USDA). The 2015 Combined Oklahoma State University and Langston University's 2015 POW report to the National Institute for Food and Agriculture (NIFA – a subdivision of the USDA) is attached.

Recent changes to government-subsidized loans and the Internal Revenue Service's classification of employment for graduate students working as graduate assistants were addressed by the Graduate

Student Support Issues Task Force, which formed in spring 2011. The task force documented that OSU graduate students had longer time to degree and incurred more debt than average. The task force's review of student, faculty, and staff input and peer institution data and best practices were used to developed recommendations to address the issues. Employment positions were reclassified in fall 2012. Stipend, tuition waivers, and appointment recommendations were all fully implemented as of summer 2015, after a phased transition period. The goal of the task force recommendations was "to attract and retain outstanding graduate students and to facilitate their successful, timely degree completion through more comprehensive financial support," and early indicators point to success in that goal.

Oklahoma State University is in the process of creating its first university wide International Strategic Plan. In this process, each college has appointed a representative to prepare the strategic goals for the college's portion of the international strategic plan. On November 19, 2014 a planning retreat was held in the Wes Watkins Center with all OSU colleges participating. The focus of the retreat was globalization, and developing a strategic response to changing trends in global higher education. The plan will be completed and distributed during calendar year 2015.

The OSU Student University Technology Services Fee (USTF) Committee makes recommendations for funding of computing, technology, facilities, and support. It also reviews and recommends implementation short- and long-term technology plans. The work of the Faculty Council Long Range Planning & Information Technology Committee provides input and recommendations to the Information Technology office.

Sources

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1

Evidence of OSU's performance is found in reports developed by many offices. Institutional Research and Information Management (IRIM) is the official office for collecting and maintaining data about the institution and as such publishes the annual Student Profile, which is OSU's Fact Book; Academic and Diversity Ledgers, which are five-year histories of internal information; and student credit hour reports. The ledgers and reports are all available to university constituents and to the public on the IRIM website. IRIM provides data, research, and analysis so that all units can manage their performance.

University Assessment and Testing (UAT) is the central agency that conducts the National Survey of Student Engagement (NSSE), Beginning College Survey of Student Engagement (BCSSE), alumni and student surveys and collects and reports the Program Outcomes Assessment reports. Results from the undergraduate and graduate alumni surveys are shared with the Assessment and Academic Improvement Council, the General Education Advisory Council, and the Committee for the Assessment of General Education. The alumni surveys are used by programs for the Program Outcomes Assessment and for the Academic Program Review. The NSSE provides valuable data, not only about OSU student attitudes and experiences, but also provides a comparison to aspirational, peer, and less competitive institutions.

As described in sub-component 4.A.1, the annual Program Outcomes Assessment and the five-year Academic Program Review are regular evaluations of student learning and program faculty efforts. These assessments document student learning, program changes, and program efficiencies.

Student retention is an area OSU is working to improve. Efforts include discussions in Faculty Council to a Retention Task Force which recommended several initiatives to address facets of student retention. The recommendations of the Retention Task Force were used as a starting point for OSU Quality Initiative Proposal for the Higher Learning Commission. Some of the action items from the Quality Initiative Proposal are currently being implemented.

Career Services, a career planning and employment center for OSU students and OSU graduates, tracks and reports how many students and alumni use the service as well as the employers who recruit through the Career Services job fairs. Observing trends in usage helps Career Services address the needs of its constituents. The libraries and IRIM have links to ongoing user surveys to solicit user feedback.

The Physical Plant (Facilities Management) conducted two surveys in 2013. One survey was completed by Physical Plant employees to assess employee satisfaction with the general work environment, compensation, training, supervision, and career growth. A second survey asked Physical Plant customers about work order response time, work completion, and satisfaction with work done. The responses from the surveys were used to develop recommendations to improve the department. The entire department reorganized to better serve their customers. Facilities Management now uses a zone system to allocate people and resources rather than individual trades in separate offices and working separately.

The following units hold accreditations for their areas:

Area	Accreditation
Child Development Laboratory – RISE (College of Human Sciences)	National Association for the Education of Young Children (NAEYC) and Oklahoma Department of Human Services Three-Star facility
Center for Veterinary Health Sciences	American Veterinary Medical Association (AVMA) Council on Education (COE)
Boren Veterinary Medical Teaching Hospital Small Animal Clinic	American Animal Hospital Association
OSU Police Department	Oklahoma Association of Chiefs of Police Accreditation Program
OSU Center for Health Sciences – College of Medicine	Commission on Osteopathic College Accreditation (COCA)
University Health Services	Accreditation Association for Ambulatory Care

The external accreditations demonstrate performance to higher standards in these areas.

5.D.2

One of the primary examples of OSU's application of data to improve the University is the Quality Initiative Proposal submitted to the Higher Learning Commission. The proposal addresses OSU's response to comparatively low undergraduate retention rates with initiatives to improve student retention and graduation. Work to improve retention had begun prior to the formalization of the process into the Quality Initiative Proposal. Please see sub-components 4.C.1, 4.C.2, and 4.C.3 for background and implementation efforts. The major effort of the data collection and evaluation has been the creation of University College to provide tutoring, advising, and other assistance to several different student populations that can be at higher risk for not completing their degree.

As described in sub-component 5.D.1, Facilities Management (FM) as the Physical Plant, was a traditional trades shop. The department conducted surveys of customers and employees. The survey results were part of the change to a zone system for managing response to customer requests for service. By using a zone system, FM personnel will become more familiar with the facilities and customers within their zone. The plan will likely lead to better customer service.

At regular intervals, the student attainment of General Education outcomes is assessed through scoring of artifacts collected from courses. The results of the assessments are presented to a joint meeting of several faculty committees, Assessment and Academic Improvement Committee (AAIC), General Education Assessment Committee (GEAC), and the Committee for the Assessment of General Education (CAGE). At the 2014 joint meeting, the results of the assessment of the Diversity goal was discussed. The results showed little difference between the scores of underclass students and seniors. The meeting discussion focused on whether the artifact scoring was an effective method of assessing student attitudes on diversity.

The joint committee meeting proposed adding two additional attitude measures to provide additional data as to the reliability of the results of the artifact scoring method for the Diversity goal. The General Student Form of the Global Perspectives Index (GPI) would be administered to a random sample of students and focus groups would be conducted by trained facilitators. Although the number of students who could potentially participate in the focus groups is small compared to the OSU student enrollment, the information the students will provide by discussing diversity should be very rich. Requests for approval for the studies are being prepared for the OSU Institutional Review Board, Human Subjects Committee. The results from the GPI and focus groups should be available to coincide with the next regularly scheduled artifact assessment of Diversity.

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

One of OSU's strengths is the willingness and ability to seek input from as wide a variety of sources as possible. Reports, budget proposals, and potential changes to policies and procedures are all well distributed for appraisal and comment. There is a recognized set of procedures for discussion and all require approvals. As a state, land-grant university, OSU is answerable to the public. Actions taken relating to institutional effectiveness, planning, and application of resources reinforce that standard.

Challenges

• Work to alleviate faculty salary compression in the current budget climate to hire and retain excellent instructors and researchers to continue fulfillment of the land-grant mission.
• Continue to seek input from internal and external constituents regularly and add international constituents.

Sources

There are no sources.