Assurance Argument

Oklahoma State University - OK

Review date: 9/1/2025

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

Oklahoma State University (OSU) was founded on December 25, 1890, as a land-grant institution under the second Morrill Act. Originally known as Oklahoma Agricultural and Mechanical College (Oklahoma A&M), it is the flagship institution of the Oklahoma State University System. 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. 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 has two branch campuses, OSU-Tulsa and the OSU-Center for Health Sciences (OSU-CHS).

OSU's mission, vision, core values, and core goals embody the responsibilities of a land-grant institution. The focus is on teaching to disseminate knowledge, research to acquire knowledge, and extension to connect the acquired knowledge to societal needs, the three functions of a land-grant institution. Additionally, OSU's commitment to recruit a diverse student body and support them to attain academic success is embodied in the strategic goals. Proudly the institution holds 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."

OSU's mission statement was developed through a process suited to the nature of the institution. Many groups and various units and divisions provided input and insight about an encompassing plan. As soon as Provost Sandefur arrived at OSU in fall 2014 discussions were held about polishing

the mission statements and completing the approval process for the plan with the OSU/A&M Regents. A streamlined plan was discussed and approved through the regular chain of initiative approvals (Student Government Association, Faculty Council, Staff Advisory Council, Council of Deans, and Provost's Council) with approval from the OSU/A&M Regents gained on April 24, 2015.

1.A.2

OSU's academic programs are consistent with the mission. More than 300 undergraduate majors and minors, in addition to more than 200 master's and PhD options indicate the broad array of fields of study that support the mission.

OSU's academic programs provide evidence of adherence to the mission at the formation of the degree program and in periodic reviews. Request for new programs must establish how the program is relevant to OSU's mission. The first criterion for new program request review is, "Centrality of the Proposed Program to the Institution's Mission and Approved Function(s)." (OSRHE 3.4.5.A). All current degree programs demonstrate their continued relevance to OSU's mission through the OSRHE required Academic Program Review (OSRHE 3.7.4) that occur with a five-year cycle or with an area accreditation cycle. The first criterion for program review is, "Centrality of the Program to the Institution's Mission." (OSRHE 3.7.5). 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, which provides an enhanced frame of reference for the connection of academic programs to outreach activities.

OSU's student support services are consistent with the mission. The HLC Quality Initiative, prepared as part 2015 Comprehensive Review, was focused on improving freshman retention and involved improving or forming networks for student support services. The work has expanded to initiatives to increase the four-year graduation rate. Since that time, all divisions, colleges, and academic units at the institution have been focused on increasing retention and improving the four-year graduation rate. The intended result has occurred with an increase of the first-year retention rate based on the fall 2018 cohort to 83.2% from 80.9% for the fall 2015 cohort. Additionally, the 4-year graduation rate is the highest it has ever been at 44.7% for the 2015 cohort up from the 39.1% for the 2012 cohort. Faculty, staff, administrators, and students all share the satisfaction and pride of these increases and view them as motivation to keep retention and graduation front and center in the thinking and planning.

The need for an organizational structure for the variety of student support programs became obvious during the work on the Quality Initiative and resulted in the formation of University College. Request to establish the University College was approved by the OSU/A&M Regents on December 5, 2014. University College provides central leadership to coordinate key areas of undergraduate programs and services for students. The goal is to support the success of each student to develop as a person, as a scholar, and as a professional. The services available through University College include the following:

- Scholar and Undergraduate Research – supports students for competition for prestigious national and international fellowships, admission to top graduate schools, securing highly competitive jobs, or attaining the skills required to grow as a leader

- LASSO Center – provides tutoring, success coaching, and supplemental instruction
- University College Advising – advising for undecided students, those admitted through the alternative admission program and the academic review committee, undecided transfer students, some students on academic probation, and students needing help in developing/determining degree plans
- Academic Support Centers – pre-professional students, veterans, and transfer students
- First Year Seminar – designed to help freshmen adjust to the demands of college life, learn how to become academically successful, explore various major and career opportunities, learn to navigate within the OSU campus and the Stillwater community, and make students aware of university rules and regulations

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 academic support services 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.

An example of student support is the Student Success Center created by the Spears School of Business (SSB) 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 more than 125 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 math 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 helps with 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 help in both mathematics and writing.

As consistent with the mission, 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. For undergraduates to be effective in scholastically focused research they need to have a high level of academic preparedness when they arrive on campus, so that variable is critical for recruitment. The new freshman statistics for fall 2019 indicate the academic preparedness of the class. Almost 22% were in the top 10% of their high school class rank, more than 14% had ACT scores of 30 or greater, more than 18% had a high school GPA of 4.00, and they have an average ACT composite score of 24.7.

OSU's mission embodies the ideals of recruiting and admitting a diverse population of students with wide-ranging needs. The Admissions office uses a comprehensive review of all applications to

ensure that all qualified applicants are considered. The present student body for fall 2019 is comprised of 66.4% White, 4.1% Black or African American, 7.6% Hispanic, 4.6% American Indian or Alaskan Native, 8.7% Multiracial, and 6.6% Nonresident Alien students. Considering undergraduates and graduates combined, 66.7% of the students are residents of the state aligning with the mission of educating the citizens of Oklahoma. The enrollment trends indicate the fluctuations in race and ethnicity and show the gradual growth toward a more diverse student population.

OSU's student support systems, academic, financial, and otherwise, are consistent with the mission and are organized to assist a wide variety of students to achieve success.

1.A.3

Evidence that OSU's planning and budgeting priorities align with and support the mission is apparent in the President Hargis' FY2020 Budget Presentation to the OSU/A&M Regents. Budget planning is arranged around the Institutional Strategic Initiatives that this year focus on student recruitment and success, competitive faculty salaries, classroom utilization, and research excellence.

The student recruitment and success initiative shows that OSU continues to prioritize student success in the planning and budget process and supports the core goal of student success 2.a., "Continue programs to enhance learning, increase retention, and increase graduation rates." Competitive faculty salaries are essential to recruit and maintain the quality faculty essential to support the core goal of academic excellence 1.a., "Provide support for effective approaches in the teaching of undergraduate, graduate, and professional students." The classroom utilization initiative provides a striking example of OSU's stewardship of resources, which is one of the core values in the mission. As the presentation states, "Instructional space is one of OSU's most significant resources." Actions to ensure its efficient and effective use are included in the initiative. The initiative for research excellence is a university strategy to raise the research profile and reputation of OSU through collaborative research that addresses significant societal needs. It embodies the core goal of academic excellence 1.b., "Provide support for research, scholarship, and creative activities."

This annual budget presentation and the associated budget are prepared by the Office of the Senior Vice President for Administration and Finance (VPAF). This office oversees 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. The OSU-Tulsa Budget and Finance office oversees these same areas for OSU-Tulsa and OSU-CHS.

In addition to consideration of the mission when the budget is developed, there is extensive effort to provide a platform for broad input. Many budget issues are articulated through two committees of Faculty Council (FC). The Budget Committee of Faculty Council is responsible for developing and recommending policies and plans regarding distribution of funds and resources. This committee also advises OSU administration on matters pertaining to budget recommendations to the OSU/A&M Board of Regents and to OSRHE. The Budget Committee provides a summary of its work to Faculty Council each May. The summary in May 2019 indicates the committee was updated by members of central administration, in addition to holding discussions with the colleges on the mission critical issues of student success, faculty salaries, and increased research resources. The agenda and minutes for Faculty Council show the depth of involvement with planning and funding priorities that are consistent with maintaining teaching, research, and other creative activities.

Another committee of FC is the Student Affairs and Learning Resources committee that 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 Government Association (GPSGA) 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 and setting budgeting priorities.

Additional evidence that the budgeting priorities align with and support the mission are the Educational and General Budget summaries submitted by the President to OSRHE for FY2020, FY2019, FY2018, FY2017, and FY2016, which indicate that the categories of instruction, research, academic support, and scholarships and fellowships, are approximately 78% of the total budget for each of those years.

*** The text below has been merged from Core Component 1.B ***
1.B.1

OSU articulates its mission through public documents. The mission, vision, core values, and core goals are consistently published in the current year's University Catalog, which is available in an interactive online version and archived as a PDF, and on several OSU web pages, including President Hargis' website. The President's videos on ostate.tv and his weekly radio addresses reverberate the drive to live up to the core values and to meet the core goals.

The websites for the College of Engineering, Architecture and Technology (CEAT), Spears School of Business (SSB), and OSU-Center for Health Sciences (CHS) are examples that articulate the mission through activities in the colleges. These strategic activities are also messaged through college magazines.   The magazine for the College of Arts and Sciences (CAS) is a robust example of the messaging about numerous individuals and groups striving to reach the institutional goals. The Office of the Vice President for Research is an example of a university division aligning with the university's mission with respect to research, creative activities, scholarship, and technology transfer.

During 2019, the Division of Enrollment and Brand Management worked on a strategic effort to elevate the OSU brand and position it for future growth. The objective of the rebranding initiative was to brand all university units with one logo and effectively message the mission to all constituency groups. The new logo showcases OSU's strengths through a primary brand identity and high quality marketing materials. This initiative improved recognition of our primary mark, reduced improperly branded materials, increased usage of the institutional logo and significantly reduced the number of secondary logos. OSU's success and visibility has significantly grown within the last decade and, with this change, our logo usage now reflects the prominence of the University.

1.B.2

A resolution to signal continued, robust commitment to the OSU mission passed the Faculty Council on November 12, 2019, the Council of Deans on January 9, 2020, and the Executive Team on February 14, 2020. Strong support for the mission, vision, core values, and core goals was demonstrated by unanimous votes of support in each of these governing bodies.

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 expand on the mission by explicitly citing community, excellence, diversity, integrity, service,

intellectual freedom, and stewardship of resources as the values that define OSU's operating culture.

The core goals of academic excellence, student success, and community engagement encompass OSU's aspirations. Strategic and tactical goals are described for each of the core goals to provide concrete examples. In addition to providing an institutional strategic map, the strategic and tactical goals provide a framework for the units and the divisions to identify their goals.

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 Institutional Policies set by OSU/A&M Board of Regents establish the operational procedures 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. Policy is provided that guides the preparations of the Board agendas and assist the institutions in identifying which items require Board approval.

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 plans 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. An example of a college strategic plan that addresses the various constituency groups is the College of Engineering, Architecture and Technology Strategic Plan.

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1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.D.1

OSU's vision, "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" supports the action and decisions that reflect an understanding that OSU serves the public. 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.

OSU's public obligation is evident in the mission. 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 and in 2019 received Carnegie's top ranking for research institutions. 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's educational responsibilities take primacy over other purposes. 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 Educational and General Operational budget to the University Budget Committee, the OSU/A&M Board of Regents, and to 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 mission 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. Monthly community engagement meetings are held 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.

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 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 OSU. It provides support to programs and initiatives that benefit the citizens of Oklahoma.

- 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.

- 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.

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 colleges at OSU, including the College of Agricultural Sciences and Natural Resources (CASNR) and the School of Global Studies and Partnerships (SGSP), have specific programs in place to create deeper engagement with the Hispanic community. In the College of Education and Human Sciences, a program coordinator, funded by a National Institute of Food and Agriculture grant, has the specific task of engaging the Hispanic community in Tulsa. Additionally, the College has an award to recognize outstanding faculty effort in community engagement. The College of Arts and Sciences (CAS) 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. 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 Study 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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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

Diversity and community, two of the core values of the OSU Mission, guide OSU's role in a multicultural society. 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.

At OSU, great value is placed 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. All voices in the OSU community are valued, as is every member of the OSU family. The 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 eight years in a row: 2012 through 2019. The HEED award was developed to acknowledge institutions that display "an outstanding commitment to diversity and inclusion."

The Office of Multicultural Affairs is housed under the Division of Institutional Diversity and 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 Office of Equal Opportunity, a part of Human Resources, and OSU are committed to creating an environment for all students and employees that is fair and responsible, 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. This commitment is based on our dedication to educational justice and the promise of each individual, as well as adherence to federal and state civil rights laws and university policies and procedures. The Office of Equal Opportunity

ensures compliance with all aspects of the equal opportunity policy at OSU.

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 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 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.

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.

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 Louis Stokes Alliance for Minority Participation (OK-LSAMP) are three departments within the division that provide resources.

The Inclusion Leadership Program 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.

Office of Diversity Academic Support/TRiO 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 SSS is to increase the retention and graduation rates for OSU students.

Oklahoma Louis Stokes Alliance for Minority Participation 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. Academic Affairs 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.S - Criterion 1 - Summary

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

Summary

OSU's mission is clear and articulated publicly. The commitment to its land-grant mission of teaching, research, and community engagement are demonstrated through initiatives at all levels. Through the activities related to the core goals, 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.

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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.

OSU operates with integrity and follows policies and procedures for fair and ethical behavior. 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 mission. 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.

The primary policy that guides ethical behavior at OSU is from the OSU/A&M Board of Regents. Policy 3.05. 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 Regents approve the budget for OSU and have policies and rules that establish the standards for purchasing and finance and financial management. Open records standards are set by the OSU Policy 1-0130.

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.

OSU faculty are guided by the Statement of Professional Ethics, which is part of the Faculty Handbook.

The OSU/A&M Board of Regent's Department of Internal Audit 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. 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 Senior Vice President for Administration & Finance. The main policy, 3-021 Fiscal Procedures and Accounting Systems, 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 senior 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. OSU 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 that 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.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B

OSU presents itself clearly and completely to students and the public. The main page of the OSU website carries front and center this information about more than 300 undergraduate options and more than 200 graduate options available as fields of study. The Office of the Registrar provides Degree Requirements for all degree programs. The individual websites for divisions and academic units provide information about the faculty and the staff.

The Division of Enrollment and Brand Management consists of several integrated teams to ensure that OSU is a leader in enrollment and marketing efforts. Each team plays a pivotal role in improving our recruitment, retention, recognition, and reputation. By working together, these teams position OSU as a top-rated world-class educational institution. The teams include Admissions, Brand Management, First Year Success, New Student Orientation, and Scholarships and Financial Aid. A Consumer Information guide is an online resource for 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. A Paying for College interactive site is provided through the New Student site. These sites in addition to the Freshman Scholarship site, provided details about all aspects of financial aid, information about academic programs, hints for transfer students, 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 an archived PDF 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, enrollment certifications, commencement, and transcripts. OSU holds more than 70 area accreditations. Those accreditation relationships are described in the Academic Catalog.

Institutional Research and Information Management (IRIM) provides the Cowboy Data Round-Up. This hub publishes multiple years of data that describe the composition of the students, faculty, and staff at OSU. The information available for public viewing includes the Student Profile that contains demographics of the current student body, enrollment trends, enrollment projections, retention rates,

graduation rates, and degrees granted; the Academic Ledger that contains a five year history of student, faculty, research, and financial information, as well as tuition/mandatory fee rates, all available at the university, college, and department levels; the Student Credit Hour report that compares the number of Student Credit Hours (SCH) taught by an academic department or college for a particular semester with the number of SCH taught the previous year; and the Diversity Ledger that lays out a multi-year history and detailed race/ethnicity breakdown of the student, faculty and staff populations at OSU.

*** The text below has been merged from Core Component 3.E ***
3.E.1

Being an OSU Cowboy is about more than what happens in the classroom. Co-curricular programs at OSU are well suited to the mission and contribute to the educational experience of the students. Activities and events that lead to becoming part of the OSU family, learning to thrive in that supportive environment, and becoming rooted in OSU traditions are prominent in student's lives.

Student life at OSU is robust. Students can live, lead, and grow in more than 500 clubs and organizations. They can choose from Greek life, diverse student associations, dozens of intramural sports and hundreds of individual clubs. Annual events, for example SpeedFest, sponsored by the College of Engineering, Architecture and Technology, that combine skills acquired in the classroom with intense group work toward a common goal generates productive educational experiences.

Many students call Stillwater home and living on campus is one of the best ways to make friends and join the community. Students live in centrally located on-campus housing. Students can choose their own roommate(s) or a roommate match can be make based on interests, habits, and schedule preferences. There are 31 halls on campus, and several distinct living styles, including: apartments, traditional halls/community-style, suites, deluxe suites, and family and graduate student housing. Each type of housing has its own unique set of features and prices. Whether students need nine month housing, summer school housing, or year-round housing, they can find it on-campus.

OSU is proud to offer many Living Learning Programs (LLPs) and special housing options on campus that include honors, college-specific, and interest based. These communities provide opportunities for students to live with others who share their interests, may take classes together, and benefit from shared experiences.

Students have over 30 dining options on campus and flexible meal plans offer the freedom to choose how, when, and what to eat. From convenience stores to cafeterias, from national franchises to sit-down restaurants, there is something for every taste and dietary need.

Student employment is a major part of many students' lives. OSU's students have many internship and employment opportunities to enhance their career and professional development. Students are encouraged to build professional networks and cover college costs through current employment. Career Services is available to assist students to review part-time or work-study position openings, including both on- and off-campus jobs.

The Graduate College launched the Graduate Student Success Center (GSSC) in 2018, which further demonstrates institutional commitment to developing the person, the scholar, and the professional at all educational levels. GSSC serves as the home for the College's 360° Critical Skills for Career Success, a unique micro-credentialing professional development program. The 360° program is

composed of six competency areas (communication, instruction, leadership, management, research services and wellness) and is designed to complement the discipline-specific training obtained in graduate degree programs. Digital badges are earned in each area and across three obtainment levels per area.

OSU is committed to becoming one of America's healthiest campuses. Students are encouraged to be well, including doing everything to stay active, healthy, and comfortable. The wellness services and activities include counseling services, gyms, pools, recreational facilities, the health clinic, intramural sports and clubs, and the OSU Police department.

Evidence that OSU's co-curricular programs contribute to the educational experience of its students exists in the 2019 Student Satisfaction Survey results where 84.7% of the 8,203 respondents indicated they were very satisfied or satisfied with their intellectual growth and 81.8% with the variety of activities for students at OSU.

3.E.2

Meaningful service to others is a key part of being a student at OSU.   Students are encouraged to volunteer and are provided information about preparing to volunteer and being a volunteer, both in Stillwater and their hometowns, which aligns with the OSU strategic core goal that advocates a student model that enhances service and civic engagement. Meeting community needs through the collaboration of dedicated, enthusiastic, and caring students is a hallmark of OSU.

The Service-Learning Volunteer Center (SLVC) is an office in the Department of Leadership and Campus Life that connects students with both on- and off-campus volunteer opportunities. 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. This tracking allows special recognition of service at graduations.

The most popular program in the Student Volunteer Center is Creating Opportunities for Responsible Development, commonly known as CORD. Undergraduate students who complete 400 volunteer hours and graduate students who complete 300 volunteer hours are eligible to receive the orange honor CORD to wear at graduation. These recipients report that the top three skills that they learned were communication, teamwork, and leadership.

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1

The [Board of Regents for the Oklahoma Agricultural and Mechanical Colleges](#) (OSU/A&M Regents) is the governing board directly responsible for the operation of OSU and their deliberations reflect priorities to preserve and enhance the institution. The [OSU/A&M 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.

The [OSU/A&M Board of Regents Policy 3.05 on Ethics](#) applies to members and staff of the OSU/A&M Board as well as employees of all the member institutions. Ethics principles stated in the policy include, "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." 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 schedules and agendas. The Board also posts meeting information with the agenda and detailed minutes on the Board's website after the minutes are approved

 2.C.3

Two principles in the OSU/A&M Board of Regents Policy 3.05 on Ethics are:

> "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."

The OSU/A&M Board of Regents policy on Ethics 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 1.08 empowers the Office of Legal Counsel to investigate any complaints.

2.C.4

The OSU/A&M Board of Regents is engaged in the governance of the institution as described in the Policy 1.03 on Governance Philosophy, but delegates the day-to-day management to the president of the institution. The Board has regular discussions with the president and administrators regarding operations and long-term plans. The Board has an annual performance evaluation session with President Hargis that includes 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 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 academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2.D

OSU voices their commitment to freedom of expression and the pursuit of truth in teaching and learning in a core value in the mission, which proclaims, "Intellectual Freedom – We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge."

The Preamble of the Charter and Bylaws of the General Faculty found at the beginning of the Faculty Handbook states, "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."

Appendix B of the Faculty Handbook covers academic freedom and states, "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."

OSU has a Public Speaking Policy 1-0104 that states in section 1.03, "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."

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 University has policy in place to guide the use of university facilities for the specific purposes of freedom of expression, OSU Policy 5-0601 Extracurricular Use of University Facilities, Areas for the Purpose of Expression.

Sources

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2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

Classified as a high research activity institution, OSU provides effective oversight and support services to ensure the integrity of research and scholarly practice. Dynamic research projects exist throughout all colleges and divisions and coordination and administration of research at OSU is the responsibility of the vice president of Research (4-0105). OSU's 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 OSU 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 per OSU Policy 4-0125. This policy aligns 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

OSU offers its students guidance in the ethical use of information resources. The first Cowboy Community Standard stated in the 2019-2020 Student Code of Conduct is "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 academic integrity website offered through Academic Affairs provides the salute to integrity that OSU hopes to instill in all students, "I will respect Oklahoma State University's commitment to academic integrity and uphold the values that preserve our academic community." The website provides important information about academic integrity for students and instructors. A syllabus attachment is provided to all teaching faculty each semester with details about resources on campus, including the academic integrity policy.

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.

First Year Experience courses in each of the undergraduate colleges incorporate basics about our academic integrity policy and how to avoid violations. Several graduate programs require students to complete an orientation program. The Office of Academic Affairs regularly presents on academic integrity to students in the executive PhD, hospitality and tourism management, and industrial engineering and management. Other graduate programs provide information about academic integrity on their own to their students.

The Office of Academic Affairs partners with the Office of International Students and Scholars to ensure new international students are aware of the policy. A presentation on academic integrity is provided for the new student orientation for the Office of International Students and Scholars. Online training for new international students is also available. The training is designed to address not only what behaviors violate OSU policy, but also different cultural expectations.

2.E.3

The 2019 Student Code of Conduct 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 includes the following: "Oklahoma State University students are expected to

exemplify honesty, honor, and respect for the truth in all of their actions."

OSU Policy 2-0822 covering 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.

If a student is found responsible for violating the academic integrity policy, an instructor can require the student to complete an academic integrity education program. The program addresses why academic integrity is important on college campuses, reasons that may lead students to cheat, and ways to avoid future academic integrity violations.

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.

Sources

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- ViolationLevelByAcademicYear
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2.S - Criterion 2 - Summary

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

Summary

Oklahoma State University takes pride in its integrity that is demonstrated through ethical and responsible conduct. 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 and communities.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

3.A.1

OSU's courses and programs are current and require appropriate levels of performance following the mission core goals of academic excellence and student success. Faculty are the force behind quality teaching and learning. They drive the creation of new courses and programs based on feedback from graduates and stakeholders. 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. Academic programs at Oklahoma State are highlighted by dedicated faculty and motivated students progressing toward mutually understood and appreciated endpoints.

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 OSU Policy 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 vice provost for undergraduate education. The Council discusses all aspects of instructional programs including curriculum quality and content. Graduate courses and/or programs also must be approved by the Graduate Council and the dean of the Graduate College. All new programs and program changes must be approved by OSRHE.

The policy developed for general education courses, OSU Policy 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.

Additional evidence that OSU's degree programs are appropriate to higher education and to the degree or certificate awarded is the significant number of programs that hold area accreditation. The area accrediting agencies and the status of the area accreditations can be viewed in this file.

3.A.2

OSU clearly delineates faculty identified learning goals for all programs. 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 the outcomes assessment process. Faculty members define expected student learning outcomes and create strategies to determine to what extent 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.

In fall 2019 OSU began to use Nuventive Improve, a web-based application that provides program assessment planning, reporting, and continuous improvement of student learning. One of the benefits of Nuventive Improve is the ability to map the student learning outcomes of each program to the OSU mission core goals.

3.A.3

Whether a course is delivered by distance, at a branch campus, or through a consortium, OSU's programs are consistent in quality and in learning goals. The same faculty develop programs for all modes of delivery and all locations. 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 3.17.5 that states, "Overall, 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. All State Regents' and institutional policies, standards, and guidelines for on-campus instruction apply to distance education and traditional off-campus instruction."

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 institution. 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.

Programs taught through all delivery methods must adhere to the same standards for the 5-year Academic Program Review. These review processes, described in sub-component 4.A.1, preserve the integrity of program content and instructional consistency.

Sources

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1

OSU's general education program is appropriate for the institution. The requirements for completion of general education courses that are the basis of the bachelor's degree are set following OSRHE policy 3.15.5. The OSU 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 and modification of OSU rubrics and adopted the Association of American Colleges and Universities' VALUE rubrics for critical thinking and for written communication. The general education assessment is a 4-year cycle that covers: diversity, information literacy, professional/ethics, and written communication/critical thinking.

The General Education Advisory Council (GEAC) provides recommendations to the vice provost for addition, deletion, and periodic review of general education courses, following OSU policy 2-0212 Approval of General Education Courses. 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 and survey data collected in courses with general education designations on a four-year rotating schedule. The four assessment components, diversity, information literacy,

professionalism/ethics, and written communication/critical thinking, are cycled through the review schedule. Reports of the assessments are presented annually to a combined meeting of CAGE, GEAC, and AAIC.

3.B.2

The purposes, content, and intended learning outcomes of the general education requirements are articulated through an Academic Affairs website and through the OSU Catalog. The framework and philosophy for the requirements are founded on OSRHE policy 3.15.6 that indicates that general education provides for general knowledge and skills, as well as a desire for life-long learning.

The philosophy for general education at OSU, adopted in 2001, is provided in the OSU Catalog and reads, "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."

The OSU Catalog explains the minimum general education requirements, which may be exceeded by the college offering the degree. 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.

3.B.3

The general education requirements associated with every undergraduate degree program are designed to provide foundations in inquiry, analysis, and communication; experiences with collecting and understanding information; and recognition of diversity in societal and cultural environments, both domestically and internationally.

General education at OSU is intended to construct a broad foundation for the student's specialized course of study; develop the student's ability to read, observe, and listen with comprehension; enhance the student's skills in communicating effectively; expand the student's capacity for critical analysis and problem solving; assist the student in understanding and respecting diversity in people, beliefs, and societies; and develop the student's ability to appreciate and function in the human and natural environment.

The general education designations have the following stated purposes:

Courses designated as

- "A" incorporate the study of systems of logic and the mathematical sciences with a primary

emphasis on inductive and/or deductive processes.
- "H" concentrate on the expression, analysis, and interpretation of ideas and the aesthetics or values that have formed and informed individuals and societies.
- "S" propose theoretical constructs based on empirical observation (including quantitative or qualitative methods) to explain human behavior and society in social and/or physical environments.
- "D" prepare students for engaged citizenship in the diverse, multicultural society of the United States.
- "I" prepare students for engaged citizenship in today's global society through understanding of cultural perspectives outside the United States. Courses concerning ethnic and cultural minorities within the U.S. do not qualify.
- "N" feature the systematic study of physical or biological processes and the mechanisms and consequences of human intervention in those processes.
- "L" emphasize evaluating scientific hypotheses through the scientific inquiry process and must include the equivalent of at least one semester credit hour of physical or biological laboratory experience.

To ensure an adequate amount of written communication practice, 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.

In order to understand if the purposes of general education are being achieved, the 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 based on VALUE rubrics, modified with suggestions from UAT and CAGE members. 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 four-year rotating basis.

In addition to the artifact scoring for attainment of undergraduate general education, all degree programs including all graduate degree programs complete an assessment plan and an annual report. 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 in a report to OSRHE.

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 is a snapshot of the activities that increase awareness of cultures other than one's own.

The Office of International Students and Scholars (ISS) assists the University and its international community in the appropriate application of federal regulations that affect this constituency and to facilitate the education and personal development of international students and scholars and to assist with culture exchange and enrichment at OSU and the Stillwater community.

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. More than 56 million dollars, almost 12% of the total expenditures, are listed as expenditures for the research activities and functions during fiscal year 2020. 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.

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 monthly publication Research at a Glance 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, undergraduate research and early scholarship are 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 2019 almost 100 incoming freshman with a wide variety of majors spread over all 7 undergraduate colleges received this scholarship. The number of students granted this scholarship has increased about 50% in the last five years.

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. In fall 2019 the $8,000 Niblack scholarships were paid to 14 students, each will have the unique opportunity to conduct research in a university lab, assisted by a faculty sponsor, and graduate student mentors.

All students graduating with the Honors College Degree or with College or Departmental Honors are required to carry out an Honors senior thesis project. The 2019 Honors College Annual reports states there were almost 300 of these graduates during the year.

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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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1

OSU has sufficient numbers and continuity of faculty to carry out all related functions. The student faculty ratio that had been at 20 for several years has decreased to 19 in 2018 and to 18 in 2019, indicating sufficient and consist numbers of faculty.

Program faculty are the oversight for curriculum both as originators of new courses as described in OSU Policy 2-0202 Course Action Requests and as developers of identified new programs described in OSU Policy 2-0211 Procedures for Initiating and Discontinuing Academic Options or Degree Programs. A software platform, CourseLeaf, has been implemented in recent years to support and augment the course and program modification and approval processes.

Faculty identify expectations for student performance in the program assessment plans that include student learning outcomes. Annual program assessment reports measures the progress toward these outcomes. During fall 2019 there were 140 faculty assessment coordinators and 6 staff assessment coordinators who coordinate 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.

3.C.2

OSU instructors are appropriately qualified.   Data from the Common Data Set for 2018-2019 indicate that out of 1,052 full time instructional faculty that 955 hold a PhD or terminal degree and

that 73 of them hold a master's degree, cumulatively representing 97.7% of the faculty. OSU adheres to the HLC policy that the instructor should hold a credential that is one level above the students. Exceptions based on professional experience and background are well-documented in a systematic process.

To ensure that qualified faculty are hired, Position descriptions (1.1.2) are required for all instructional positions and state 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 staff.

The Qualifications section 1.1.1, 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 provost. The Graduate Faculty bylaws require an earned doctorate, or a specific discipline's recognized terminal degree if not a doctorate, for full membership as graduate faculty.

In the dual degree programs, OSU exercises control over the instructor qualifications for the credit taught at another university in the sense 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 institutional accreditation process and that it is accredited.

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 (3.23). In partnership with the English Department, the Graduate College administers a test for non-native English speaking graduate students to become eligible for a graduate teaching position at OSU.

Additional evidence that faculty are appropriately qualified can be found on the 2019 Student Satisfaction Survey (SSS) where 82.6% of the 8,203 students responding indicated they were very satisfied or satisfied with the quality of teaching at OSU. On the 2019 Parents/Guardian Satisfaction Survey, (PGSS) from the same year, of the 4,612 responses, 86.7% of respondents indicated that they were very satisfied or satisfied with the quality of instruction at OSU.

3.C.3

OSU faculty are evaluated regularly in accordance to the Policy Statement To Govern Appointments, Tenure, Promotions, and Related Matters. Section 1.1.5.1 – Annual Review of Faculty and 1.1.5.2 – Cumulative Review of Tenured Faculty are the sections that establish the faculty review policies. OSU Policy 2-0112, Annual Faculty Appraisal and Development Program, requires annual evaluation of faculty and provides the guidelines for the evaluation. Evaluation of faculty is also described in the Faculty Handbook section (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) following OSU Policy 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, who, after examination of the entire set of evidence, makes the final recommendation for reappointment, promotion, or tenure to the president and the OSU/A&M Board of Regents.

Instructors are also evaluated in the course evaluation known as the Student Survey of Instruction (SSI). University Assessment and Testing (UAT) manages and facilitates the processes and procedures of the SSI with collaboration of college SSI coordinators for the Division of Academic Affairs. The goal of SSI is to give students an opportunity to provide regular, meaningful comments and feedback to faculty and the University with respect to their experiences in classes taken at OSU. The SSI is the vehicle by which instructors are able to address teaching and course improvements as a result of direct student input.

In fall 2015, a software platform became available to deliver the SSI online. The online system gives students an opportunity to respond over a two-week period, prior to finals week, rather than just one class period. Students are asked to complete an SSI for each class they take. Although responses rates were initially a concern, by spring 2019 the overall response rate was 52%. In addition to providing an equitable system for course evaluation regardless of the course, the system will allow better comparisons of responses across semesters as well as more customized reports for instructors and college administrators.

3.C.4

OSU has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles. The faculty requirements associated with the various area accreditation criteria demand these standards. Many OSU academic programs across numerous disciplines and fields hold area accreditation. All academic units encourage faculty to be up to date in their teaching area and promote professional training to improve teaching.

The Division of Academic Affairs has an array of awards to promote professional development. The awards range across the Fulbright Program, the President's Cup, three teaching awards, and a research award.

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. Examples of options for professional development through ITLE include a weekly live-streamed event, ITLE Live, in-person workshop series, courses on teaching, hundreds of video tutorials on a variety of topics, 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 results in a virtually unlimited audience.

An example of the monthly professional development forums, 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.

3.C.5

OSU instructors are accessible for student inquiry. As stated in section 1.04 of OSU Policy 2-0207, "All instructors of record for courses having regularly-scheduled meeting times are required to distribute a semester plan (i.e. a syllabus), electronically and/or physically, during the first week of courses." Both the Guide to a Successful Academic Career and the Academic Policies provide suggestions to instructors regarding office hours and contact information that needs to be included on the syllabus. A syllabus outline with a prominently placed section for faculty contact information is provided.

Information distributed by OSU encourages students to interact with faculty. A syllabus attachment is provided by Academic Affairs to all instructional faculty to share with students states the following, "If you have questions regarding your class, talk to your instructor. Faculty members usually include their office hours and/or phone number in the class syllabus. If you cannot locate this information, set a time to meet with your instructor by speaking with him/her prior to or immediately following your class session or check with the departmental office on when the instructor may be available."

Requiring faculty to share contact information and encouraging students to interact with faculty is effective to insure that faculty are accessible for student inquiry.   On the 2019 Student Satisfaction Survey (SSS) 83.1% of the 8,203 respondents indicated they were very satisfied or satisfied about the availability of faculty.

3.C.6

OSU staff members who provide student support services are appropriately qualified, trained, and supported in their professional development. Each hire is backed by a position statement that is clear about what qualifications are necessary. Staff are continually trained based on the essential skills of the job and their professional development endeavors are supported.

Academic support staff for tutoring and academic advisement are based both in the colleges and in the institution. Each college has an Office of Student Academic Services led by a director who manages a staff trained in advising and academic services. The directors meet monthly to discuss

any related issue and to coordinate with the the vice provost of undergraduate education concerning the institutional level academic support.

OSU's academic support includes the Learning and Student Success Opportunity Center (LASSO), which is a branch of University College. LASSO provides campus-wide tutoring, supplemental instruction, and success coaching. The requirements for a student to be a SI Leader insure that only serious students qualify.

The Math Learning Success Center (MLSC) provides robust academic support for lower division math courses critical to so many majors. The qualifications to work there are stringent and include a math test for the final candidates.

The financial aid staff in the Cost and Aid Office are well versed professionals in the understanding and management of the costs of higher education and the various paths to afford college. The functionality and design of the online financial aid process speaks clearly about the quality of the staff in the office.

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.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1

The first core goal in the mission, I.a. Provide support for effective approaches in the teaching of undergraduate, graduate, and professional students, solidifies OSU's determination to support student learning and effective teaching.

OSU provides student support services suited to the needs of its students beginning with New Student Orientation. Freshman, transfer, and international students benefit from orientation, as well as parents and families. The support continues with the First Year Success that provides a pathway that allows freshman students to succeed at their highest capacity through individualized campus connections and financial planning services. First year seminar, or freshman orientation, is designed to help freshmen adjust to the demands of college life, learn how to become academically successful, explore various major and career opportunities, learn to navigate within the OSU campus and the Stillwater community, and make students aware of university rules and regulations.

University College (UC) is the institutional structure for a broad array of student support. It provides central leadership to coordinate several key areas of undergraduate programs and services. The goal is to assist each and every OSU student to develop as a person, a scholar, and a professional. The following paragraphs describe UC's six operations.

All undergraduate students at OSU can depend on the Learning and Student Success Opportunity Center (LASSO). The LASSO Center is dedicated to helping all OSU students succeed as they transition into college and throughout their college experience. LASSO's goal is to ensure the academic success of all OSU students and to to empower students to take an active role in their learning experience by fostering the development of critical thinking, active learning, and increased self-awareness. LASSO provides academic assistance through supplemental instruction, academic success coaching, and tutoring, in addition to student success workshops and presentations.

The Office of Concurrent Student Academic Services exists to ensure all of the academic needs of OSU high school students enrolled in concurrent programs are met. Through the addition of this office, high school concurrent students now have a singular place they can turn for the variety of

unique issues they might face. The number of concurrent students has been steadily increasing with about 100 in fall 2016 and then more than double that by fall 2018, so this is essential student support.

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. For over 25 years, the Office has prepared students for the future, whether in competition for prestigious national and international fellowships, admission to top graduate schools, securing highly competitive jobs, or attaining the skills required to grow as a leader. The past has indicated that diverse programs, targeted to a wide range of majors, year classifications, and interests, has been the most successful way to elevate a large number of students' educational experience.

The Office of Pre-Professional Academic Support Services, a division of University College, provides support and resources to assist students with their holistic development towards professions in health care and law. The services are available to all OSU students, regardless of major, who desire to pursue a professional education in health care or law. Services are also available for recent OSU alumni pursuing a professional education in health care or law through a non-traditional track.

The Office of Transfer and Student Veteran Success provides a holistic transfer student experience that assists students as they transition into OSU, helps students prepare for a rewarding academic and student experience, and promotes their progress toward graduation and into their desired career field. Other essential support for veterans is also available through the Registrar's Office.

University College Advising (UCA) has academic advisors ready to help with student's academic needs, including planning semester schedules, teaching First-Year Seminar classes, looking at degree options, or helping to bridge the gap between student life and academic success. A variety of students are advised by UCA including, but not limited to, undecided students and those admitted through the alternative admission program and the academic review committee. UCA is also the advising home for undecided transfer students, some students on academic probation, and students needing help in developing/determining degree plans.

The Mathematics Learning Success Center (MLSC) is a state-of-the-art math venue to support student learning outside the classroom in all 1000 and 2000 level mathematics courses. There are more than 8,000 students enrolled in lower-division mathematics courses each academic year and every degree program at OSU has a mathematics requirement, so the demand for support is significant. There are 37 undergraduate tutors employed, including five undergraduate student coordinators who serve as experienced tutors and take on a management role as well. A teaching assistant professor has the primary responsibility for the management of MLSC and works closely with the associate head and all the course coordinators to prepare the tutors for the material they will be seeing when students come in. Instructors of lower division mathematics classes schedule office hours at the MLSC, and there is a long history of offering tutoring to local high school students Tuesday and Thursday evenings, as well as Sunday afternoons. In the calendar year (spring, summer, and fall 2018), the MLSC had 56,943 visits and served 6,797 individual students. During 2019 around 85% of the students in 1000 and 2000 level math courses visited the MLSC at least once.

The OSU Writing Center assists writers at any level by providing tutors, writing coaches, a grammar hotline, and other assistance. The services provided by the Center include inquiry groups that are gatherings to have conversations about various topics related to writing, hosting English as a Second Language (ESL) conversation groups to offer an informal and positive space to practice

conversational English and build a community to celebrate each other's countries and cultures, learn from classroom presentations, and participate in workshops on various writing topics.

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. Two examples are the Spears School of Business Student Success Center and the College of Agricultural Sciences and Natural Resources Student Success Center.

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 advisor contacts 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, including 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. 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.

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. 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).

Support services related to understanding the costs and paying for college are essential for student success. Advice is available about the financial aid process through the Office of Scholarships and Financial Aid. Additionally, the New Student Orientation and Enrollment site has a section with details about paying for college.

Evidence that OSU effectively provides student support services suited to the needs of its student populations is shown in the 2019 Student Satisfaction Survey results where 88.9% of the 8,203 respondents indicated they were very satisfied or satisfied with health and fitness services, 87.9% with safety and security on campus, and 87.3% with library services. These three areas of critical student support have the highest percentage of students in the very satisfied and satisfied categories of all the variables measured in the survey.

Additional evidence that OSU effectively provides student support services suited to the needs of its student populations is shown in the 2019 Parent/Guardian Satisfaction Survey (PGSS) where 93.4% of the 4,612 respondents indicated very satisfied or satisfied with the safety and security for their student, 93.3% with the health services at OSU, and 90.6% with the library services.

3.D.2

OSU's commitment to provide learning support and preparatory instruction to address the academic needs of its students is displayed in two of the core goals in the mission.

I.c. Academic Excellence - Effectively assess student learning and provide resources for improving outcomes at the undergraduate, graduate, and professional levels

II.a. Student Success - Continue programs to enhance learning, increase retention, and improve graduation rates

OSU has exhibited extensive actions in the last half-decade to organize learning support. The Learning and Student Success Opportunity Center (LASSO) was developed specifically to organize the learning support for students who may be struggling academically. 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.

OSU provides for preparatory instruction to address the academic needs of its students following OSRHE Policy 3.20.4.A. that requires institutions admitting students with one or more curricular deficiencies to provide the means to satisfy those deficiencies and to remediate those deficiencies within the first 24 college-level credit hours attempted.

Preparatory instruction is partly provided by the branch of Northern Oklahoma College (NOC) that is located near the OSU campus, NOC-Stillwater. The NOC-OSU Gateway Program allows students to take courses at NOC Stillwater while preparing to transfer to OSU. Gateway students have access to a number of campus resources, making the transition to OSU even easier. A major benefit of the program is that Gateway students may meet with OSU advisers on a regular basis to help ensure they are prepared to transfer to OSU. Many OSU students also take courses at NOC-Stillwater.

OSU has a process for directing entering students to courses and programs for which the students are

adequately prepared that follows OSRHE Policy 3.20.3.A., that says each university shall assess students using criteria approved by OSRHE for entry level assessment to determine academic preparation and course placement. The following details about the OSU process are from the 2019 Assessment Report, which is an annual report that OSU sends to OSRHE.

The purpose of entry-level assessment at OSU is to assist academic advisors in making placement decisions that will give students the best possible chance of academic success. Information from three sources are used to assess students' readiness for college-level coursework in the areas of English, reading, mathematics, and science: 1) ACT scores (or converted SAT scores), 2) the Entry-Level Placement Assessment (ELPA, developed by OSU), and 3) secondary testing. Most entry-level assessment listed above is conducted at the time a student enrolls for courses at OSU; the OSU Math Placement Exam can be taken any time before a student enrolls in a math course at OSU.

Students with ACT subscores of 19 or above (or SAT equivalents where available) in English, reading, mathematics, and science reasoning 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 (or converted SAT 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.

ELPA produces a predicted grade index (PGI) for each student that represents the grade the student is predicted to obtain in selected entry-level courses. A PGI of 2.0 or higher indicates that the student has a 70% chance of making a 'C' or better. PGI scores are used in combination with ACT scores below 19 and students' grades to make decisions about appropriate course placement during the academic advising process. Remediation is required based on ELPA for English, mathematics, reading, and science subject areas.

To help students and advisors navigate the course placement and remediation processes, every first-time entering OSU student (new freshman or transfer student with fewer than 24 hours) is provided an Entry Level Placement Assessment (ELPA) Report with the student's academic data, predicted grades in four subject areas (English, math, reading, and science), and recommendations for course placement.

Secondary testing includes ACCUPLACER tests (published by The College Board) for English and reading, and the Assessment of Learning in Knowledge Spaces (ALEKS; published by McGraw Hill) for mathematics. The current cut scores for these exams can be found on the course placement site.

3.D.3

OSU provides academic advising suited to its programs and the needs of its students through the colleges. 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. Advisors provide guidance on course selection, student involvement opportunities, and career planning. 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, Health, and Aviation, 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 to a new state-of-the-art performance hall. Additionally, 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.

The technological infrastructure has flourished since the 2015 Banner implementation resulting in advisors, faculty, and students using reports from DegreeWorks, which outlines work applied to majors and minors and Student Educational Planner, which assists the students with planning their course schedules. Another implementation, Course Program of Study, assists with the disbursement of financial aid toward valid degree program hours. Prospective students and advisors are able to determine hours of transfer by using DegreeWorks Transfer Equivalency self-service. The application, Change in Major / Minor, was developed and implemented fall 2019. This application allows students to electronically submit major/minor changes and obtain approvals via work flow.

Included in the software available, Microsoft 365 grants one terabyte of encrypted storage for faculty and students. Microsoft Office applications can be operated from the cloud and email archival is performed automatically. Microsoft Teams is a collaborative software that allows faculty and students to work in a shared space using chat, meet, and file sharing. Microsoft Advanced Threat

Protection was installed to enhance the security of email and other Microsoft services. Eduroam, implemented for the faculty, staff, and students, allows the user to access the wireless services not only on the OSU campus but at any participating Internet 2 campus as well.

Student Accessibility Services (SAS) is the office designated to review documentation and determine reasonable accommodations and resources for students. SAS is guided by the belief that each individual has strengths, abilities and talents. SAS's vision is an inclusive environment that supports attainment of academic goals to professional goals for persons of all abilities. SAS provides assistance that will allow equal opportunity and equal access to education.

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 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 College of Engineering, Architecture and Technology has a new one-of-a-kind, hands-on undergraduate laboratory. ENDEAVOR is the centerpiece of a paradigm shift underway at OSU to expand instruction beyond the classroom and increase undergraduate laboratory and exploratory time for interdisciplinary, hands-on and industry-aligned learning. ENDEAVOR comprises twenty different laboratories organized for a multitude of engineering research. The 72,000-square-foot building boasts state-of-the-art technology in a largely glass environment, with a design that provides an immersive learning experience, inviting collaboration and cross pollination among disciplines.

OSU's Unmanned Systems Research Institute has a new research lab. Excelsior provides a dedicated space for the research organization's projects. Excelsior plans to provide a higher level of educational opportunities to students studying unmanned systems. The integration, testing and maker spaces allow teams to use unmanned systems for research related to the environment, ecology, weather, climate change, and national security.

The Edmon Low Library is building a reputation for embracing new technology while maintaining a foundation of quality service and is a member of the prestigious Association for Research Libraries. The Creative Studios, located on the first floor, currently house high-powered Macs and PCs loaded with the popular Adobe software, a green screen-equipped recording studio, data visualization space, room-scale virtual reality and 30 printers. The Studios are also home to the Tech to Go Desk, with a constantly evolving list of checkout equipment. The building offers six floors of study space with 25 group study rooms available by reservation. The Library operates 24/5 during the fall and spring semesters. Remote access to electronic library resources and software downloads is available to currently-enrolled OSU-Stillwater students and OSU-Stillwater faculty and staff through Anywhere Access. Special collections include 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.

OSU's shinning new star is the McKnight Center for Performing Arts. The McKnight Center is the result of a unified vision to create a new cultural epicenter in Stillwater. Conceived of in 2014, it opened in 2019 with a New York Philharmonic's residency that included three performances, along with educational master classes and lectures. OSU has long anticipated the opening of The McKnight Center, which is an expression of OSU's commitment to the arts. The first year's events provided many exceptional performances. The state-of-the-art 1,100 seat opera hall and a 200 seat practice auditorium incorporate extensive architectural aspects to provide the highest quality sound environment to provide exceptional teaching space in addition to performance space for students and professionals.

In addition to the McKnight Center for Performing Arts, OSU continues to utilize The Seretean Center for the Performing Arts that includes 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 spaces for the teaching of the performing arts.

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 OSU 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.

OSU is home to the OSU Museum of Art (OSUMA) that is located in OSU's first dedicated museum facility, The Postal Plaza Gallery that opened in 2014. Since the inception of the OSU Museum of Art in 2010, the collection has grown from approximately 800 works of art already collected through the Department of Art, Graphic Design and Art History to almost 5,000 objects in the collection. Major gifts from many private collectors and artist foundations have found their way into the OSU collection. The previous, current, and upcoming exhibitions demonstrate the breath of the offerings by the museum.

The Gardiner Art Gallery, which is a part of the Art Department hosts 10-12 exhibitions a year, including traveling shows, guest artists, and shows from the permanent collection as well as student and faculty exhibitions. The Dole Reed Center for the Arts in Taos, New Mexico offers a variety of opportunities for faculty and students to study the art, culture, and environment of the Southwest. Past programs have included artist residencies, student internships and coursework in collaboration with the Fechin House/Taos Art Museum.

Evidence that OSU effectively provides the infrastructure and resources necessary to support effective teaching and learning is shown in the 2019 Student Satisfaction Survey results where 84.7% of the 8,203 respondents indicated they were very satisfied or satisfied with their intellectual growth. Additional evidence is provided by the 2019 Parent/Guardian Satisfaction Survey (PGSS) where 93.4% of the 4,612 respondents indicated very satisfied or satisfied with their student's education at OSU, 92.3% with OSU academic facilities, and 90.5% with their student's intellectual growth since coming to OSU.

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.

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 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. In addition to the Edmon Low Library, other libraries on the OSU-Stillwater campus include the William E. Brock Memorial Center for Veterinary Health Sciences Library, the Mary L. Williams and Teaching Library in the College of Education, and the Cunningham Architecture Library. Each is a valuable information resource.

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3.S - Criterion 3 - Summary

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

Summary

OSU provides high quality education and 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 are required to have clearly defined learning goals in an assessment plan, which is reported on 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.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

4.A.1

OSU maintains a practice of regular academic program reviews following the requirements described in OSRHE Policy 3.7. Mandated review criteria include centrality of the program to the institution's mission, vitality of the program, number of enrolled and degrees granted, quantitative measures of production, duplication and demand, and effective use of resources. Information developed through analysis and assessment, based on OSU Policy 2-0215 Academic Program Review, provides the basis for informed decisions about program initiation, expansion, contraction, consolidation, and termination, as well as reallocation of resources.

Approximately 20% of the programs are reviewed every year, based on a schedule set by OSRHE that follows a 5th-year pattern or following an area accreditation schedule. The review covers instruction and courses offered by faculty, enrollment to graduation ratio, faculty student credit hour production, faculty census with faculty rank and highest degree granted, and for graduate programs time to graduation is included. 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. A meeting for each college is held with the provost and vice provosts in late spring to discuss the APR process and outcomes. Collectively the summaries are presented by the provost to the OSU/A&M Board for approval for the reports to be sent to OSRHE.

The past 4 years of academic program review executive summaries are included in the Evidence Room.

[2018-2019 APR Executive Summaries](#)

[2017-2018 APR Executive Summaries](#)

[2016-2017 APR Executive Summaries](#)

[2015-2016 APR Executive Summaries](#)

4.A.2

OSU evaluates all the credit that it transcripts. Courses for credit are developed and approved through a curriculum review process that is coordinated by Academic Affairs. All parties involved, from the requesting faculty member, through the approval committees, must adhere to [OSU Policy 2-0202](#) Course Action Requests, [OSU Policy 2-0212](#) Approval of General Education Courses, and [OSU Policy 2-0209](#) Standards for Semester Credit Hour.

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 also 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 [OSU Policy 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. The course and degree formation and modification processes are being automated with the use of the CourseLeaf platform.

OSU courses that hold extension or outreach classifications are evaluated in accordance with [OSU Policy 5-0201](#) On-Campus Courses Offered Through Extension and [OSU Policy 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 [sections 3.9 through 3.14](#) and published University policies, [University Academic Regulations 2019](#), and national accepted standards of good practice. Three trained evaluators are

responsible for consistent evaluation.

4.A.3

OSU has policies that assure the quality of the credit it accepts in transfer. 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 sections 3.9 through 3.14 and published University policies, University Academic Regulations 2019, and national accepted standards of good practice. There is a provision in the OSRHE Undergraduate Transfer and Articulation policy 3.11 for students that transfer within the institutions of the Oklahoma State system. As previously stated, 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

OSU maintains and exercises authority over the prerequisites, rigor, expectations of learning, access to resources, and faculty qualifications concerning its courses. 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. These reports are discussed in sub-component 4.B.1. Every five years, on a rotating basis, all programs undergo a full program review (2-0215). The academic program 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 3.10.1 Concurrent Enrollment to provide high school students the opportunity to earn college credit. 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 maintains specialized accreditation for numerous programs, degree options, or facilities recognized by subject or professional accreditation agencies. These accreditations frequently require that students show competence by passing professional examinations, as well as meeting 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 sub-component 4.A.1.

4.A.6

OSU evaluates the success of its graduates through alumni surveys coordinated by University Assessment and Testing. Currently, alumni from all programs are surveyed each year. Prior to 2019, undergraduate program alumni were surveyed in even-numbered years, and graduate program alumni were surveyed in odd-numbered years. All surveys target a population of alumni who received their OSU degrees about 2- and 5- years prior to the year of survey administration. The survey questionnaire consists of many components, including continuing education, current job/career demographics, career reflection, satisfaction, well-being, and community. Results are reported for the entire institution and for each participating academic unit. Responses are reported in the aggregate only; individual responses are confidential. Program-specific alumni survey results are available on the Current Plans, Reports, and Surveys page.

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 2019 Survey of Alumni indicated that 84.1% of the n = 2,509 responding alumni were currently employed. Only 1.8% of the total respondents indicated they were neither employed nor continuing their education. In June of 2019, the seasonally adjusted unemployment rate for the state of Oklahoma was 3.2% (Bureau of Labor Statistics1, 2019). Of the employed alumni, 94.2% were

employed full-time. 56.1% of those who were employed were employed by a corporation, partnership, or private business and 23.0% were employed in an educational institution. The remaining alumni reported employment with the military, other government entity, charity or other nonprofit entity, or other. About 87.5% of alumni reported their current position was somewhat or directly related to their degree and 85.7% of alumni reported they felt OSU prepared them adequately or very well for meaningful employment. Overall, 84.9% of alumni were satisfied or very satisfied with their current career.

The 2019 Survey of Alumni indicated that 21.6% of survey respondents reported they were continuing their education. Most of these respondents indicated they had either completed or were in the process of completing a master's degree (55.3%), followed by doctoral (18.8%) and medical degrees (11.2%). 92.6% of alumni reported their OSU program had prepared them very well or adequately for their graduate/professional degree program.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1

OSU has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals as required by OSRHE Policy 3.20. Academic Program Outcomes Assessment, which a required assessment area, is detailed in OSRHE Policy 3.20.6, where it states that institutions are responsible to develop assessment instruments that reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives. OSU's outcomes assessment process requires each degree program to develop an assessment plan with stated learning outcomes and an annual report to track progress.

The academic program outcomes assessment plans articulate what faculty members expect students to know and be able to do upon degree completion, identify appropriate assessment measures and processes used to determine student achievement of those learning outcomes, and describe how faculty members will use the assessment results to improve the program. It is recommended that plans should contain at least three student learning outcomes, at least one direct or indirect measure for each student learning outcome, and a Use-of-Results statement indicating how the annual assessment results will be used for academic program improvement. Degree and program learning outcomes are identified by faculty and plans are developed for systematic assessment. The assessment plans are submitted annually to University Assessment and Testing (UAT).

The assessment process for curricular learning outcomes for general education and degree program courses is accomplished 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 Association of American Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics that are modified accordingly. General education at OSU has its own assessment activities that are separate from the degree programs in which the classes are taught. The institutional process that articulates the intended learning outcomes for general education was described in sub-component 3.B.1.

OSU, through UAT, surveys alumni from undergraduate and graduate programs every year and targets graduates 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.2

OSU assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs through a variety of techniques including, program outcomes assessment, general education assessment, area accreditation reviews, student affairs assessment, and alumni surveys.

Academic program outcomes assessment plans provide the structure for the annual academic program outcomes assessment reports that describe the assessments used to measure the yearly achievement of the learning outcomes. These reports are prepared by an identified faculty assessment coordinator for each academic unit, discussed in faculty groups, and then submitted to University Assessment and Testing (UAT) for comments and recommendations. The annual reports are used by program faculty to track program assessments and changes, implement improvements to the programs, and form the basis for the Academic Program Review (APR), which is a comprehensive 5-year report that covers all aspects of the degree program that was described in sub-component 4.A.1.

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). AAIC policy on program outcomes assessment is followed by all units. 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.

OSU holds numerous area accreditations across many fields of study. The criteria to achieve accredited status typically emphasize processes and outcomes with respect to assessment and continuous improvement. Accreditor expectations hold the accredited entities to the highest standards of performance in assurance of learning within their respective fields.

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. 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, results, and lessons learned in the Annual Student Affairs Assessment Report.

4.B.3

OSU uses the information gained from assessment to improve student learning. Since 2019 the assessment reports are gathered through Nuventive Improve, which is a web-based Assessment Management System that provides seamless management of program assessment and facilitates full-cycle understanding and use of assessment results to improve learning. The assessment findings 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.

Student learning at the program level is enhanced through the annual program assessment reports, which are based on the plans that require Use-of-Results statements. 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 assessment of general education at OSU is one of the key features of continuous improvement of student learning.   The general education assessments 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 and 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: diversity, information literacy, professional/ethics and written communication/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.

4.B.4

Assessment at OSU is a well-outlined process that is goal-oriented and has 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 and some faculty in every academic unit are involved. 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.

University Assessment and Testing (UAT) provides exceptional support to the institution's assessment processes. Academic Program Outcomes Assessment Guidelines include explanations of assessment terms, methods, findings, and use of findings. The annual program outcomes assessment review is a rigorous process of examining each program's annual outcomes assessment report to determine the quality of the report based on specific criteria required for program evaluation and student learning improvement. Optimal report characteristics are identified for faculty.   An excellence in assessment award motivates faculty to pursue best practices. The Assessment Plan Guidelines provide tips on plan formation and information about Nuventive. Current plans, reports, and alumni survey results are available at the UAT website, as are the past plans, reports, and alumni survey results.

OSU's assessment processes are multidimensional 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 annual report to OSRHE summarizes assessment efforts.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

OSU has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate. A retention focus has become prevalent across all strata of the institution over the last decade and retention has been climbing since that time. First-year retention was at an all time high of 83.4% in fall 2019 with the fall 2018 cohort. A target of 84% is set for first-year retention.

OSU measures student persistence through 2nd-year retention. This overview of second year retention describes that only students who were first-time, full-time students in fall 2017 and enrolled during fall 2018 were included in the current 2nd year retention rate of 88.6%.

OSU measures completion with 4-year and 6-year graduation rates. The increase in these metrics in the past six years since the Block Rate Tuition has been significant. The 4-year rate has increase more than 10% in 6 years from 34.1% for the fall 2009 cohort to 44.7% for the fall 2015 cohort. The 6-year rate has increased over the last 5 years from 61.9% to 64.7% for the fall 2013 cohort. The goals are 48% for the 4-year rate and 68% for the 6-year rate.

4.C.2

OSU's Office of Institutional Research and Information Management (IRIM) collects and analyzes information on student retention, persistence, and completion of its programs. IRIM now provides that data through the Cowboy Data Round-Up, which has significantly increased the availability of data to the university community. The platform has public data and data protected by OSU login. It provides access to data, along with tools for filtering so analysis can be for specific sub-populations of students. End users now have the ability to interact with reports to obtain the data needed for their specific constituents. Administrators at all levels have found this capacity helpful.

Examples of the various filtering that is possible in Cowboy Data Round-Up can be viewed in the these screens shots for retention and 4-year graduation rate from the secure data side of the platform. The upper tabs on this Persistence Report display some of the types of data filtering that can occur on the site.

The second-year retention analysis is an example of how IRIM collects and analyzes information on student retention, persistence, and completion of its programs. Typically, retention reporting focuses on student characteristics and activities in the first year. For example, if a student was in the College of Arts & Sciences during their first year, they're considered an Colleges of Arts & Sciences student for the rest of their career for retention purposes. This is the case for most student characteristics. However, characteristics and demographics change and those changes may have an impact on student success. Second Year reporting allows an interested party to look at how changing demographics and characteristics can impact student success without being tied to a student's first year demographics and characteristics.

What does the second year retention analysis show? That report can be used to help identify and research characteristics that impact retention to the third year. For example, it could be used to look at students that were in housing in their second year. Does living in housing in the second year impact a student's success? Are there pockets of students that under-perform in their first year but excel after? Are there pockets of students that excel in the first year but under-perform in achieving graduation? The second year retention analysis is the first step in answering these types of questions .

IRIM supports the users of the Cowboy Data Round Up with usage instructions that include tips about screen presentation of data, filtering, report generating, and viewing reports and data on a mobile device.

4.C.3

OSU uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data. The extensive need for and use of data for decision making led to the development of the Cowboy Data Round-Up.

In the last half-decade with a focus on student success department heads and deans have used data on persistence and completion to redesign college core curriculum, reorganize and reorder the course work in degree plans, and adjust the course content. Faculty, staff, and administrators have used data to revamp the general education requirements, polish the advising processes and warnings, and rework the tuition structure for undergraduates.

The implementation of Block Rate Tuition was a data driven decision. On average students were enrolling in less than 15 hours per semester, which limits their ability to graduate in 4 years. Block tuition rate motivates students to take at least 15 hours per semester. OSU is committed to providing accessible and affordable higher education for its students. The goal is to help students shorten the time to earn their degrees and assist with financial budgeting. To aid in this effort, a block rate was implemented that includes tuition and university-wide fees for students taking 12 to 18 credit hours. The block rate serves as one of OSU's strategies to help students stay on target and finish college in 4 years. Special circumstances exist where a student will not be charged the block rate.

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

The processes and methodologies for collecting and analyzing information on student retention, persistence, and completion used by OSU's Institutional Research and Information Management (IRIM) office reflect good practice. IPEDS definitions are used for first-year retention as well as for 6-year graduation rates.   OSU also closely tracks 4 and 5 year graduation rates.

Good practices are also demonstrated by the Cowboy Data Round-Up that contains links to all reports available for consumption. Although one section of the platform does require login, the public section provides extensive information. It contains the Student Profile, Credit Hour Report, 5-year Academic Ledger, and the Diversity Ledger. The Student Profile is OSU's fact book. It contains various statistical breakdowns of the current student body, source of students, enrollment trends, new freshman statistics, degrees granted, retention of students, enrollment projections, profile comparison, and crosstab index and glossary. The Academic Ledger contains student, faculty, research, and financial information. Extensive transparency with such data increases institutional credibility.

Sources

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- Academic Ledger 20200119
- Academic Ledger website 20200113
- Block Rate website 20200112
- Common Data Set website 20200113
- Cowboy Data Round Up Usage website 20200113
- Cowboy Data Round Up website 20200113
- Credit Hour Ledger 20200119
- crosstab index CDR 20200118
- degrees granted by college 20200118
- Diversity Ledger Fall 2019
- Diversity Ledger fall 2018
- enrollment projections CDR 20200118
- Enrollment Trends Fall 2019
- IRIM website 20191104
- New Freshman Statistics Fall 2019
- number of degrees from CDS 20200115
- OSU Degree Completion Plan 2019-2020 FINAL
- percent with 15 or more hours 20200115
- Persistence circular graphs 20200118
- Present Student Body Fall 2019
- profile comparison DR 20200118
- retention filted graphs 20200118
- retention graduation rates IRIM 2020015

- Retention of Students Fall 2019
- second year retention CDR 20200119
- source of students CDR 20200118
- student faculty ratio fall 2019
- student profile CDR website 20200118
- Tuition and Fees website 20200113

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

OSU demonstrates responsibility for the quality of its educational programs and 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.

Program and graduate evaluation at OSU is regular and systematic. The Program Outcomes Assessment 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.

Much attention at OSU is focused educational improvement to increase retention, persistence, and completion rates. Exceptional data access through the Cowboy Data Round-Up has assisted administrators at all levels to make data-driven decisions.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.B.1

The governing board for Oklahoma State University is the OSU/A&M Board of Regents, which is knowledgeable about the institution and provides effective oversight. The constitutional authority, composition, procedures, and functions of the OSU/A&M Board 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 and employs policies and procedures to engage the governing board, administration, faculty, staff, and students in the institution's governance. 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 establishing of all general policies affecting the institution, its relationship to other institutions, and the prescribing of such rules and regulations as may bring these policies into effect. Its judicial functions are limited to acting as a court of final settlement for matters that cannot be satisfactorily adjusted by the presidents of the colleges. Its executive power is delegated in most instances to the presidents of the institutions and their authorized administrators.

OSU's Executive Leadership Team uses the mission's core values of community, excellence, diversity, integrity, service, intellectual freedom, and stewardship of resources, to serve as guidelines as they determine the most beneficial actions for the university. The leadership structure supports collaboration and communication, which allows each person on the team to play a significant role in maintaining the level of excellence expected at OSU.

The Council of Deans, chaired by the provost & senior vice president, includes all the deans and representatives from the Division of Academic Affairs including the vice provost, and the assistant to the provost. This group meets monthly throughout the year to discuss all aspects of the instruction, research, and outreach/service missions of the colleges, including academic programming, policies and procedures, personnel policies, and budget. The Council considers recommendations from the faculty, staff, and student governance bodies, Instruction Council and other advisory groups, and makes recommendations to the president.

Instruction Council is comprised of the associate deans for Academic Affairs from each of the colleges, including the Graduate College, and is chaired by the vice provost for undergraduate education. This group meets monthly during the academic year, more often if needed, to discuss all aspects of instructional programs, including but not limited to curriculum quality and content, methods of course delivery, and enhancement of faculty instructional techniques. The Council makes recommendations to the provost on policies, procedures, and regulations affecting the instructional programs at OSU.

Faculty Council consists of 30 elected members of the general faculty. These elected members represent all branches and undergraduate colleges or divisions of OSU. The Council works closely with the administration to effectively formulate, recommend, and execute the educational policies, procedures, and long-range plans of the institution, insuring that the channels of communication are established and maintained. Section 5 of the Charter and Bylaws of the General Faculty outlines the functions of Faculty Council. Several of the committees within Faculty Council have student members as part of the committee organization.

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.

The Graduate and Professional Student Government Association (GPSGA) serves as the voice for all graduate and professional students. Their mission is to enhance the graduate experience through a unilateral representative body that provides student input on the policies that impact health, finances, and professional development. GPSGA also provides aid for scholarship, fellowship, and leadership opportunities.

The Student Government Association (SGA) serves the students of OSU and makes their voices heard on campus. SGA partners with faculty, staff, and the OSU/A&M Board to identify improvements. SGA's goal is to provide funding and implement changes to improve the campus, community, and most importantly the students' way of life.

5.B.3

OSU's administration, faculty, staff, and students are involved in setting academic requirements,

policy, and processes through effective structures. 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 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 that 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.

Sources

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- A M Board Meeting Minutes 20191025
- Bylaws General Faculty 20200125
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- Faculty Council website 20190921
- GPSGA website 20200125
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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.A.1

OSU has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations. The core value of stewardship of resources, states that OSU is dedicated to the efficient and effective use of resources and sustainability practices to conserve those resources. OSU accepts responsibility of the public's trust and is accountable for its actions. President Hargis showed key financial indicators in the FY2020 budget presentation to the OSU/A&M Regents. These indicators show financial health and stability.

The Academic Ledger in the Cowboy Data Round-Up provides evidence of revenue and expenses over the last four fiscal years. The expenses illustrate the extensive investment into human resources with salaries and benefits comprising more than 80% of the expenses in 2019. The number of faculty have increased to over 1,600 again, after a slight drop two years ago.

The physical infrastructure is maintained by the Office of Budget & Asset Management (BAM). BAM has close-knit working relationships with the Facilities Management's Geospatial Systems and the Office of Risk & Property Management. BAM, Geospatial Systems, and Risk & Property Management provide data and information that allow university administrators to make informed decisions regarding current and potential use of campus space and future needs. Managing the university's physical space requires cooperation and communication between BAM, Geospatial Systems, and Risk & Property Management, the administration, and the academic departments. Consider that Oklahoma State University includes: 1,489 acres on the Stillwater campus, 5,914 acres in the surrounding areas (mostly agriculture and veterinary medicine), 20,269 acres that include Lake Carl Blackwell, over 700 buildings with almost 12,000,000 gross square feet over 36,000 rooms.

The physical infrastructure of OSU is not just sufficient to support its operations; it is beautiful. The Neo-Georgian architecture and the magnificent landscaping provide an enriched environment. In November 2019 OSU's landscaping won the Grand Award from the Professional Grounds Management Society, the 2019 Green Star Award for University and College Grounds — Large category for exceptional grounds maintenance. In addition to a formal garden, OSU has many unique gardens and plazas. Some gardens have been installed as teaching tools, like the native plant corridor. Because there are many detailed gardens and teaching opportunities around unique

plantings and tree plantings, it requires a heightened sense of maintenance. The award was for more than campus beauty; it was also based on turf, landscaping, safety, challenges, budget, and sustainable practice. Further evidence of the beauty of campus is that in the 2019 Parent Satisfaction Survey, 98.1% of the 4,612 respondents indicated they were very satisfied or satisfied with the overall campus appearance.

OSU Information Technology (IT) is responsible for the technological infrastructure. IT strives to provide useful technology to faculty and students for continuing academic success, to researchers and constituents to engage in and further their research efforts and collaboration, and to operational units for support services. IT provides technical support to campus IT departments, academic IT departments, and to the general user base, in a secure computing environment. IT has as its objectives to maintain a network infrastructure that is reliable, secure, and of sufficient bandwidth, make access readily available from across campus as well as remote access, support a core set of applications that meets the needs of the university community. IT makes access easy to its vast array of IT Services.

5.A.2

OSU's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations. OSU is a publicly-funded institution that operates under the guidance and policy framing of the Oklahoma State Regents of Higher Education (OSRHE) and the OSU/A&M Board of Regents based on OSRHE Policy Chapter 4 - Budget and Fiscal Affairs. The University does not generate, nor does it provide financial returns and it follows OSU Policy 3-0201 Fiscal Procedures and Accounting Practices. 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.

OSU's General University Budget for FY 2019-2020 lists allocations for educational purposes at almost 66% of the total budget with Instruction 35.1%, Academic Support 15%, and Scholarships and Fellowships at 15.8% of the total budget. The OSU-Tulsa FY 2019-2020 budget indicates that these three categories comprise almost 62% of the total budget with Instruction 51.3%, Academic Support 9.6%, and Scholarships and Fellowships 0.8%. The OSU Center for Health Sciences FY 2019-2020 budget devotes more than 67% of the total budget to Instruction 58%, Academic Support 6.9%, and Scholarships and Fellowships at 2.2%.

5.A.3

Th goals in OSU's mission are realistic in light of the institution's organization, resources, and opportunities. The core goals of 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 woven into the fabric of OSU.

Academic excellence forms the nucleus for the organization of the teaching, research, and learning activities at the institution. Assessment of student learning outcomes, academic program review, and rigorous faculty evaluation comprise some of the resources necessary to ensure the degree of quality desired.

Along with the land-grant responsibility to educate the populace is the obligation to assist students to

strive toward success. Resources to support student success have been effective to increase retention and graduation rates. OSU at all levels continually seeks opportunities to increase student success and has the organization in place and the resources available to create the circumstances that makes it possible to act.

Community engagement is the heart of a land-grant institution. The extension of the institution into the community distributes the knowledge acquired through the other responsibilities of teaching and research. As the state's land-grant institution, OSU has a unique responsibility and commitment to providing educational opportunities to the citizens of Oklahoma. Outreach extends as community engagement, agricultural experiment stations, and cooperative extension. OSU's superior community connections were recognized when the top ranking in Carnegie Classification for Community Engagement for research institutions was achieved in 2019.

5.A.4

OSU's staff are appropriately qualified and trained. OSU Policy 3-0714 Staff Training and Development is followed. The Office of Human Resources ensures that all staff positions have minimum qualifications included in the position descriptions prior to posting the job opening. Talent Development provides staff with professional development to learn more about the OSU campus and how to excel in their positions. The training of a new employee begins soon with New Hire Orientation. Talent Development offers instructor led courses as well as a library of over 4000 courses in Online Training.

The Human Resources Certificate Program offers training for full-time faculty and staff to earn certificates while participating in OSU Talent Development courses. The certificates cover a variety of topics including the following. The Procurement Professional certificate is designed for those who are engaged in regular purchasing activities of a department or unit. The Ambassador Program is designed to meet the development needs of front-line employees who serve as Ambassadors for OSU. The Leadership Development Program is an innovative program designed to enhance the supervisory skills of managers, supervisors, administrative personnel, and those that aspire to be supervisors. The Advanced Leadership Program is available exclusively to graduates of the Leadership Development Program who wish to refresh, enhance, and deepen their leadership skills.

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

5.A.5

OSU has a well-developed process in place for budgeting and for monitoring expense. The Budget & Asset Management office within the office of the senior vice president for Administration & Finance provides assistance coordination for all phases of budget preparation and presentation. OSU 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 (OSU/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. OSU Policy 3-0201 Fiscal Procedures and Accounting Systems 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 OSU/A&M Regents and, following approval by the OSU/A&M Regents, the budget is presented to OSRHE. Current and previous fiscal years operating budgets are available on the Budget and Asset Management office website. The budget presentation for FY 2020 includes total budget allocations, revenue sources, proposed student costs, key financial indicators, institutional strategic initiatives associated with student and research success.

Sources

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- 3-0714 Staff Training and Development
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- IT All Services website 20200124
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- OSRHE Policy Chapter 4- Aug 2016
- OSU Strategic Plan - Approved April 24 2015
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- Parent Satisfaction Survey report 2019
- Retention of Students Fall 2019
- Strategic Plan Hargis website 20190904.pdf
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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

OSU allocates its resources in alignment with its mission and priorities. The mission core goals of academic excellence, student success, and community engagement were emphasized in President Hargis' FY 2020 budget presentation to the OSU/A&M Regents. Student success was highlighted with greatly increased 4-year and 5-year graduations rates. Academic excellence was encouraged through an "Idea Competition" where research teams were invited to develop prospectuses to outline societal problems to be addressed. Support for the mission core value of stewardship of resources was exercised by the classroom utilization project that recognizes that instructional space is one of OSU's most significant resources and steps were identified to ensure that this resource is fully utilized.

In the FY 2020 Educational and General budget for the main campus 78.9% of the $475,309,170 was allocated to line items that support the mission: instruction, research, public service, academic support, and scholarships and fellowships. The FY 2020 OSU-Center for Health Sciences budget indicates that 79.7% of the $81,559,591 allocated went to those categories. In the FY 2020 OSU-Tulsa budget those categories comprise 65.9% of the $19,141,248 total allocation.

5.C.2

OSU links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. The mission's core values of excellence where commitment to continuous improvement is declared and stewardship of resources in which the vow to protect and conserve our resources is stated provide the process framework for OSU's evaluation, planning, and budgeting.

The Academic Program Review (APR), described in sub-component 4.A.1, in which all degree programs are reviewed on a rotational schedule has assessment of student learning outcomes as a significant part of the report. The assessment information along with other degree program metrics are discussed in APR follow-up meetings for each college with the associate deans, dean, vice-

provosts, and provost. Evaluation, planning, and budgeting for the degree programs in conjunction with recommendations for adjusting the size of the program are discussed in these meetings that include all levels of academic administration associated with the degree. The colleges suggest changes to programs or propose new programs along with funding descriptions in the Academic Plan that is submitted annually to OSRHE.

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 provide yearly updates to Faculty Council. Those committees both report that they received updates from the president and the senior vice president for finance and administration regarding budget and funding issues numerous times during the year. In addition to ten Faculty Council meetings per year, there are two 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

OSU's planning process encompasses the institution as a whole and considers the perspectives of internal and external consistency groups. Through the mission core value of community and the core goal of community engagement, OSU invites participation from internal and external constituencies.

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. 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 Advisory Council.

Associate deans of instruction for each college and the advising director for 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 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. The county educators and area, district, and state specialists develop science-based educational programs to help Oklahomans solve local issues and concerns, promote leadership, and manage resources wisely. This interaction allows OSU to consider the perspectives of external

constituencies from across the state.

 5.C.4

The institution plans on the basis of a sound understanding of its current capacity. 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 June 2019 Audited Financial Statement indicates solid financial footing.

The FY 2020 state budget began to replace some of the 25% reduction in state appropriations that had occurred in the last 5 years. OSU's slightly declining enrollment due to higher 4-year and 5-year graduation rates reduced the revenue from tuition and fees, but this decline is expected to level off.

The report from the Budget Subcommittee of Faculty Council (FC) that is presented annually to the full FC and to central administrators is an example of the activity at all levels to understand OSU's capacity and to appropriately plan for the future.

5.C.5

OSU's planning anticipates emerging factors, such as technology, demographic shifts, and globalization. Planning for technology sets security as priority one. Significant resources have been devoted to increase the security for the OSU/A&M system network. Multi-factor authentication has been purchased and will be deployed to faculty, staff, and students. A secure system allows users to enjoy the convenience of Microsoft 365 in conjunction with OneDrive for document cloud storage. Implementation of Banner promoted the planning for various software platforms, such as CourseLeaf for course and degree modification, as well as developing the Catalog. An advanced faculty database in Elements, a research information management system (RIMS) that gathers information broadly but can also be augmented by faculty, is being implemented.

Demographic shifts are continually considered in various functions of the institution. Undergraduate admissions follows demographic shifts closely by utilizing national databases.   Shifts in Oklahoma high school graduates are also tracked. OSU's research planning also must monitor demographic shifts. For example, the Oklahoma Water Resource Board plans for water use across the state based on demographic metrics on the population.

OSU's planning has anticipated globalization prior to the last global shifts. OSU's more than 70 years of extensive global engagement began in 1949 when President Truman appointed then OSU President Henry G. Bennett as the first director of the Point Four Program, which focused on taking the United States' technological and scientific knowledge abroad to developing countries. Since then, OSU has provided technical assistance to many through partnerships with the United States Agency for International Development (USAID), the National Science Foundation, the Ford Foundation. and the World Bank. OSU's global outreach is organized and planned through the School of Global Studies and Partnerships.

*** The text below has been merged from Core Component 5.D ***
5.D.1

OSU develops and documents evidence of performance in its operations. The Cowboy Data Round-

Up (CDR) managed by Institutional Research and Information Management (IRIM) provides all reports available for consumption by the university community. A plethora of standardized reports are available and the platform filters provide an array of combinations so that administrators, faculty, and staff can develop endless types of customized reports.

Substantial evidence of performance is available on the publicly accessible portion of the Cowboy Data Round-Up including the student profile, student credit hour reports, the 5-year academic ledger, and the diversity ledger. The student profile contains various statistical breakdowns of the current student body, past enrollment trends, retention and graduation rates, degrees granted, and projections of future enrollment. The student credit hours (SCH) report provides the overall 4-year SCH trends and the annual changes for each of the included years. The 5-year academic ledger contains a five year history of student, faculty, research, and financial information, as well as about tuition/mandatory fee rates. The information is available at the university, college, department, and course levels. The diversity ledger provides a multi-year history and detailed race/ethnicity breakdown of the student, faculty, and staff populations at OSU.

A Strategic Goals Dashboard is under construction that will measure progress toward the metrics for the sub-components of the core goals in the mission. Examples of what the Dashboard will provide can be seen in these screen shots below from the draft site.

Core Goal: Academic Excellence. Sub-component I.A. Provide support for effective approaches in the teaching of undergraduate, graduate, and professional students

Core Goal: Academic Excellence. Sub-component I.B. Provide support for research, scholarship, and creative activities

Core Goal: Student Success. Sub-component II.A. Continue programs to enhance learning, increase retention, and improve graduation rates

Core Goal: Student Success. Sub-component II.C. Recruit and retain diverse students, faculty, staff, and administrators

Core Goal: Student Success. Sub-component II.D. Advocate and utilize a student development model that enhances academic success

Further evidence of the documentation of performance in operations is the accreditation status held by various areas on campus. The external accreditations demonstrate performance to higher standards in these 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

5.D.2

OSU learns from its operational experiences and applies that learning.   One of the primary examples of OSU's application of data to improve the University is the campus wide response to increase retention and graduation rates. Work to improve retention had begun prior to the formalization of the process in the last Quality Initiative that resulted in the formation of University College. In addition to its primary functions to provide tutoring, advising, and other assistance to several different student populations that can be at higher risk for not completing their degree, it has become a hub of data collection and evaluation for first and second year success.

Across campus faculty, staff, and administrators, in units, colleges, and at the institutional level participate in activities to increase student success that were infrequent, but are now common. For example, through the course management system, Canvas, faculty can communicate with groups of students through email or chat rooms more easily than ever. Colleges and units now remind and motivate faculty to submit midterm grades for lower division courses. An academic early warning system is in place for ease of interaction between faculty, advisors, and students. OSU invests in platforms like Canvas and encourages faculty to submit midterm grades because institutional learning indicates that these activities matter for student success.

OSU learned that accurate information about graduation requirements that is well understood by both advisors and students is essential for student success. Operationally this resulted in the implementation of Degree Works, which is the university-wide degree audit system. Degree Works is a tool designed to assist students in providing an overview of degree requirements and how coursework applies to their degree program. Students work with their academic advisor to verify the information in their audit, develop an understanding of program requirements, discuss class registration, and verify final official degree clearance at the time of graduation. Since fall 2018, degree audits have been available for all active undergraduate degree/certificate programs and the doctor of veterinary medicine degree.

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5.S - Criterion 5 - Summary

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

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.

Sources

There are no sources.