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CHAPTER ONE
INTRODUCTION TO SELF-STUDY
Introduction to the Self-Study

This introductory chapter provides information on six major topics: Profile of Oklahoma State University Institute of Technology-Okmulgee (OSUIT); Accreditation History; Self-Study Process; Summary of Strengths from Previous Visits; Institution’s Response to the Previous Teams’ Concerns; and Significant Changes Since the Last Comprehensive Evaluation.

College Profile

OSUIT is located in Okmulgee County on U.S. Highway 75, a divided four-lane highway that extends from Kansas City, Kansas south to Dallas, Texas. Cyberwise, OSUIT can be found on the World Wide Web at http://www.osuit.edu. Geographically, the college is in Okmulgee, Oklahoma, a town 38 miles south of Tulsa and 12 miles north of Interstate 40, a major east coast-west coast passage, in a rural, east central locale. Oklahoma, named for the Choctaw word meaning “red people,” is the home of 39 federally recognized Native American tribes—a larger number of tribes than in any other state. Okmulgee’s estimated 2008 population is slightly over 13,000 persons in the town and 39,219 persons reside in the Okmulgee County boundaries.

The town of Okmulgee, as well, enjoys a rich Native American heritage. Okmulgee is the historical, as well as the present day, national capital city for the Muscogee (Creek) Tribe. The word Okmulgee is Creek for “bubbling water.” The Muscogee (Creek) Nation capitol complex is situated approximately two miles from the OSUIT campus.

OSUIT has a rich history of its own. In facilities that served as a veteran’s hospital during World War II, OSUIT opened its doors in 1946 to alleviate over-crowding on the OSU-Stillwater campus due to the post-war enrollment boom. Sponsored by the Veterans Administration, the first class of 500 veterans enrolled to learn agricultural and mechanical trades. With no state or local revenue support, the college served only veterans and other agency-sponsored students for several years, and plans were to close the campus when the veterans’ demand for training had subsided.

By 1956, the college had a sound reputation for quality technical education and became a permanent part of Oklahoma’s higher education system. At that time, state funds and other revenue sources became available. However, because Oklahoma State University is a constitutionally-created agency, OSUIT has never collected ad valorem taxes.

OSUIT is a branch campus of Oklahoma State University-Stillwater (OSU-Stillwater) and is among very few state-supported, technical colleges with a mission focused primarily on technical-occupational career preparation. The majority of the students enroll with an expectation of full-time employment with good career advancement immediately upon graduation.

As a branch campus of the Oklahoma State University system, OSUIT enjoys a statewide mission. Approximately 95 percent of the student body is representative of the 77 counties in Oklahoma, four percent represents 20 other states, and the remaining one percent represents 5 – 10 foreign countries.
The trimester calendar, campus location, and residence facilities encourage a full-time, continuously enrolled, student population. According to Fall 2009 records, approximately 70 percent of OSUIT students were enrolled as full-time (12 credit hours or more) students.

Until Fall 2001, the college awarded only the Associate in Applied Science degree. Approval was given in that year for two Associate in Science degrees in Pre-Education and Business; a third Associate in Science degree for Information Technologies was approved effective Spring 2003.

With Oklahoma’s inauguration of Governor Brad Henry in January 2003, the stage was set for new strategic guidelines (EDGE – Economic Development Generating Excellence) that would direct state decision-makers for the next four years and dramatically alter OSUIT. Among the Governor’s goals:

1. Make education that supports workforce development the state’s top priority.
2. Establish more 4-year technology degree programs (Bachelors of Technology, or B.T. degrees) at institutions of higher education, focusing on high-priority areas that support economic development in Oklahoma.

The dream of OSUIT one day awarding a technical baccalaureate degree had first surfaced during strategic planning sessions during the 1990s. So, with encouragement from OSU President Schmidly, involvement from business and industry professionals, and advice from the staff of the State Regents’ Office, the College began moving forward with their efforts. The college also joined the Community College Baccalaureate Association.

A Higher Education Consultant, Dr. Deborah L. Lloyd from Fort Lauderdale, Florida was contracted to do research and advise the college with respect to direction and preparation of materials.

Local approval to award a baccalaureate degree was given by the Board of Regents for Oklahoma State University and the A&M Colleges on October 24, 2003. Then, on February 13, 2004 the Oklahoma State Regents for Higher Education unanimously approved the recommendation to change the function as well as for the college to award Bachelor of Technology degrees effective Fall 2004. An HLC Focus Visit
occurred June 7-8, 2004 with the team recommending accreditation at the bachelor’s level limited to the Bachelor of Technology degree in three specific disciplines.

One last change to OSUIT’s structure occurred in 2006 when the institution received approval from the two governing boards, as well as HLC’s staff liaison, to offer the Associate in Applied Science degree at its learning site in Pryor at the Mid-America Industrial Park.

**ACCREDITATION HISTORY**

**Initial Accreditation Visit: 1975**

The Oklahoma State University School of Technical Training was granted accreditation as an operationally separate entity of Oklahoma State University by the North Central Association of Colleges and Schools in the summer of 1975. On July 26, 1979, the Oklahoma State Regents for Higher Education approved a revision of the function of the school to provide for the awarding of the associate degree as well as academic awards of diplomas and certificates. In addition, all courses were approved to be offered as lower division, college semester credit hours. The revised function was implemented on October 1, 1979.

**Focused Evaluation on Substantive Change: 1980**

The Commission considered this revision a substantive change, and a focused evaluation visit was scheduled for April 1980. The visiting team recommended that the college’s accreditation be extended to the associate-degree-granting level. This was approved by the Commission in the summer of 1980 with concurrence that the college’s next comprehensive evaluation remain as scheduled in 1985.

**Comprehensive Visit: 1985**

When that visit occurred on April 14-17, 1985, the team recommended continued accreditation, but also requested that a report be filed with the Commission by July 1, 1987, focused on the following:

1. Official campus decision on the desired level of the general education courses.
2. Indication that steps have been taken to upgrade faculty qualifications. This includes indications of OSUIT’s commitment to upgrade current employees and hire new faculty with degrees appropriate for postsecondary associate-degree instruction.
3. Indication of adjustment of workloads to allow for professional involvement in curriculum revision, student advising and technical updating.

**Comprehensive Visit: 1990**

The next comprehensive evaluation was in the spring of 1990, and the team recommended continued accreditation for ten years, with no focus visits or reports.
CHAPTER ONE

Comprehensive Visit: 2000

The most recent comprehensive evaluation occurred in January 2000. While the team unanimously agreed to recommend a decennial visit cycle, they requested a focus visit be conducted in 2002-2003 to address the issues of Assessment of Student Academic Achievement, Academic Leadership, and Recruitment and Retention.

Focus Visit on Three Issues: 2002

A two-member team visited the campus November 4-5, 2002.

1. **Student Academic Achievement:** A new director of Assessment had been hired in September of 2001, and the Assessment Committee reactivated. While much work had occurred, it simply was too little, too late. The team recommended a progress report on the establishment and mapping of general education competencies with associated assessment measures be submitted to the Commission no later than January 3, 2004.

   Secondly, a Monitoring Report documenting that the assessment of student learning had been implemented in each program area including general education was assigned. The report was to include program outcomes, program outcome assessment measures (direct and indirect measures included in formative and summative assessment activities), feedback loops, and documented changes to programs as a result of the data. This was due by May 3, 2005, and should the report have not shown significant progress, the next comprehensive visit was to be moved to the 2007-2008 year.

2. **Academic Leadership:** Major campus reorganization occurred in August 2000; the Executive Vice President for Academic Affairs was named and had already taken responsibility for addressing many of the administrative and academic issues identified in the 2000 team’s report. Essentially the only negative comment was that a major percentage of this individual’s time should be dedicated to the oversight of student academic achievement rather than so many direct reports.

3. **Retention and Recruitment Issues (Enrollment Management):** The college had begun to develop the foundation for Strategic Enrollment Management in the spring of 2000 with a Title III Strengthening Institutions Student Success Project. The objective of the grant was to pilot individual projects designed to improve the recruitment, retention, and graduation of students and institutionalize those initiatives found to be most successful. The team concluded that OSU had made significant progress related to the recruitment and retention of students, and that this no longer remained an issue.

Focus Visit to Offer Degrees at the Baccalaureate Level: 2004

On June 7-8, 2004, a three member focused visit team came to campus at the request of OSUIT for approval to offer programs that lead to the Bachelor of Technology (BT) degree in three technical subject areas: Instrumentation Engineering Technology, Information Assurance and Forensics; and Civil Engineering Technology. Upon the recommendation of the team, the change request was approved by the Higher Learning Commission, with a progress report required that would provide updates in five key areas:
1. Enrollment and completion data
2. Curriculum evolutions that articulate the distinction between associate-degree and baccalaureate-level education
3. Faculty recruitment and development
4. Library and information resource
5. Assessment and evaluation

The report was successfully submitted prior to the August 30, 2007 deadline and it was accepted. No further reports were required and the institution’s next comprehensive evaluation remained scheduled for 2009-2010.

New Degree Site: Institutional Actions Committee, 2006

At its meeting on December 4, 2006, the Institutional Actions Council voted to extend the college’s accreditation to include a new degree site in Pryor. The college had submitted a Request for Institutional Change asking approval to award the Associate in Applied Science degree at its learning site at the Mid-America Industrial Park where it had offered 1000 and 2000 level courses since 2000.

THE SELF STUDY PROCESS

Timeline – March 2008 to March 2010
3/17/08 Commission notifies campus of dates for comprehensive visit
4/10-14/08 Participate in HLC Annual Meeting
6/5/08 Steering committee meets officially for the first time
6/20/08 All subcommittee memberships established
8/22/08 Each subcommittee completes draft of topics to be covered, research needed to show evidence of meeting each criterion, and individuals with their specific writing assignment
12/1/08 Gather data, interview, analyze; individual rough drafts due to subcommittee chairs/co-chairs
12/19/08 Each subcommittee chair/co-chair compiles their submissions into a chapter rough draft and forwards to steering committee chair
4/15/09 Analyze information prepared, complete research, identify missing components; prepare rough draft of self study for circulation to campus
4/17-21/09 Participate in Self Study Workshop and HLC Annual Meeting
8/1/09 Receive reactions to draft report; make edits, complete on-going research
SUMMARY OF STRENGTHS FROM PREVIOUS VISITS

2000 Comprehensive Visit

Based upon the January 24-26, 2000 accreditation site visit team report, the site team established six strengths for the college. These were

1. The Reynolds Technology Center enhances the quality of the institution and has a positive impact on the financial base of the college. It exemplifies the mission of the institution by providing high quality, advancing technology programs and services. This strength has been noted by the Board of Regents and community members as a pillar for the economic development of the area.

2. A high dedication to and pride in student success is exhibited by faculty and staff, not only in the classroom but also in responding to students’ career needs.
3. The degree program advisory committee members, in concert with the faculty, can affect necessary, effective, and timely changes in the program curriculum. This is nurtured by a strong relationship between the faculty and the business and industry.

4. Local voluntary financial support for the college is extraordinary considering the size of the local population base. This has allowed needed new construction on campus, such as the Student Union and the Noble Center for Advancing Technologies.

5. Strong partnerships with corporate sponsors, such as GM/ASEP, Caterpillar and others, will continue to enable the institution to develop new resources and maintain high quality academic program offerings.

6. The institution has done an outstanding job of securing external funding through grants, such as Title III and NSF, as well as private donations.

2002 Focused Visit

In the November 4-5, 2002 focused visit team report, four strengths were noted. These were:

1. OSUIT has reestablished an active Assessment Committee with faculty representatives.
2. There is increased confidence in the administrative leadership of the college.
3. The hiring of the Director of Institutional Assessment and Research has positioned the college to move forward systematically in the area of assessment and has provided a baseline of data for decision-making.
4. The college has dedicated resources for the development of strategies for recruitment and retention of students.

2004 Focused Visit

The June 7-8, 2004 focused visit team report showed seven strengths for the College. These were:

1. Resources – impressive facilities and equipment, additional faculty hired to support the new Bachelor of Technology degrees, and a seven dollar per credit hour fee assessment for all technical courses in support of the new BT degrees.
2. Partnerships – over 600 individuals engaged on advisory committees, partnerships with specific industrial firms and corporations who provide major donations, and relationships with Workforce Oklahoma and various economic development organizations that support the College’s mission.
3. Faculty and Staff Engagement – enthusiasm of the faculty and staff, including individuals not directly engaged with the proposed programs.
4. Administrative Leadership – a strong and cohesive administrative team is in place and is highly effective in the administration and leadership of the college. Additionally, the college benefits from the stability and continuity resulting from senior administrators serving in their positions for many years.
5. Systematic Approaches – systematic processes were followed to assure that all necessary approvals were secured by the college, regents and the state, including extensive efforts and discussions with officials of other state universities, so that there was unanimous endorsement of the request to award the Bachelor of Technology degree.
6. A Track Record of Success – this college has a demonstrated track record of excellence, innovation and effective strategy. Many excellent programs are in evidence and community support for the college is broad-based. Each previous major initiative has been executed successfully. Faculty, staff, student, and community all share pride in the achievements of this
college. Many unique programs also characterize this institution that assesses needs and then builds hands-on programs to meet these needs, including areas such as watch repair and orthotics fitting.

7. Access to Higher Education – Although Tulsa, where there are baccalaureate programs, is less than an hour’s drive from Okmulgee, the demographics of this area limit the prospects of many pursuing baccalaureate-level education. The area is characterized by high poverty and residents include a substantial proportion of Native Americans. The offering of applied baccalaureate degrees at the OSUIT campus is being met with great enthusiasm among the region’s residents and promises to enhance access to higher education in a community that has economic challenges by providing local options for higher education at affordable rates.

INSTITUTION’S RESPONSE TO THE PREVIOUS TEAMS’ CONCERNS

2000 Comprehensive Visit

1. Lack of Clear and Concise Plan for the Assessment of Student Academic Achievement

Response: With the designation of an individual with full-time responsibility for Institutional Assessment beginning in 1990, OSUIT began the previous decade somewhat ahead of many other colleges. Various surveys were developed, data gathered, and a campus assessment committee formed. Thanks to requirements for the proper use of Carl Perkins federal funds during that reauthorization, all technical degree programs were required to create pre- and post-tests. OSUIT became one of the nation’s first two-year colleges to offer a Graduate Performance Guarantee in 1993, so Curriculum Improvement Committees were created with the requirement that they officially list all the competencies with which students would graduate. This progress was sufficient for NCA to approve the college’s assessment plan in 1995.

Although a great deal of data was generated between 1995 and 2000, much of the research design under which it was collected and/or analyzed was technically flawed with respect to validity. The campus Assessment Committee failed to persist, and assessment efforts focused primarily on institutional assessment through such mediums as the Student Satisfaction Inventory.

The 2000 team made the following comments
- It does not appear that the institution or individual academic departments have determined ways to measure their goals or to use the collected data to improve learning and teaching;
- There is no evidence of systematically measuring or evaluating the program outcomes or competencies;
- The (1995) plan has only been marginally implemented and many of the assessment tools measure institutional effectiveness rather than student learning;
- While (list of surveys administered) provide valuable information about college services, they reveal little about what students have learned;
- No evidence was available to suggest that a campus-wide Assessment committee reviews data about student learning as a whole or that they have met for several years;
- No evidence was available to suggest that meetings or training related to Assessment have occurred since 1995;
Although scathing, the comments were very accurate, and set the stage for the many changes the college has seen in the past decade. In the spring of 2000, four separate committees were formed under the auspices of our Title III Strengthening Institutions grant that focused on “A Comprehensive Approach to Student Persistence in Advanced Technological Education.” Strong faculty and staff participation signaled support for a campus reorganization, starting with Student Services. With the appointment of an Interim Dean for Student Support and Development in July 2000, change began.

In August 2000, a commitment was also made to strengthen the instructional side of campus and the Assistant Provost for Student Services was promoted to Executive Vice President for Academic Affairs. This individual, an NCA Consultant-Evaluator, immediately began making plans for a successful focus visit. The retirement of the original Director of Institutional Assessment the following spring provided the campus the opportunity to hire a PhD-level researcher, and in July 2001, OSUIT’s new assessment efforts began.

A tremendous amount of work was begun and accomplished in a very short time, and the 2002 Focus Visit Self Study contained a massive amount of quantitative data. Nevertheless, the visiting team concluded that “evidence, to date, suggests that the assessment plan has only been marginally implemented and that many of the assessment tools measure institutional effectiveness rather than student learning.”

Their concerns also included
  - Assessment of general education across the curriculum does not occur;
  - To place a greater emphasis on the “centrality of general education” the institution should separate the business and general education departments;
  - General education competencies should be established and mapped throughout the curriculum;
  - Greater faculty participation must occur;
  - The institution should develop a philosophy of assessment; and
  - Feedback loops do not exist.


Secondly, a Monitoring Report documenting that the assessment of student learning had been implemented in each program area including general education was assigned. The report was to include program outcomes, program outcome assessment measures (direct and indirect measures included in formative and summative assessment activities), feedback loops, and documented changes to programs as a result of the data. This was due by May 3, 2005.
CHAPTER ONE

During the spring of 2003, a faculty committee developed a uniform course syllabus for the college. A highlight of the format was the requirement to list both course and general education core competencies and assessments contained within each course.

During the summer 2003 semester, the general education department was renamed the Arts and Sciences division, and included the development of its mission and philosophy. Uniform course competencies were unanimously agreed upon as well as common course learning goals and objectives for all multi-sectioned, multi-instructor general education courses. Five Core objectives were identified.

Also occurring during the summer and fall were a number of professional development workshops focused on defining and mapping general education outcomes and assessments. Program objectives and associated formative and summative assessments of Core Objectives and Technical Objectives for all degree programs at the college were developed at this time. The progress report was submitted on schedule and approved.

Simultaneous to this activity, comprehensive strategic planning for the Oklahoma State University system was initiated across all five campuses. The Assessment Committee utilized this opportunity to ensure strategic uniform goals, specific objectives within each goal, strategies for achieving objectives, and critical success factors (i.e., assessment methods and measures) across all the program areas of the Okmulgee campus.

Further evidence of the tie to planning and budgeting was the purchase and training on a $35,000 assessment reporting software package, TracDat, in 2005. Three entire academic cycles of usable data were inputted into this system: 2005-06; 2006-07; 2007-08. (2004-05 data was collected, but determined not to be sufficiently accurate from which to make decisions.) In the spring and summer of 2008, the college was sufficiently frustrated with TracDat and its user “unfriendliness”, and was able to purchase a new system: WEAVE Online. Data input for the 2007-2008 cycle was copied into the system to create a benchmark from which to show results and changes made in response to that data. The 2008-2009 cycle of data entry has completed.

The HLC team which visited the campus in June 2004 for approval of the institutional request to award degrees at the baccalaureate level further verified the campus’s evolution on assessment issues. Comments included “it appears that considerable progress is being made” and “faculty and staff close to the assessment initiatives have good understanding of what needs to be done and work is underway.”

As noted, much has been accomplished by the Assessment Committee. An application was submitted to the HLC to participate in the pilot year of the Assessment Academy. Although selected as one of the first ten institutions for November 2006, the college later requested to attend in June, as the institution’s Director of Institutional Assessment and Research had just announced her departure.

At this writing, the Academy Team is in its third year. Their Student Learning Project which was developed at the Academy Roundtable is “Valuing a Culture that Measures Student Learning”, and seeks to assist academic programs to streamline their plans into valuable, reasonable, and sustainable assessments of student learning.
Most importantly, this team of six individuals has taken the lead for coordinating all leadership activities related to assessment and self study. They have also taken the opportunity to share their experiences with other colleges at the HLC Annual Meeting by making a presentation in 2008, and presenting at the Poster Fairs and Assessment Roundtables in both 2008 and 2009.

2. Lack of Sufficient Academic Leadership

Response: Beginning in August 2000, the Associate Vice President for Academic Affairs (now Executive Vice President) was named and accepted responsibility for addressing many of the issues identified in the team’s report. The academic division chairs (earlier called department heads) report directly to the President (earlier called Director, then, Provost), a practice that has continued since his appointment in December 1983. This unique structure has served the campus well.

In 1990, the team report said, “Presently there is no one designated as Chief Instructional Officer. Given the size of the college, the variety of instructional programs, and the many instructional initiatives being considered, a chief instructional officer should be identified at the earliest convenience. In addition to providing instructional leadership, this individual should provide the administrative leadership needed in an academically progressive institution.” Rather than a Concern, however, the team listed this as Suggestion #2.

During the comprehensive visit in 2000, the team determined that a number of academic issues were in major need of attention. These included:

a. Lack of Comprehensive Assessment of Student Learning Plan
   This is discussed in Concern #1 above as well as in Chapter 2.

b. General Education Core Competencies Are Not Being Implemented
   General Education core competencies had been developed in 1997-98, but without the coordination of assessment and academic activities, they were simply set aside. In 2001, a matrix of general education courses by degree was created, then in January 2002, research was undertaken to review progress made by other two-year colleges with regard to general education core competencies. A format was adopted, and many hours of work were spent rewriting competencies, matching them to SCANS competencies, and determining the associated assessments. Initially five core competencies were identified. In 2008 the list expanded to six with the addition of Service Learning.

In an effort to more publicly focus campus attention on these core competencies, the Assessment Committee has initiated an Assessment Week, and each spring showcases one competency through multiple activities. The list of core competencies and their respective years of focus include the following:

- **Communication (2011)** – effectively communicate electronically, verbally and in writing
- **Critical Thinking (2006)** – demonstrate logical, systematic problem-solving techniques
- **Ethics (2009)** and **Diversity (2007)** – develop and display a sense of personal, social and professional ethics
c. **Inconsistent Faculty Evaluations**

This team's concern can be interpreted in two different ways – Student Evaluation of Instruction as well as Performance Appraisals of Faculty Members. The college has already made major strides in addressing this problem both ways.

Hearing there was much dissatisfaction among faculty regarding the Student Evaluation of Instruction instrument used previously, the Director of Institutional Assessment and Research met with faculty early in the fall of 2001 to create and validate an institutionally-developed instrument to measure student satisfaction with instruction. Student Evaluation of Instruction instruments from other colleges were collected for review by a committee comprised of eleven faculty and four students. New guidelines for administration were written, and the instrument was piloted late that semester. Faculty are much more satisfied with its design and generally perceive the experience as beneficial.

Present day, the Office of Institutional Research takes responsibility for the distribution and tabulation of data gained from the instrument, which is administered during the last couple of weeks of a semester.

In 2006, the survey also became available in electronic format. While that is certainly the preferred mode of administration, some of the more technical programs complain that because they do not have a computer lab available during their classes, they are less likely to have good participation by their students. In these circumstances, paper copies are still used.

During the past decade several attempts have been made to purchase or create a better performance appraisal system for all levels of employees at OSUIT. In January of 2002 a commitment was made to hire a consultant, and the Director of Institutional Assessment and Research was called upon to chair three committees (Administrative and Professional, Faculty, and Support Staff) to develop a new performance appraisal system.

Groups met weekly throughout the spring and summer semesters, and pilot testing of the three separate instruments occurred during fall 2002. In early 2003, every fulltime employee of the college participated in a training session on the use and administration of the various versions (supervisor or self evaluation).

Although comprehensive, many faculty and division chairs soon complained that the Faculty Form, in particular, was much too detailed and time consuming. In late 2008 a
new appraisal instrument was developed by a joint task force of campus personnel, including the Directors of HR and Research. Training also occurred during that fall, and the instrument began wide use in 2009.

d. Insufficient Resources in the Library
Two themes regarding library resources appear to run throughout the team’s report: (1) that “Students voiced dissatisfaction with ...Insufficient resources in the library and learning center” (p. 12) and (2) “A commitment by the faculty to increase students’ required usage of the library could result in an appropriate demand for more usage which would require additional resources” (p. 17).

An expanded and remodeled Learning Resource Center is available for both student and faculty support. Centrally located in the Learning Resource Center are the Library and the College Readiness Center, which includes the Tutoring Center as well as the Student Support Services (TRIO) grant personnel.

The Library has a full complement of materials that support all programs including Bachelor of Technology. In addition, interlibrary loan, electronic databases and Internet capabilities are available to all students evenings and weekends. The OSUIT Library is a member of the Oklahoma A & M Libraries group sharing an automated online and public information system, Endeavor’s Voyager. Library assistants are available to help students use the electronic search tools and other equipment as needed.

The Library maintains some twenty personal computers that are equipped with current software, and provide a variety of software to assist the students in their coursework. These computers have direct and instant access to the Internet via OneNet. Staff members are available to assist the students in using the computers and in their studies. Peer tutors are located in the adjacent College Readiness Center and are readily accessible to students.

e. Inadequate Course Scheduling for Timely Completing of Degrees
Apparently this concern was mentioned to the team during their visit with student leaders, and is only stated once in the Team Report (page 12), without detail, before its listing as part of a concern. Two different interpretations were made. Too often class schedules were changed from the time of printing to enrollment, and classes required for graduation must be offered when needed.

A major research effort was undertaken in Fall 2001 when a statistical comparison of the published fall class schedule was compared to the times and courses actually offered. It was found that 32% percent of campus courses had some type of change (instructor, location, time) from the time submitted (early February for an April 1 enrollment) until the first day of classes. While small improvements were made, the best and current solution occurred in 2009 when the fall schedule was printed for the last time. Throughout that year the Academic Affairs office worked closely with Computer and Information Services to ensure that “real time” course information was available via Web for Students.
Divisions are also expected to provide good academic advisement as well as to ensure that courses needed for graduation are offered in the appropriate semesters. No students are known to have had to delay graduation because a required course was not offered.

f. **A Need to Increase Professional Development**
At the time of the team visit, OSUIT lacked an individual or office to champion professional development activities. Coordinating such efforts is now a shared responsibility of several individuals/groups.

The Human Resources office has taken major responsibility as it relates to (new) Employee Orientation and personnel/employment topics such as Sexual Harassment, Executive Briefings (electronically from OSU-Stillwater), Understanding FMLA, Insurance, etc.

Since 2001, the Executive Vice President has maintained responsibility for the New Faculty Workshop Series, and ensures an advisor from OSU-Stillwater is on campus at least twice a year to provide employees with degree advisement at the baccalaureate, masters, and doctoral levels. She also coordinates, with support from other campus administrators and the Assessment Academy Team, *August In-Service Days* which provides professional development workshops just prior to the fall semester.

The Director of Computer and Information Services and her department take responsibility for e-learning and various types of pedagogical topics, and maintain a membership for the campus to “The Eighth Floor,” a collaborative effort between Tulsa Technology Center and Tulsa Community College as well as several public/private schools and higher education institutions, located in Tulsa.

During the summer semester 2009, for example, the Technology & Learning Innovation (TLI) department presented “TechKnowledgy Fridays,” which offered training on various topics ranging from safe computing security practices to using the Microsoft Office Suite, the Online Classroom (D2L) and many more.

Other professional activities are coordinated by individuals responsible for specific training, such as the Safety Officer who schedules and coordinates all safety training, or the Suicide Prevention Counselor, who schedules and presents workshops appropriate to her charge.

Finally, the Administrative Assistants meet quarterly as a group to receive training on various topics they perceive as beneficial to their job responsibilities.

g. **Overall Problems with Resolution of Academic Grievances**
This topic appeared for the first time as a subcomponent of the second concern: “...lack of sufficient academic leadership...” and the Team Report, page 35, notes that it was shared by faculty. However, there is absolutely no discussion provided nor examples given to more clearly outline the problem.
CHAPTER ONE

There are two possibilities. The first is that it relates to the (student) academic appeals process, which has been consistent for the last fifteen to twenty years. An Academic Appeals Board is authorized by the President to review appeals of alleged academic dishonesty or misconduct, and to decide upon the appropriateness of all sanctions except suspension or expulsion. No appeals of this nature have been filed in at least a decade.

The Academic Appeals Board also hears student appeals of a final grade. This process is explained at length in the Student Handbook Student Rights and Responsibilities Governing Student Behavior, and (designed parallel to the process utilized on main campus) is administered through the Office of the Executive Vice President. Some two to four grade appeals are handled through this process each academic year.

The second possibility might be some type of grievance that a faculty member might allege. If that is the case, there are very clear-cut policies and procedures through the campus Human Resources office, and listed in various handbooks and on the web. Employees wishing to seek advice more privately could also contact that office on the Stillwater campus. Within the past two years, the OSU system has also made Ethics Point available to individuals who might wish to confidentially disclose information regarding a questionable or irregular practice.

h. Lack of a Coordinated Student Retention Plan
Retention has been a high priority on campus for more than a decade. Student services and academic units alike have increased their attention to the activities offered to help retain students. The Enrollment Management Plan was developed in 2005 as a complement to the strategic enrollment management process occurring simultaneously throughout the OSU system.

Key Performance Indicators were developed for the 2005-2010 timeframe as well as semester credit hour goals, and many of the indicators measure retention. These Key Performance Indicators are available in Criterion 2.

One visible indicator of change throughout the decade has been the title of the Vice President responsible for this area, which began as Student Affairs, then into Student Affairs and Enrollment Management around 2005, and finally became simply Enrollment Management in late 2008.

Efforts toward improved retention vary from personal touch activities such as division cookouts, get-togethers and Cowboy Connection, to the use of improved technologies such as the campus Early Alert System which began as paper/pencil and is now completely web-based.

A campus retention committee, formed in 1997 and chaired by the Vice President for Enrollment Management, remains quite active, examining stumbling blocks to student success and recommending alternative pathways.
i. **The Need for Faculty to be Involved in Institution-Wide Instructional Program Evaluation**

Opportunity for faculty to participate in program evaluation -- in departments other than their own -- varies widely by discipline and individual interests.

For the technical faculty, it is still very unlikely that many of them would have any opportunity to evaluate another technical program. First, they lack sufficient expertise in the discipline. Secondly, their out-of-class time is limited because they teach for 12 months and generally is used in relation to the subject they teach or to their students. Technical programs are evaluated once every five years (in spring 2003 and 2008), as a part of the Technical-Occupational Program Review sponsored by the Oklahoma State Regents for Higher Education. All technical faculty have the opportunity to be involved with this self review and visit, but within their own divisions.

Arts and Sciences faculty, on a limited and rotating basis, are often invited to participate in the various technical program Advisory Committee meetings. However, to date, they’ve not had opportunity to do much program review. The Associate in Science degrees were first approved for implementation in 2001 and 2002. The Oklahoma State Regents for Higher Education require a Post-Audit Review of all new programs on the fourth or fifth year of implementation, and all of these A.S. programs did so during the 2005-2006 academic years. Their first five-year program reviews are scheduled for spring 2010 and 2011.

3. **Absence of a Schedule for Pay Ranges for Classified and Professional Staff**

   *Response:* The 1990 team listed “salary information and guidelines should be readily available” as their first of seven concerns. A Classified Pay Plan was developed in 1992, and has been regularly updated on an annual basis. Still, at the time of the 2000 visit, the team felt insufficient attention had been paid to establishing parallel guidelines for professional staff.

Although OSUIT is an operationally separate unit from the main campus in Stillwater, in areas related to personnel, payroll and Human Resources, certain consistencies must be followed. Professional positions vary widely on the OSUIT campus; however, they have been appropriately grouped in terms of responsibility, number of direct reports, titles, and salary ranges.

4. **The Institution Does Not Have a Strategic Enrollment Management Plan.**

   *Response:* The institution developed a Strategic Enrollment Management Plan in Spring 2000, as a part of a Strengthening Institutions Title III grant from the U.S. Department of Education, and began implementation Summer 2000. Continued development and oversight by a standing Enrollment Management Committee began in Fall 2002.

In 2005, then President David Schmidly of the OSU System required all the branch campuses to work closely to develop both a Strategic Plan and an Enrollment Management Plan. From this effort a 200+ page *Enrollment Management Plan 2005 – 2010* was developed, published and widely distributed. Topics included Market Position, Pricing and Financial Aid, Campus Infrastructure; Budget Analysis and Information Technology, and many others. (Book will be available in the Resource Room, as it is unlikely an electronic version exists.) As a companion piece to the system document, however, the OSUIT campus developed its own (40 page) *Enrollment Management Plan* in 2006.
In 2006, the institution contracted with The Art and Science Group for assistance with marketing and branding. This group conducted research from stakeholders and others within the state and region, and submitted their final report on October 13, 2006. (This 295 slide Power Point presentation is available on the Employee Website.)

In November 2008 a new Vice President for Enrollment Management was hired, with a commitment to utilizing the Enrollment Management Plan as well as The Art and Science report. As a result, enrollment and retention have grown substantially.

5. Residence Halls

Response: Concern #2 as written by the team said: “As indicated on page 62 of the Self Study, the institution recognizes that ‘the residence halls and family housing facilities suffer from lack of modernization. Students have consistently expressed their desire for more amenities...’ The aging residence halls are not adequately maintained or in such physical condition to be able to meet the living needs of the students.”

Residence hall facilities at the time of the January 2000 visit were in less than desirable condition, and student housing was having a negative impact on both the recruitment and persistence of students. The worst of the problem was Twin Towers, two five-story halls built around 1970 in the traditional style of smaller shared bedrooms and community bathrooms and showers at either end of a long hallway. Although remodeling and repainting occurred routinely, the result was simply an old building with poor lighting, unreliable elevators, slow-to-respond heating and cooling, and undesirable bathrooms. Although recently wired for fiber optic cable for student computing, the local cable company was unwilling to run the necessary wiring for cable TV – a must for modern college students.

Immediately following the Team’s visit, a committee was formed by the President who quickly began to research financing and campus housing specialty firms for a better understanding of our options. Of particular interest to our campus was Capstone Development Corporation/Capstone Building Corporation who financed and constructed modern residence halls and student apartments at other Oklahoma universities.

Several campus-wide meetings with faculty and staff, as well as three student forums, were convened for the purpose of establishing essential requirements for new housing. Highpoints of their recommendations included comfort beyond the bed and desk, safety and cleanliness, affordability, lots of electrical outlets, individual thermostats, and private rooms. Of particular significance was the desire from students and parents alike for a tornado safe room or storm shelter.

The arrangements for financing and bonding were completed during the Christmas holidays ice storm of 2000, and construction of five new buildings containing 348 beds, began in January 2001. Remarkably, “Move-In Day” on September 3, 2001 -- less than 200 days later -- occurred without delay!

Part of the agreement with Capstone, as an assurance that occupancy in the new facilities would exceed 95%, was that Twin Towers would be razed. Because of the exorbitant cost of
remodeling this old facility, the demolition was agreed upon, and in Summer 2002 the campus witnessed the demolition of the thirty year-old facility.

Hannigan and England Halls, motel-like two-story structures for dual occupancy with private baths and outside entrances, have received major renovations in the past few years. Likewise, Lackey Hall an early 1960’s structure of three floors, with no elevators, but fairly large rooms received a limited amount of refurbishing. (Lackey is a men only facility used just as “overflow” housing, primarily in the fall semester. Its real value comes in summer sessions when entire groups of youthful participants can be contained with good security and camaraderie.) The Gardens, OSUIT’s original family housing units, were to have been taken “off-line” in 2001 for remodeling and conversion to conference housing, but the need to provide additional family housing units has remained high. One building has been remodeled to date.

The two four-story coed units have been named Miller-Kamm, as a tribute to Wayne Miller, the OSUIT’s campus “Director” (President) from 1963 – 1983 and Dr. Robert S. Kamm, OSU’s President during the 1970s. The new family and non-traditional units bear the name of Alexander Hall, in celebration of Dr. Robert L. Alexander, a local physician who served the students and staff of OSUIT as infirmary Physician from 1947 – 1972, and Dr. Tom Alexander, our current Infirmary physician, who has served the campus since his father’s retirement.

6. Continual Responsibility for Professional Development
Please see 2f for the institution’s response.

2002 Focus Visit

1. The concerns cited in the team report of 2000 as described by the following statement continue to exist at the institution today. “It is not clear that most faculty members are informed or involved in a campus-wide assessment program, nor that assessment data contribute to successful decision making within this institution, particularly in curriculum and faculty development.” Furthermore, “evidence suggests that the plan has only been marginally implemented and that many of the assessment tools measure institutional effectiveness rather than student learning.”

Details regarding the assessment of student academic achievement can be found in the Institution’s Response to the Previous Team’s Concerns section, 2000 Comprehensive Visit, #1, as well as in the chapter for Criterion Three.

2. The lack of professional development training for all faculty and staff on assessment of student learning is a concern.

Since 2001 the Executive Vice President has assumed responsibility for the New Faculty Workshop Series as well as many of the offerings during Professional Development Days each August. Records will verify that topics related to the assessment of student learning are always presented. Greater detail is contained in the Institution’s Response to the Previous Team’s Concerns, 2000 Comprehensive Visit, 2f, as well as throughout the self study.
3. Overall general education competencies and goals have not been established or tied to courses (mapped), nor have specific assessment measures been identified for each competency.

The Higher Learning Commission office received the progress report on December 22, 2003 which addressed each of the following challenges:

- A uniform syllabus format was implemented in the fall 2003 semester
- Common course goals were agreed upon for all multi-sectioned, multi-instructor general education courses
- General education outcomes were defined with the leadership of the Assessment Committee and assessment measures were developed by faculty.

The Commission’s conclusion was OSUIT is commended for being responsive to the concerns of the focused evaluation Team. Overall, the plan is a healthy response to the Commission’s concern about the College, and an accomplishment of which the college can be proud.

4. The team is concerned about the continuation and full implementation of the recruitment and retention strategies due to the financial situation of the state and college.

Since 2002 the nation’s economy has dramatically improved as well as dramatically failed. The implementation of the campus’ Enrollment Management Plan has been an unqualified success as evidenced by the statistics shown in the Key Performance Indicators matrix found in the chapter on Criterion 2.

Additionally, fall 2009 enrollment for first time students, as well as total enrollment, set an all-time record. Colleges nationwide have had to tighten their budgets and do with less state support, and like OSUIT, have turned the economic hardships into positives.

5. The range of job duties assigned to the Executive Vice President for Academic Support and Development needs to be focused on academic leadership and assessment.

The responsibility for Assessment has been this individual’s charge since soon after the visit. In addition to chairing the Assessment Committee, she has been a member of the HLC Assessment Academy Team, and regularly presents information for employees and new faculty on topics related to the assessment of student learning.

**2004 Focus Visit** (in response to a request to offer the Bachelor of Technology degree in three disciplines)

At the conclusion of the 2004 visit, the team requested the college submit a Progress Report on the “Status of the Implementation of the Bachelor of Technology Degrees at Oklahoma State University” in three years. A very specific topical outline was provided so that there could be no misunderstanding of what was expected. This report was submitted on time, and accepted by HLC staff liaison Dr. John A. Taylor. Rather than list areas of concern, the team simply indicated five areas in which follow-up information needed to be included. They follow, along with brief explanations of progress:

1. **General Education** – Each of the three Bachelor of Technology degrees was designed with a strong general education component to compliment the advanced technical skills, and one or more general education courses taken as upper division coursework. Faculty, staff and industry
advisors took great care to ensure that the programs would meet or exceed all general education curricular requirements established by ABET as well as the Oklahoma State Regents for Higher Education.

The following table depicts the breakdown of general education and technical coursework:

Table 1. Breakdown of General Education and Technical Coursework for BT Degrees

<table>
<thead>
<tr>
<th>Name of Degree</th>
<th>Technical Hours</th>
<th>General Education</th>
<th>Related</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Assurance and Forensics</td>
<td>70</td>
<td>53</td>
<td>1</td>
<td>124</td>
</tr>
<tr>
<td>Instrumentation Engineering Technology</td>
<td>73</td>
<td>54</td>
<td>1</td>
<td>128</td>
</tr>
<tr>
<td>Civil Engineering Technology</td>
<td>78</td>
<td>44</td>
<td>1</td>
<td>126</td>
</tr>
</tbody>
</table>

2. **Assessment** – In 2006 a five-member team from OSUIT was selected by the Higher Learning Commission to be one of the first year pilot colleges to participate in the Assessment Academy Roundtables. This selection was considered to be a great honor, and much attention continues to focus on the development of the Student Learning Project (SLP).

Six SLP goals have been identified, but of particular importance is Goal II: *Develop processes to ensure baccalaureate degree programs are designed and assessed at a higher level than associate degree programs.*

The portion of the assessment program unique to the baccalaureate program is the Employment Readiness and Capstone Assessment exam/experience. These are similar in design but different in content for each of the three BT programs.

3. **Library** – In the past five years, much effort has been expended toward the development of a collection that is appropriate for baccalaureate-degree programs. One would think that a branch campus of Oklahoma State University should readily be able to provide their faculty and students ready access to all holdings; however, this has not proven to be the case.

The terms and conditions imposed by publishers and vendors for academic licensing of e-content in the vast majority of cases provide for access from discreet geographic areas. Following is a sample of language found in these terms and conditions:

> “An ‘Authorized Site’ is a single, geographically contiguous campus, complex, or office building location that is under a single administration.”

In fall 2006 an extensive analysis was conducted that compared the licensed e-resources for the OSU-Stillwater and OSU-Tulsa campuses. At that time, and currently, e-resource overlap between the two campuses falls into one of four categories:

1) Content is jointly licensed for both campuses under a single agreement
2) Content is available on each campus, but vendor requires totally separate agreements and billing
3) Content is available only for Stillwater campus
4) Content is available only for Tulsa campus

The cost that was arrived at for OSU-Tulsa was approximately $750,000. From that same study, further analysis revealed that OSUIT’s cost would total $706,000.

A sizeable percentage of the Library’s budget goes for print and electronic materials for the baccalaureate programs, and the institution realizes that increased fiscal resources must be directed to the BT programs as dollars become available. Still, it is unlikely the campus will be able to justify library expenditures even close to the estimated $700,000 for many fiscal years to come. Specific library expenditures are contained elsewhere within this self study.

4. **Faculty Qualifications** – Recruiting and employing faculty who possess the appropriate qualifications and credentials to deliver a baccalaureate-level program has been a definite challenge. Industry is reluctant to identify potential candidates in fear of losing a qualified employee in an ever-increasing labor force shortage. Many applicants possess education and experiences grounded in research and theory, but not in the application of technology as required by our programs.

Industry demand for technical professionals and the high wages they can garnish make recruitment of highly qualified faculty problematic. Many applicants have the industry experience required, but have little or no teaching experience. Many have not obtained a degree or are at the associate level.

However, one positive solution has been to look among our past graduates for successful individuals with industry experience and advanced degrees. Even if they personally are not interested in teaching, they (along with members of our advisory committees) can provide the best referrals to other interested technical-professionals.

The following table provides a breakdown of division faculty by degrees:

<table>
<thead>
<tr>
<th></th>
<th>Associate</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technologies</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Engineering Technologies</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>0</td>
<td>5</td>
<td>27</td>
<td>5</td>
</tr>
</tbody>
</table>

5. **Professional Development** – Faculty in the Information Technologies and Engineering Technologies divisions who teach at the Baccalaureate level are given a reduced teaching load of 12 hours each semester, as compared to 15 hours for all other faculty. They are encouraged to seek and attend conferences and/or training opportunities to keep abreast of changes in industry practices and new technologies. Additionally, they are encouraged to be active in professional organizations as well as to engage in applied research and present papers at professional conferences.
SIGNIFICANT CHANGES SINCE THE LAST COMPREHENSIVE EVALUATION

2000
- NCA Evaluation Team recommends ten-year reaccreditation, but a Focus Visit
- Campus Crisis Management Plan developed
- Advancing Technology Showcase attracts 5,000 visitors to campus
- Financing is set for new Residential Housing project
- MAIP facility in Pryor is built and dedicated

2001
- First A.S. degrees approved by State Regents (Pre-Education and Business)
- Information Technologies division formed
- New College Readiness Center opens
- New Residential Housing opens on schedule
- University Market, the campus’s newest convenience store opens
- More than 100 trees planted along the new Trails project

2002
- University introduces new Purchase Charge Card
- Leadership students plan and organize “A Day of Giving,” OSUIT’s first major service learning project;
- OSUIT hosts state FFA Interscholastic Contest for 50th year;
- Nineteen longtime faculty and staff elect to participate in Early Retirement Incentive Program
- Board approves bid for new-networked Canon copiers complete with scan and fax;
- Demolition on Twin Towers begins
- Launch of Early Alert System and Web for Students
- State of Oklahoma cuts approximately 12% from FY03 and FY04 budgets
- OSUIT awarded $495,000 NSF grant to fund scholarships for Computer Science, Engineering and Mathematics Students (CSEMS)
- Watchmaking program receives a $625,000 sponsorship from the luxury watch industry

2003
- Work on potential Bachelor of Technology degree begins
- Director of Distance Learning position established
- College Excellence Fee of $5.35/credit hour approved (.35 to parking; $5 to go toward campus lighting, sidewalk improvements, refurbishing streets and parking lots, and renovation of the student success center (now Grady Clack Center)
- State Room renovation by Physical Plant Services completed
- Daimler-Chrysler names OSUIT’s College Automotive Program (CAP) the CAP School of the Year
- OSU enters into Microsoft agreement which provides free software to students and employees
2004
- State Regents approve OSUIT to offer discipline-specific Bachelor of Technology degrees: Information Assurance and Forensics; Instrumentation Engineering Technology; and Civil Engineering Technology
- Legislature approves $500m Capital Bond program; OSUIT’s share is $7m
- OSU System President Schmidly restores $200,000 per year in Section 13 funding to the OSUIT campus
- Nursing program opens in the fall
- Blackboard is selected as the campus’s online course management system
- Oklahoma Legislature creates OHLAP – the Oklahoma Higher Learning Access Program (later to be named Oklahoma’s Promise) which provides free college tuition to high school graduates with specific family income levels and academic preparation
- OSUIT Library installs a radio frequency identification system (RFID) which, at the time, was one of only two in Oklahoma and four in the nation.
- OSU System Strategic Plan is completed: 2005-2010
- OSU System Enrollment Management Plan is completed: 2005-2010

2005
- Expectation to greatly expand our International emphasis and enrollment of international students
- State Regents expand Cooperative Alliance Program concept providing colleges the opportunity to partner with career tech centers, allowing both adult and high school students to enroll simultaneously in OSUIT courses
- The College of Muscogee Nation (CMN) is formed
- Precision Agriculture Technology and the SouthWestern Association Industrial and Farm Equipment programs open
- The U.S. Department of Education awards the funding of a 5-year TRIO grant: Student Support Services
- Tutorial Learning Center is established
- Recruitment Plus software is purchased and implemented
- Innovation and Incubation Entrepreneurial Center dedicated at OSUIT’s Mid-America Industrial Park (MAIP) in Pryor

2006
- Nanoscientific Instrumentation program opens
- Streets and parking lots project is completed
- OSUIT contracts with The Art and Science Group, LLC to conduct a study into marketing, branding, recruitment, and enrollment management
- Wireless networks are installed across campus with exception of the residence halls
- Oklahoma State Regents for Higher Education officially approve a new A.A.S. degree in Gaming, offered jointly with the College of the Muscogee Nation
- OSUIT produces its Enrollment Management Plan: 2006-2010
- Orthotics and Prosthetics program opens

2007
- Financial incentive program begins for academic degree completion by faculty
- OSUIT launches “HELP” Program to cut college costs for freshmen students who qualify for OHLAP
Phi Theta Kappa Honor Society, Beta Alpha Alpha, is named “Top 100 Best”
“Career Encounters of the Orange Kind” debuts
Information Assurance and Forensics program gains prestigious ABET accreditation at the baccalaureate level
Statehood Day (Oklahoma’s 100th birthday) is celebrated with the opening of a 1970’s time capsule filled with technology and educational items
OSU system changes from Blackboard to Desire to Learn (D2L) as an online course management system
Grady W. Clack Center opens as the “front door” of campus
OSUIT completes its diversity self study
International office is established on campus

2008
Legislature officially changes name of the institution to Oklahoma State University Institute of Technology – Okmulgee
Aggreko and Power Plant Technology programs open
Rolex becomes the exclusive financial underwriter of the Watchmaking program with a $1m commitment over five years
OSUIT hosts its first Service Learning Expo
Beta Alpha Alpha again is named as “Top 100 Chapter”
WEAVEonline is adopted as OSUIT’s assessment software package
Friends of Pete (student tour guides) is established

2009
Allied Health Sciences Center is completed and ready for fall occupancy
Landscaping Project is completed
Manitowoc program opens
OSUIT’s Library receives grant to create and preserve its historic archives collection
Cowboy Connection is inaugurated as the campus orientation
Fall enrollment sets record for new students and total headcount
Energy Management Systems are installed in the Student Union and IT/ETD
Classrooms and offices for High Voltage are renovated
Storage buildings for High Voltage and Natural Gas Compression are constructed
Dell Classroom Project is completed
One Net service with emergency power generator equipment in the Student Union is upgraded
Veterans Resource Center in the Student Union is completed
College of the Muscogee Nation breaks ground
CHAPTER TWO
INSTITUTIONAL SNAPSHOT
CHAPTER TWO

Institutional Snapshot

1. Student Demography Headcounts

   A. Undergraduate Enrollment by Class Levels (Freshmen through Seniors)

Oklahoma State University Institute of Technology operates with a trimester calendar offering matriculation opportunities for students in Fall (August), Spring (January), and Summer (April). A separate table is outlined for each term. Three degrees are offered: Associate in Science, Associate in Applied Science, and Bachelor of Technology. Prior to earning a Bachelor of Technology degree, students must have completed their Associate in Applied Science. Data provided are using Fall figures as of end of semester for 2007-2008.

Until 2007, there was no distinction made between undeclared and non-degree seeking students. The change in process was implemented to address and acknowledge (1) a student could be undecided and still seeking a degree, and (2) if a student were non-degree seeking, he/she would be ineligible for financial aid. Our process needed to be changed as it was inadvertently placing an undue burden on students, and needed to more closely emulate federal guidelines which allow an undeclared student to receive financial aid for a set period of time before needing to declare a major.

Table 3. Fall 2007 and 2008 Undergraduate Enrollments by Class Levels (Freshmen - Senior)

<table>
<thead>
<tr>
<th>Classification</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Applied Science</td>
<td>681</td>
<td>688</td>
<td>598</td>
<td>633</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Science</td>
<td>145</td>
<td>119</td>
<td>145</td>
<td>157</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Technology</td>
<td>11</td>
<td>8</td>
<td>10</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undeclared</td>
<td>343</td>
<td>315</td>
<td>101</td>
<td>118</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Degree Seeking</td>
<td>56</td>
<td>50</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concurrent</td>
<td>100</td>
<td>103</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Alliance</td>
<td>1041</td>
<td>1290</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>2377</td>
<td>2573</td>
<td>859</td>
<td>930</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One other distinction made in the data provided is that a separate category of students enrolled concurrently or through cooperative alliance has been created. These students are considered non-degree seeking, and are listed as freshmen. A concurrent student is one who is in 11th or 12th grade at
the high school, and is taking classes to earn college credits. Students must meet the following eligibility criteria for their grade level:

- 11th grade students with a 3.5 cum GPA or 21 ACT composite AND at least a 19 on the ACT subject area in which they wish to enroll in college (Ex: 19 on English to enroll in college English)
- 12th grade students with a 3.0 cum GPA or 19 ACT composite AND at least a 19 on the ACT subject area in which they wish to enroll in college (Ex: 19 on English to enroll in college English)

While a concurrent student is a high school student, a student who is cooperatively enrolled through an Alliance may be in high school, non high school graduates, or adults. Enrollment is through the Career Technology Center system.

B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

Table 4. 2007 Degree-Seeking and Non-degree-Seeking Fall Undergraduate Enrollment by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Associate in Applied Science</th>
<th>Associate in Science</th>
<th>Bachelor of Technology</th>
<th>Undeclared</th>
<th>All Degree Seeking</th>
<th>All Non-Degree Seeking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1026</td>
<td>118</td>
<td>69</td>
<td>136</td>
<td>1213</td>
<td>637</td>
</tr>
<tr>
<td>Female</td>
<td>255</td>
<td>176</td>
<td>13</td>
<td>308</td>
<td>444</td>
<td>565</td>
</tr>
<tr>
<td>Total</td>
<td>1281</td>
<td>294</td>
<td>82</td>
<td>444</td>
<td>1657</td>
<td>1202</td>
</tr>
</tbody>
</table>

Table 5. 2008 Degree-Seeking and Non-degree-Seeking Fall Undergraduate Enrollment by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Associate in Applied Science</th>
<th>Associate in Science</th>
<th>Bachelor of Technology</th>
<th>Undeclared</th>
<th>All Degree Seeking</th>
<th>All Non-Degree Seeking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1041</td>
<td>111</td>
<td>61</td>
<td>152</td>
<td>1213</td>
<td>842</td>
</tr>
<tr>
<td>Female</td>
<td>286</td>
<td>166</td>
<td>13</td>
<td>281</td>
<td>465</td>
<td>606</td>
</tr>
<tr>
<td>Total</td>
<td>1327</td>
<td>277</td>
<td>74</td>
<td>433</td>
<td>1678</td>
<td>1448</td>
</tr>
</tbody>
</table>
Table 6. 2007 Degree-Seeking and Non-degree-Seeking Fall Undergraduate Enrollments by Race/Ethnicity and Degree Type

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Associate In Applied Science</th>
<th>Associate In Science</th>
<th>Bachelor of Technology</th>
<th>Undeclared</th>
<th>All Degree Seeking</th>
<th>All Non-Degree Seeking</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>899</td>
<td>202</td>
<td>61</td>
<td>212</td>
<td>1162</td>
<td>775</td>
</tr>
<tr>
<td>Indian</td>
<td>237</td>
<td>59</td>
<td>13</td>
<td>179</td>
<td>309</td>
<td>230</td>
</tr>
<tr>
<td>Black</td>
<td>71</td>
<td>21</td>
<td>4</td>
<td>42</td>
<td>96</td>
<td>73</td>
</tr>
<tr>
<td>Asian</td>
<td>18</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>41</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>48</td>
<td>75</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>1281</td>
<td>294</td>
<td>82</td>
<td>444</td>
<td>1657</td>
<td>1202</td>
</tr>
</tbody>
</table>

Table 7. 2008 Degree-Seeking and Non-degree-Seeking Fall Undergraduate Enrollments by Race/Ethnicity and Degree Type

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Associate In Applied Science</th>
<th>Associate In Science</th>
<th>Bachelor of Technology</th>
<th>Undeclared</th>
<th>Degree Seeking</th>
<th>Non-Degree Seeking</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>909</td>
<td>178</td>
<td>57</td>
<td>193</td>
<td>1144</td>
<td>964</td>
</tr>
<tr>
<td>Indian</td>
<td>269</td>
<td>63</td>
<td>12</td>
<td>177</td>
<td>344</td>
<td>302</td>
</tr>
<tr>
<td>Black</td>
<td>68</td>
<td>18</td>
<td>2</td>
<td>49</td>
<td>88</td>
<td>96</td>
</tr>
<tr>
<td>Asian</td>
<td>17</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>Hispanic</td>
<td>40</td>
<td>9</td>
<td>0</td>
<td>7</td>
<td>49</td>
<td>55</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1327</td>
<td>277</td>
<td>74</td>
<td>433</td>
<td>1678</td>
<td>1448</td>
</tr>
</tbody>
</table>

C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

Note: OSUIT does not offer Graduate/Professional degrees.
D. *Age Range of Undergraduate Students (24 and under; 25 and older)*

Table 8. Age Range of Undergraduate Students

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 and under</td>
<td>2448</td>
<td>2695</td>
</tr>
<tr>
<td>25 and older</td>
<td>855</td>
<td>864</td>
</tr>
<tr>
<td>Total</td>
<td>3303</td>
<td>3559</td>
</tr>
</tbody>
</table>

E. *Number of Students by Residency Status of Credit-Seeking Students Who Come to a Campus or Site for Instruction*

Table 9. Fall 2007 Residency Status of Credit-Seeking Students

<table>
<thead>
<tr>
<th>Residency</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>In state resident</td>
<td>3107</td>
<td>3367</td>
</tr>
<tr>
<td>Out-of-state resident</td>
<td>187</td>
<td>179</td>
</tr>
<tr>
<td>International</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>3303</td>
<td>3559</td>
</tr>
</tbody>
</table>

2. *Student Recruitment and Admissions*

A. *Number of Applications, Acceptances, and Matriculations for Each of the Following Categories of Entering Students*

- Freshman;
- Undergraduate transfer; and
- Graduate or professional

All students who apply to OSUIT are accepted. However, to be admitted, students must submit the following documents: a) application for admission, b) official high school transcript, c) transcripts from all colleges attended, and d) ACT or SAT scores. Immunization records are also required.

Even if a student has not completed paperwork and moved to the *admitted* status, the student may still be eligible to enroll. In 2007, six students who did not meet the admitted status enrolled; for 2008, it was 16.

For concurrent and cooperative alliance students, a special application is completed, with appropriate verification provided by the high school or technology center counselor.
Table 10. 2007 Fall Applications, Acceptances, and Matriculations by Student Type

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Applications</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1311</td>
<td>795</td>
<td>699</td>
<td>4871</td>
</tr>
<tr>
<td>Transfer</td>
<td>446</td>
<td>296</td>
<td>226</td>
<td>968</td>
</tr>
<tr>
<td>Concurrent</td>
<td>101</td>
<td>N/A</td>
<td>100</td>
<td>201</td>
</tr>
<tr>
<td>Cooperative Alliance</td>
<td>1441</td>
<td>N/A</td>
<td>1041</td>
<td>2482</td>
</tr>
<tr>
<td>Total</td>
<td>3229</td>
<td>1091</td>
<td>2066</td>
<td>6386</td>
</tr>
</tbody>
</table>

Table 11. 2008 Fall Applications, Acceptances, and Matriculations by Student Type

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Applications</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1205</td>
<td>734</td>
<td>709</td>
<td>2648</td>
</tr>
<tr>
<td>Transfer</td>
<td>374</td>
<td>257</td>
<td>179</td>
<td>810</td>
</tr>
<tr>
<td>Concurrent</td>
<td>111</td>
<td>N/A</td>
<td>103</td>
<td>214</td>
</tr>
<tr>
<td>Cooperative Alliance</td>
<td>1668</td>
<td>N/A</td>
<td>1290</td>
<td>2958</td>
</tr>
<tr>
<td>Total</td>
<td>3358</td>
<td>991</td>
<td>2281</td>
<td>6630</td>
</tr>
</tbody>
</table>

B. Standardized Test Scores as a Condition of Admission, Instruments, and Mean Scores

While OSUIT is an open-admissions institution, Regents’ policy requires students to submit an ACT or SAT score to be used for placement. This will not, however, prevent the student from enrolling as he/she will be provisionally admitted. The student will have a “hold” placed on his/her academic record and, until such time as the ACT score is presented, will not be allowed to enroll in subsequent semesters.

In the absence of an ACT or SAT score for enrollment, the student will test using ACT’s COMPASS system, and those scores will be used to determine college level courses in which to enroll the student. If the student’s subtest scores on the ACT or SAT are low, the student will have three opportunities to take the COMPASS to remove deficiencies for placement directly into college-level courses. The average ACT of accepted students is 18.5.

3. Financial Assistance for Students

A. What percentage of the institution’s undergraduate and graduate students applied for any type of financial assistance? Note: OSUIT does not have graduate students.
Table 12. Fall 2007 and 2008 Percentages of Undergraduate Students Who Applied for Financial Aid

<table>
<thead>
<tr>
<th>Term</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>88%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>92%</td>
</tr>
</tbody>
</table>

Source: Report NCA 002, NCA 004 & Registrar Number
Registrar number includes Concurrent Enrollment and CAPS students

B. How many of your undergraduate students and of your graduate / professional students received financial assistance of any type? What percentage is this of your total enrollment? What percentages of your total enrollment received assistance in each of the following categories? Note: OSUIT does not have graduate students; therefore the following tables pertain to undergraduate students.

Table 13. Fall 2007 and 2008 Undergraduate Students Who Received Financial Assistance of Any Type

<table>
<thead>
<tr>
<th>Term</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>1644</td>
<td>49.7%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1788</td>
<td>50.2%</td>
</tr>
</tbody>
</table>

Source: Report NCA 002, NCA 004 & Registrar Number
Registrar number includes Concurrent Enrollment and CAPS students

Table 14. Fall 2007 and 2008 Percentages of Total Enrollments Who Received Assistance by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>49.7%</td>
<td>50.2%</td>
</tr>
<tr>
<td>Loans</td>
<td>27.0%</td>
<td>27.0%</td>
</tr>
<tr>
<td>Work-Study</td>
<td>5.0%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Scholarships/Grants</td>
<td>41.6%</td>
<td>43.8%</td>
</tr>
<tr>
<td>Academic Based/Merit Based Scholarships</td>
<td>2.42%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

Source: Report NCA 002, NCA 004 & Registrar Number
Registrar number includes Concurrent Enrollment and CAPS students

C. Using the formula cited below, what was the tuition discount rate (TDR) for undergraduate and graduate student populations? If this rate cannot be separated for these two categories, so note and simply report aggregate figures. Note: OSUIT does not have graduate students; therefore the following table pertains to undergraduate students.
Table 15. Fall 2007 and 2008 TDR for Undergraduate Student Population

<table>
<thead>
<tr>
<th>Term</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>20.7%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>21.0%</td>
</tr>
</tbody>
</table>

Source: Report NCA 001

4. Student Retention and Program Productivity

A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide the following data in aggregate and with breakdowns by race/ethnicity per IPEDS categories.

- Numbering Entering (NE)
- Number Returning (NR)
- NR/NE as percentage

Table 16. Fall 2007-2008 Student Retention by Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>Fall 2007 Cohort</th>
<th>Retained Fall 2008</th>
<th>Retention Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>584</td>
<td>361</td>
<td>61.8%</td>
</tr>
<tr>
<td>AS</td>
<td>80</td>
<td>42</td>
<td>52.5%</td>
</tr>
<tr>
<td>BT</td>
<td>10</td>
<td>8</td>
<td>80.0%</td>
</tr>
<tr>
<td>Overall</td>
<td>674</td>
<td>411</td>
<td>61.0%</td>
</tr>
</tbody>
</table>

Table 17. Fall 2008-2009 Student Retention by Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>Fall 2008 Cohort</th>
<th>Retained Fall 2009</th>
<th>Retention Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>588</td>
<td>407</td>
<td>69.2%</td>
</tr>
<tr>
<td>AS</td>
<td>67</td>
<td>40</td>
<td>59.7%</td>
</tr>
<tr>
<td>BT</td>
<td>8</td>
<td>6</td>
<td>75.0%</td>
</tr>
<tr>
<td>Overall</td>
<td>663</td>
<td>453</td>
<td>68.3%</td>
</tr>
</tbody>
</table>
Table 18. Fall 2007-2008 StudentRetention by Ethnicity

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number Entered (N/E)</th>
<th>Number Returned (N/R)</th>
<th>Percentage (NR/NE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>465</td>
<td>299</td>
<td>64.3%</td>
</tr>
<tr>
<td>Indian</td>
<td>119</td>
<td>60</td>
<td>50.4%</td>
</tr>
<tr>
<td>Black</td>
<td>46</td>
<td>23</td>
<td>50.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>13</td>
<td>10</td>
<td>76.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19</td>
<td>12</td>
<td>63.2%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>7</td>
<td>4</td>
<td>57.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>Overall</td>
<td>674</td>
<td>411</td>
<td>61.0%</td>
</tr>
</tbody>
</table>

Table 19. Fall 2008-2009 Student Retention by Ethnicity

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number Entered (NE)</th>
<th>Number Returned (NR)</th>
<th>Percentage NR/NE (NR/NE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>445</td>
<td>330</td>
<td>74.2%</td>
</tr>
<tr>
<td>Indian</td>
<td>137</td>
<td>76</td>
<td>55.8%</td>
</tr>
<tr>
<td>Black</td>
<td>36</td>
<td>19</td>
<td>52.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>6</td>
<td>5</td>
<td>83.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>23</td>
<td>15</td>
<td>65.2%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>11</td>
<td>7</td>
<td>63.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>Overall</td>
<td>663</td>
<td>453</td>
<td>68.3%</td>
</tr>
</tbody>
</table>

B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories?

Note: OSUIT does not offer graduate/professional degree programs.
C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes.

Table 20. Graduates by Program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1,3)</td>
<td>AGPA, ESTP</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>ACR, ACRH</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>AUMC, F, G, P, AUNI, TTEN, TMAP</td>
<td>78</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>CTE, SNSM, E, P, R, W, Y</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>WMT</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>ETD, E, G, M, P, ETPP, ETNT, ETDP</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>ETIA</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>CET</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Power Plant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business (52)</td>
<td>OIST</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>BUS</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>GRD</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>MMT</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHO</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Education/Library Science (31, 23, 25)</td>
<td>PEDS, PRED</td>
<td>72</td>
<td>81</td>
</tr>
<tr>
<td>Health (51)</td>
<td>OPAO, P, OPED</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>ITD-Associate in Applied Science</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ITD-Associate in Science</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>IAF</td>
<td>31</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>GAM</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>CUA</td>
<td>43</td>
<td>24</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>AUC</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>DHEC, G, K, M, S</td>
<td>55</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>551</td>
<td>540</td>
</tr>
</tbody>
</table>
D. List by discipline and by name of test, the separate pass rates of Undergraduate, and Graduate/Professional students sitting for licensure examinations as appropriate.

Table 21. 2007 – 2008 Undergraduate Students Sitting for Licensure Examinations by Discipline and by Name of Test

<table>
<thead>
<tr>
<th>Class</th>
<th>Total Students</th>
<th>Pass</th>
<th>Fail</th>
<th>Not taken NCLEX</th>
<th>OSUIT Pass Rate</th>
<th>Oklahoma State Pass Rate</th>
<th>National Pass Rate</th>
<th>Gen/LPN Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring '07</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>42.85%</td>
<td>82.07</td>
<td>85.47</td>
<td>1:0.3</td>
</tr>
<tr>
<td>Summer '07</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td></td>
<td>66.66%</td>
<td>82.07</td>
<td>85.47</td>
<td>1:8</td>
</tr>
<tr>
<td>Fall '07</td>
<td>No graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring '08</td>
<td>15</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>71.42%</td>
<td>85.65</td>
<td>86.73%</td>
<td>7:8</td>
</tr>
</tbody>
</table>

5. Faculty Demography

A. Indicate the headcount of faculty in the full-time and part-time categories to highest degree earned.

Table 22. Fall 2007 and 2008 Full-time Faculty Credentialing

<table>
<thead>
<tr>
<th>Credential</th>
<th>2007 Full Time</th>
<th>2008 Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Master</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>Bachelor</td>
<td>42</td>
<td>41</td>
</tr>
<tr>
<td>Associate</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>None</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>135</td>
</tr>
</tbody>
</table>

Table 23. Fall 2007 and 2008 Part-time Faculty Credentialing

<table>
<thead>
<tr>
<th>2007 Part Time</th>
<th>2008 Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>51</td>
</tr>
</tbody>
</table>

Note: OSUIT does not maintain part-time faculty degrees.
B. **Indicate the headcount of faculty in the full-time and part-time categories according to each of the following breakdowns.**
- Race/Ethnicity (using the standard IPEDS categories)
- Gender
- Rank (Note: OSUIT does not have professorial ranking. All faculty carry the rank of Instructor.)

Table 24. **Fall 2007 Full-Time and Part-Time Faculty/Race/Ethnicity**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>All Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>111</td>
<td>38</td>
<td>149</td>
</tr>
<tr>
<td>African American</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>American Indian</td>
<td>11</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>52</td>
<td>184</td>
</tr>
</tbody>
</table>

Table 25. **Fall 2008 Full-Time and Part-Time Faculty/Race/Ethnicity**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>All Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>112</td>
<td>34</td>
<td>146</td>
</tr>
<tr>
<td>African American</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>American Indian</td>
<td>13</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>51</td>
<td>186</td>
</tr>
</tbody>
</table>
Table 26. Fall 2007 Full-Time and Part-Time Faculty/Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>All Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>21</td>
<td>121</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>31</td>
<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>52</td>
<td>184</td>
</tr>
</tbody>
</table>

Table 27. Fall 2008 Full-Time and Part-Time Faculty/Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>All Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>24</td>
<td>124</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>27</td>
<td>62</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>51</td>
<td>186</td>
</tr>
</tbody>
</table>

C. Report the number of faculty by college/program (full-time and part-time) by using the following Classification of Instructional Programs (CIP) codes.

Table 28. 2007 Full-Time and Part-Time Faculty by College/Program Using CIP Codes

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>OSUIT’s Programs</th>
<th>F-T</th>
<th>P-T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (52)</td>
<td>OIST, BUS</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>GRE, MMT, PHO</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Education/Library Science (31, 23, 25)</td>
<td>PEDS, PRED</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health (51)</td>
<td>OPAO, P, OPED, NURS</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td></td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>ITD-Associate in Applied Science ITD-Associate in Science, IAF, GAM</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>CUA</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>AUC, DHEC, G, K, M, S</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>132</td>
<td>52</td>
</tr>
</tbody>
</table>
Table 29. 2008 Full-Time and Part-Time Faculty by College/Program Using CIP Codes

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>OSUIT’s Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (52)</td>
<td>OIS, BUS</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>GRE, MMT, PHO</td>
</tr>
<tr>
<td>Education/Library Science (31, 23, 25)</td>
<td>PEDS, PRED</td>
</tr>
<tr>
<td>Health (51)</td>
<td>OPAO, P, OPED, NURS</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td></td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>ITD-Associate in Applied Science, ITD-Associate in Science, IAF, GAM</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>CUA</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>AUC, DHEC, G, K, M, S</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>135 51</td>
</tr>
</tbody>
</table>

6. Availability of Instructional Resources and Information Technology

A. Provide an account of the technology resources dedicated to supporting student learning (library site, residence hall hookups, Internet Cafes, etc.) and explain how you monitor the level of their usage.

The OSUIT Library has 23 Dell PC’s, 4 Apple Macintosh computers, and 2 MacBook Pros available to patrons 65.5 hours per week. The level of computer usage is monitored in the following two ways:

1. Students sign in to use a computer. At the end of each day, that total is entered into a spreadsheet. This is not very accurate, as some patrons do not sign in.

2. A library count on the half hour is maintained. The following is an example of that information.
The OSUIT Library subscribes to over 50 academic electronic databases. Patrons have access to all databases 24/7 from any computer with Internet access. Remote access is provided 24/7 via the **EXProxy** server. This includes access to over 38,000 electronic books and over 240,000 magazines, journals and newspapers. Each vendor provides monthly usage statistics. Although the Library has looked at a tracking system such as **ScholarlyStats**, there is not yet a commitment to any particular vendor; therefore, statistics are maintained in a spreadsheet. Those usages statistics are reported in the ARL survey each year.
The following are some examples of how electronic databases contribute to student learning:

- The ASE Test Preparation database for automotive students is filled with sample, practice and timed tests to prepare them for their ASE Certification.

- The S/P2 database for our automotive collision students trains them on safety and pollution prevention.

- Hospitality services students have full text access to over 440 publications through the Hospitality and Tourism Complete database.

- Engineering Technologies students have access to thousands of electronic magazines, journals and ebooks from IEEE Xplore, ProQuest Science Journals, ebrary and Referex.

- Information Technology students have access to thousands of electronic magazines, journals and ebooks from ACM Digital Library, ProQuest Computing, and ebrary.

- For Visual Communication students are provided access to Lynda.com, Jupiterimages, Royalty Free Music, and Digital Tutors. Each of these databases is unique, but provides access to tutorials, images, music track and sound effects.

- Nursing and O&P students are provided access to CINAHL with Full Text, MEDLINE, Scientific and Medical Art Imagebase, and the online journals - Journal of Bone and Joint Surgery, Journal of Prosthetics and Orthotics, and Prosthetics and Orthotics International.

- For general education courses, access is provided to several general topic databases such as Business Source Premier, Academic Source Premier, The CQ Researcher, Points of View Reference Center, Research Library, Newspaper Source Plus and PsycINFO.

The following technology resources are offered which contribute to student learning:

- Ask-A-Librarian is an online live chat service with access to a reference librarian 24/7 from any computer with Internet access. Monthly statistics are provided from the vendor.

- Mango Languages is an online language-learning system. With Mango, patrons can learn to speak 12 different languages. This service is also available 24/7 from any computer with Internet access.

- Webvoyage by ExLibris is our Online Public Access Catalog (OPAC). Patrons can look up OSUIT holdings by searching the OSUIT catalog 24/7 from any computer with Internet access. Monthly circulation statistics are entered into a spreadsheet each month.

- Resource Sharing with OCLC is used for Interlibrary Loans. An online form is available for patrons to complete to request material.

- An OSUIT Library Facebook page has been developed to promote programming and services.

The library director monitors usage and relevancy of each database and other online resources on a monthly basis to ensure she is meeting student and faculty needs. In addition, the following resources are available:

- Over 80 computer labs across campus, all with Internet access and software specific to each academic program
- Wireless internet access across campus and outdoors
CHAPTER TWO

- OKEY accounts – single sign-on account for all enrolled students that allows them access to technical resources
- Online bookstore
- Free Microsoft Software for all students, including *Microsoft Office* and *Windows*
- Email accounts for all enrolled students
- Online course management system for both on campus and online courses
- Student “H” drive access for file storage
- *Web 4 Students* for online enrollment, checking grades,
- Student Help Desk for technical support issues
- Student personal computer purchase discounts with Dell and Apple
- High speed internet connections in all residence hall rooms and lobbies
- Technology & Learning Innovation unit that provides professional development for faculty on topics related to the latest classroom and instructional technologies
- *Early Alert System* that helps to identify students that are academically at risk and then initiate the appropriate interventions

These resources are monitored through the Active Directory system as well as log reports from each of the various applications and services.

7. Financial Data

A. Actual Unrestricted Revenues

- Tuition and fees;
- State/local Appropriations (if applicable)
- Denominational Income (if applicable)
- Investment and Annuity Income
- Contributions
- Auxiliary
- Other
- Total

Table 31. FY 2008 and 2009 Revenues

<table>
<thead>
<tr>
<th>Revenue Category</th>
<th>FY 2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees (net of waivers)</td>
<td>6,877,836</td>
<td>7,746,389</td>
</tr>
<tr>
<td>State and Local Appropriations</td>
<td>15,510,819</td>
<td>15,629,538</td>
</tr>
<tr>
<td>Denomination Income</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Investment and Annuity Income</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Contributions</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Auxiliary (ledger 3)</td>
<td>6,795,284</td>
<td>7,349,681</td>
</tr>
<tr>
<td>Other (ledger 1)</td>
<td>404,745</td>
<td>124,873</td>
</tr>
<tr>
<td>Total</td>
<td>29,588,684</td>
<td>30,850,481</td>
</tr>
</tbody>
</table>
B. Actual Unrestricted Expense

- Instructional/Department/Library
- Student Services
- Operation and Maintenance of Plant
- Administration/Inst. Support
- Fundraising
- Auxiliary (ledger 3)
- Other
- Total

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>FY 2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional/department/Library</td>
<td>13,786,074</td>
<td>14,392,412</td>
</tr>
<tr>
<td>Student Services</td>
<td>1,890,598</td>
<td>1,680,277</td>
</tr>
<tr>
<td>Operation and Maintenance of Plant</td>
<td>3,340,499</td>
<td>3,630,652</td>
</tr>
<tr>
<td>Administration/Inst. Support</td>
<td>2,346,902</td>
<td>2,588,638</td>
</tr>
<tr>
<td>Fundraising</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Auxiliary (ledger 3)</td>
<td>5,581,834</td>
<td>8,430,147</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Total</td>
<td>26,945,907</td>
<td>30,722,126</td>
</tr>
</tbody>
</table>

Table 32. FY 2008 and 2009 Expenses

This information does not include Student Financial Aid, Grant, or Contract expenditures, since these were paid from restricted accounts.

This information also does NOT include OSU Foundation nor OSUF Housing LLC expenditures because those are administered by separate corporations.

C. If, in either of the past two completed fiscal years, the total in 7B exceeded the total in 7A above, how did the institution cover its shortfall?

N/A

OSUIT Educational and General (E&G) funding sources include State of Oklahoma appropriations, student tuition and fees, and miscellaneous revenues. E&G revenues provide funding for academic programs, academic and institutional support, student services, and operation and maintenance of plant (see Table 46).

OSUIT auxiliary services are self supporting departments that enhance campus life and create a sense of community for both resident and commuting students. OSUIT auxiliary services include food services, student housing, a bookstore, a convenience store, a copy center, student life activities and vending.
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CHAPTER THREE

Criterion One
Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

INTRODUCTION

This section describes how Oklahoma State University Institute of Technology-Okmulgee complies with Criterion One. OSUIT is one of few institutions of public higher education that is primarily focused on advanced technological education.

The Morrill Act signed by President Abraham Lincoln on July 2, 1862, created the land-grant university system in the United States. The purpose of the institutions created by the 1862 Act is to focus on the teaching of agriculture, trades and mechanical arts as a response to the industrial revolution and changing social class rather than higher education’s historic core of classical studies. The Act established low-cost, high-access higher education for the sons and daughters of the working class. That is, universities open to all – to the daughters and sons of farmers, mechanics, and other workers, not only the rich, the well-born, and the privileged. Stated simply, provide a “liberal and practical education for mass society.”

Accordingly, given its charge to fulfill the purpose of a land-grant campus, OSUIT believes the opportunity to participate in education should be readily available and accessible to every person without regard to race, ethnic origin, religion, gender, handicap or level of income; they should not be impediments to an individual’s academic and social growth and development. The institution believes learning is a lifelong process that helps individuals develop their potential and increase their awareness of and capabilities for making reasoned choices. Differences among persons, particularly in goals, learning styles and attitudes, require a variety of means to satisfy the educational needs of individuals. The institutional environment should be responsive to the varied needs of the students and the other stakeholders that the institution serves. To this end, the institution is committed to providing educational opportunities through close collaboration with other educational institutions, the private and public sector, government entities, and the various business and industry-based organizations that serve the residents of Oklahoma.

Moreover, OSUIT adheres strictly to its mission and fulfills all associated obligations with complete honesty and integrity. Faithfulness to its mission focuses energy, accelerates timelines and provides continuing direction to the performance requirements to accomplish the institution’s strategic goals. OSUIT’s mission, vision, core values and goals are set forth below. Each of these variables was thoroughly vetted by the Board of Regents, administration, faculty, staff, and students during the development of the system-wide strategic plan for the future.

MISSION

“Oklahoma State University Institute of Technology-Okmulgee provides comprehensive, high-quality, advancing-technology programs and services that prepare and sustain a diverse student body as competitive members of a world-class workforce and contributing members of society.”

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CHAPTER THREE

Core Component 1a

*The organization’s mission documents are clear and articulate publicly the organization’s commitments.*

OSUIT’s mission statement is the long-term underlying guiding principle for the institution. While minor modifications have taken place in the mission statement over the years, the central purpose of preparing skilled people for the workforce has been in place since the institution’s founding in 1946. While the mission statement is a single sentence, it is clear, and equally important, comprehensive as evidenced by the fact that it:

- addresses programs and services focused on the advancing technologies;
- underscores an expectation of high quality in all endeavors;
- memorializes a commitment to multiculturalism; and
- signals a responsibility to assure a well-rounded education for all students.

Additionally, OSUIT’s vision is much more fluid than its mission. The purpose of the vision is to shape the preferred future of the institution in order to foster its growth and development. The institution recognizes its responsibility for optimizing human potential and contributing to the further development of the state’s most valuable resource—its people. The institution believes that ultimately learning is self-actualized, exciting and life-long, and that attitudes and values are both caught and taught, hence the need to model those behaviors. The institution believes that the technical professionals of the future need technical competence, continuing scholarly interests and expand understanding of the world in which we live. Increasingly, they will be engaged in international commerce and need an appreciation of diverse cultures, including foreign language, which will be an occupational requirement, rather than an educational enrichment, as we enter the second decade of the twenty-first century. The current institutional vision and the one that is likely to carry forth during the next decade follows:

**VISION**

- a high-performance organization committed to excellence and focused on productivity and quality;
- the premier associate in applied science and bachelor of technology degree technologically-oriented institution of higher education in Oklahoma;
- recognized for educating technical professionals for the future workforce who are lifelong learners and understand the globalization of the world; and
- legendary and distinguished in capitalizing on new opportunities and responding to the changing needs of all Oklahoma citizens and society.

What does OSUIT value? The answer is people, learning, technology, and jobs. When these four simple words are translated into meaningful emancipation statements, the following set of beliefs emerge:

**CORE VALUES**

**Excellence** – We seek excellence in all our endeavors, and we are committed to continuous improvement.

**Intellectual Freedom** – We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge.
Integrity – We are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional.

Service – We believe that serving others is a noble and worthy endeavor.

Diversity – We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.

Stewardship of Resources – We are dedicated to the efficient and effective use of resources.

We accept the responsibility of the public’s trust and are accountable for our actions. The statements that embody the mission, vision, and core values shape the philosophical framework of OSUIT. These statements are only words until a strategic path forward is put into operation. In 2005, the OSU System completed a comprehensive strategic plan that included all campuses and units of the total system. (For OSUIT, the plan was an extension of a plan already in place.) The development of the plan was systemic and involved the Board of Regents, faculty, staff, students and external stakeholders. While the strategic goals for each entity are customized, the same themes are pervasive across all entities. The themes are: 1) Academic Excellence, 2) Recruitment and Diversity, 3) Student, Faculty and Staff Development, 4) Economic Development/Quality of Life, 5) Resource Synergy, and 6) Image Enhancement. The customized strategic goals for OSUIT follow:

**STRATEGIC GOALS**

**Goal One. Academic Excellence**—Continually strengthen the institution’s commitment to lifelong learning and career development by providing world-class advancing technology education programs and services.

**Goal Two. Recruitment and Diversity**—Provide a high-performance organizational culture of social awareness, values, world citizenship, cultural sensitivity and customer-service that supports, attracts, and retains a diverse population of faculty, staff, and students.

**Goal Three: Student, Faculty, and Staff Development**—Practice an organizational tone and culture that promotes, supports, and rewards students, faculty, and staff who achieve their educational, career, and professional goals.

**Goal Four. Economic Development/Quality of Life**—Enhance the quality of life and economic wealth in Oklahoma with a special focus on rural small- to medium-size firms that are digitally-driven and globally competitive.

**Goal Five. Resource Synergy**—Enhance institutional capacity by fostering strategic alliances with public and private agencies and Indian Tribes that challenge and strengthen OSUIT’s programs and services.

**Goal Six. Image Enhancement**—Position OSUIT as a recognized leader in advancing and emerging technology education, and effectively communicate the institution’s uniqueness and brand image.
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The Oklahoma State University system Strategic Plan may be found at http://www.system.okstate.edu/planning/. The mission, vision, values, and goals documents http://www.osuit.edu/search.php?q=university+mission, define the varied internal and external constituencies the organization intends to serve. Board meeting minutes, http://regents.okstate.edu/minutes.html, demonstrate formal review and adoption of Oklahoma State University Institute of Technology’s mission, vision, values, goals, and organizational priorities.

Mission Explication

Without qualification OSUIT’s mission statement, as well as most all other official institutional documents, clearly and publicly articulate to both internal and external stakeholders the institution’s commitment to comprehensive and high quality education in the advancing technologies. All programmatic and fiscal decisions are aligned with the mission statement. Further, planning for the future always begins with the question, “Is what we are planning congruent with the institution’s mission?” Also, the institution’s name, Oklahoma State University Institute of Technology, clearly and publicly reinforces the intent of the institution’s mission. (Note: The name of the institution was changed by the Oklahoma Legislature effective July 1, 2008. The purpose of the name change was to better communicate the mission and purpose of the institution to all stakeholders.)

The mission statement:
- Affirms that OSUIT is an institution of higher education;
- Confirms that OSUIT provides comprehensive and high quality advancing technology programs and services;
- Signals that OSUIT is committed to inclusiveness and the betterment of society; and
- Substantiates that OSUIT is committed to preparing graduates ready to enter the workforce and progress rapidly.

The mission statement provides the framework for the Institutional Goals, Institutional Core Objectives, Philosophy of General Education, Student Learning Goals, Philosophy of Assessment of Student Learning, and Scope all of which are addressed in the following paragraphs.

Institutional Goals

1. To expand the institution’s role in Oklahoma’s economic development.
2. To strengthen collaboration and working partnerships with other educational service providers, employers and trade associations.
3. To ensure excellence in all areas of institutional performance.
4. To ensure institutional development that attracts and retains quality students and faculty.
5. To provide a supporting and challenging environment that enables and motivates individual members of a diverse student body to achieve their educational goals.
6. To heighten the students’ awareness of their individual responsibilities as employees.
7. To strengthen the students’ commitment to individual lifelong learning and career development.
8. To assure professional mastery and technological currency by all faculty and staff.
9. To demonstrate accountability to multiple customer groups.
Institutional Core Objectives

Core objectives are essential, broad-based workplace skills that cut across occupational and academic titles. They are distinguished from program-specific requirements needed for specialization in professional-technical programs and/or academic-transfer plans. The assessment of student learning is held in high regard at OSUIT and, in alignment with requirements of The Higher Learning Commission, faculty have developed six core objectives that are wholly integrated into the institution’s curricula. These Core Objectives are:

1. Effectively communicate electronically, verbally, and in writing.
2. Demonstrate logical, systematic problem-solving techniques.
3. Develop and display a sense of personal, social and professional ethics.
4. Explain the cultural heritage and primary elements of the history and government of the U.S. people, especially as it impacts one’s industry or field of study.
5. Access and use technology appropriate to one’s industry or field of study.
6. Provide opportunities for students to effectively utilize learned technologies and processes to aid various constituencies in the community.

Philosophy of General Education

The academic unit of Arts and Sciences offers OSUIT’s general education classes. These classes use current technology and diverse learning methods to engage students in interactive learning processes. Students are introduced to broad based knowledge, skills, and analytical and evaluative tools needed to lead productive and fulfilling lives in leadership and service to the community. This latitude in learning complements each program to enhance students’ flexibility and, consequently, provide them with more options in the work place.

Student Learning Goals

The goals for student learning permeate many different documents published by OSUIT, but they all begin with the institution’s mission statement. The mission statement derives its authority by the function that is assigned to OSUIT by the Oklahoma State Regents for Higher Education. The State Regents is clear in its expectation that OSUIT is an institution of higher education with a singular purpose of technical education that is aligned with the fundamental purpose of a land grant university and college. That is, an institution that is open to all—to the daughters and sons of farmers, mechanics, and other workers, not only to the rich, the well-born, and the privileged. To this end, OSUIT promotes education in the liberal arts as well as education that is practically applied. The following defines OSUIT’s role with respect to student learning goals:

- To accelerate the development of academic, technical and leadership skills of students seeking associate degrees in advancing technology fields.
- To instill in every graduate an appreciation for his or her individual responsibility for citizenship in a multi cultural society.
- To provide lifelong educational experiences for individuals.
- To provide out-of-class learning experiences in the environment of quality campus community.
- To develop strategic alliances and partnerships with government, business and industry that lead to enhanced economic development of the state and region.
CHAPTER THREE

Philosophy of Assessment of Student Learning

Assessment of student learning at OSUIT is an essential part of the enduring process of enhancing and improving curricular and co-curricular student learning-assessments driven by the College’s mission and vision statements. Academic divisions determine student learning objectives and then systematically gather, document, analyze, and interpret evidence of student learning. Assessment is one way that the units and programs affirm their strengths and plan improvements that contribute to the College’s overall effectiveness.

Scope

OSUIT’s scope is college level, advancing technology curricula and services, co-curricular student life and public service. Emphasis is placed on:

- Associate in Applied Science and Bachelor of Technology degree programs in advancing technologies that fulfill a critical work force need for technical/professionals;
- General education course work that contributes to the development of critical-thinking lifelong learners, whose interpersonal and communication skills, problem-solving abilities and knowledge of ethics prepare them to be productive employees and citizens;
- Programs and services which aid in the development and retention of students;
- Continuing education and public service programs that meet the needs of Oklahoma citizens;
- Technologically-advanced learning resource facilities and educational infrastructure which meet the needs for academic excellence;
- Student experiences which foster leadership, participation and maturity;
- Recruiting and sustaining a diverse, qualified faculty and staff;
- Institutional planning program review processes that focus on academic excellence and continuous improvement of support services;
- Strategic alliances and partnerships with government, business and industry that serve to enhance economic development;
- External resources that are required to provide program excellence;
- Accountability through assessment of student learning, competency, satisfaction, exit placement and career success.

Commitment to High Academic Standards

OSUIT documents its commitment to quality. These documents all have as their foundation the mission statement, and for this purpose the words “comprehensive” and “high-quality” have special meaning. Quality academic standards begin with the institution’s faculty members. Technical faculty members have strong industry experience coupled with a college degree and are committed to pursuing advanced degrees. Nearly all of the general education faculty members have a master’s degree and several have an earned doctorate.

As a rule, all programs of study are required to have an advisory committee of external stakeholders. These committees consist of 12 or more members and meet at least two times per academic year for all-day meetings – most meetings start about 9:00 a.m. and conclude between 3:00 p.m. and 4:00 p.m. Each committee has an external stakeholder who works with the unit leader to formulate an agenda for each meeting. At a minimum, the outcomes that each Advisory Committee is expected to focus on are:

- Validate the institution’s mission, vision, and position on a continual basis.
• Review programs of study and recommend improvements that better prepare graduates to meet their career goals and the workforce needs of employers.
• Evaluate educational facilities and recommend improvements which enhance faculty facilitation of student learning.
• Assess faculty competence and recommend ways to improve their technical currency and professional growth.
• Provide paid internship experiences for students.
• Assist in the identification of employment opportunities for graduates.
• Periodically participate in the orientation of faculty, staff, and students regarding the emerging workforce needs of employers.
• Support program-specific and institution accreditation.
• Assist in maintaining a positive liaison among employers, students, graduates, institutional governance members, business and industry personnel, and others.

**Internship and Capstone**

The student internship experience and the capstone experience further demonstrate OSUIT’s commitment to high academic standards. The internship experience places students with an employer and, in almost all cases, the student is paid by the employer. The student must perform in order to be retained by the employer for the duration of the internship. Employers do understand that the experience is a learning experience for students. Employers must be willing to provide mentoring to the student throughout his/her internship. This experience is real-life work experience for the student and better prepares him/her for the workplace upon graduation.

The capstone course is a synthesis of previous learning applied to higher level problem solving simulations. The capstone course gives both the faculty and student the opportunity to add value to the student’s employment potential by building on strengths and participating in higher-order learning experiences.

**General Education**

OSUIT does place significant value on general education. Employers consistently tell the institution that it is not the technical skills that cause student-employees problems in the workplace but rather professional life skills, such as communications, mathematics, scientific understandings, attitude, personal hygiene, ethics, etc. In order to obtain a degree from OSUIT, a student must successfully complete a core set of learning experiences in general education. The following is a list of the six key General Education outcomes expected to be mastered by all OSUIT graduates:

1. **Communication:** Effectively communicate electronically, verbally, and in writing.
2. **Critical Thinking:** Demonstrate logical, systematic critical thinking techniques.
3. **Ethics and Diversity:** Develop and display a sense of personal, social, and professional ethics, as well as a tolerance for diversity.
4. **History and Government:** Explain the cultural heritage and primary elements of history and government of the U.S. and its people, including diversity especially as it impacts one’s industry or field of study.
5. **Technology**: Access and use technology appropriate to one’s chosen industry or field of study.

6. **Service Learning**: Provide opportunities for students to effectively utilize learned technologies and processes to aid various constituencies in the community.

**Delivery of Learning and Expected Learning Outcomes**

OSUIT’s mission clearly states that the institution prepares people for the workforce. There are a number of different ways to describe learning in this context but probably the most applicable is “hands-on” learning. Hands-on learning means creating learning situations that closely parallel work in the real world, i.e., authentic learning. At OSUIT, authentic learning is a higher-order learning used in solving problems—problems that are meaningful, challenging, and complex. Assessment is a critically important part of the learning process, not an unpleasant afterthought. Assessments must be authentic experiences that measure whether or not the student has acquired the necessary knowledge and skill, and can apply them in solving problems.

OSUIT believes the best current practice to the design and delivery of authentic learning is a project-centered approach. The project-centered approach in an authentic learning environment must be:

- **Competency-based curricula**: Curricula based on content standards as explicated by experts in the field.
- **Performance task**: A complex open-ended problem posed for students to solve as a means of demonstrating mastery. The performance tasks constitute the bases for the performance assessment.
- **Performance assessment**: Situations in which students must construct responses that illustrate their ability to apply knowledge in completing a complex task or solving an open-ended.
- **Assessment-driven learning**: This type of learning is faculty facilitated. That is, the planning and facilitation are based upon, derived from, and focused on the performance task and its performance assessment.

**Project-Centered or Job-Centered Learning**

Project-centered learning can best be defined as learning where knowledge and skills are grouped according to how they will be used on-the-job. In the most fundamental way, authentic learning in a projected-centered environment produces high-level learner achievement when the following four elements are properly addressed:

- Integrated
- Competency-assessed
- Contextual and authentic
- Technology-enriched
- Team-based
- Just-in-time and rapid paced
- Engaging
- Rigorous
- Flexible
- Mastery-driven
Students entering higher education bring a plethora of expectations regarding what they desire to achieve through their learning experiences. The following criteria serve as general guidelines for framing student learning projects that are sufficiently demanding.

- Job related through a motivating experiential environment: A project must be directly related to a job in industry, and simulate a practical work environment found in places of employment.
- Integrated problem-solving with interdependencies: A project must focus on interdisciplinary problem-solving and incorporate a structure that makes content as well as learning among students dependent upon one another. Teaming is a high need among high-performance organizations.
- Sufficient scope to assure meaning, challenge and complexity: A project must be of a magnitude or scope that has sufficient breadth and depth to require the incorporation of realistic business practices and solutions, appropriate mathematical/science applications, high-level soft skills, oral, written and electronic communications and advanced technological skills.
- Produces deliverable(s) aligned with real-world high-level industry specifications: A project must incorporate characteristics that would be inherent in a product or service produced by high performance organizations. These experiences allow students to experience “real” deliverable deadlines, the impact of “bottom-line” business practicesDECISION-MAKING, authentic problem solving, client negotiations, quality standards, etc., not to mention the interface with employers.
- Foster active participation: Learning will occur when participants are actively and enthusiastically engaged. Ample research substantiates that the highest level of learning, the retention of learning and engagement in learning occurs through the methods of: 1) practice by doing, and 2) teaching others.
- Cultivates collaboration among students, facilitators and industrial representatives: The curriculum development/alignment effort must utilize a shared approach in order to produce fully integrated learning experiences.
- Rigorous: Each project and/or learning experience must be worthy of college credit. Academic rigor consists of the following elements:
  - Complex problem solving and critical thinking
  - Applied research
  - Out of class study, research and experiences
  - Advanced communications expectations to include presentations, writing and electronic communications
  - Mastery of high level technological skills

**Mission Evaluation**

Only rarely does an institution of higher education change its core mission in a substantial way; more often it updates and refines its mission statement to align with the contemporary needs of its stakeholders. This has been the case for OSUIT since its founding in 1946. From 1946 to 1987, the institution’s mission generally stated post-secondary education in a rather comprehensive array of occupational areas -- for example, dry cleaning, shoe repair, diesel mechanics, and industrial electrical.

Further, the aforementioned statement served OSUIT quite well until the decade of the 1980s. Oklahoma’s “oil bust” during the early 1980s imposed significant budget problems for several fiscal years for all Oklahoma agencies, including higher education. OSUIT had a choice to continue to do what it had always done and allow mediocrity to ripple through all of its operations, or it could refocus its
CHAPTER THREE

purpose in a more narrow fashion, and allocate all available resources to these more specific efforts. The latter was accepted as the path forward. It is important to note that the Career Tech system was also expanding significantly at this time, both in terms of programs and geographic presence. This system has a major advantage over higher education in that it has access to local ad valorem tax for both operations and capital, in addition to tuition/fees and state appropriation.

Mission Revision

Subsequently, in 1987, the Oklahoma State Regents for Higher Education approved an updated mission statement for OSUIT:

The mission of Oklahoma State University, Technical Branch, Okmulgee, is to provide post-secondary advancing technical education culminating with the associate degree offered in a residential campus setting.

The above mission statement stayed in place until July of 1993. In July of 1991, OSUIT embarked upon an in-depth strategic planning process. This planning effort was facilitated by Dr. Robert E. Taylor, an internationally recognized scholar and leader in the field of vocational and technical education. He founded and served as Executive Director of the National Center for Research in Vocational and Technical Education at The Ohio State University from 1965 until he retired in 1986.

Additionally, the development of this plan was the most comprehensive planning initiative ever undertaken by OSUIT—before this time and to the present time. The overarching criterion to be followed in the formulation of the plan was to make it timeless. Literally hundreds of individuals from the campus, government and industry from throughout the state and region contributed to the various aspects of the plan.

Dr. Taylor stressed that strategic planning is most effective when it is preceded by strategic thinking—formulating a vision that may be impacted by increased globalization, expanded use of technology, increase in insightful expectations, and the need for expanded efforts to enhance the education and training of people—younger and older. Strategic planning considers increased expectations for data-driven decision making, customized student learning and service-oriented engagement.

Equally important, strategic planning is deliberately and methodically addressing institutional mission, goals, objectives, as well as giving serious thought to emerging needs and opportunities. Strategic planning is a dynamic process that involves both short- and long-term planning, and it is not about future decisions, but rather about the future of present decisions. All in all, an outgrowth of this strategic planning process was an upgraded mission, role and scope statements that more clearly addressed the purpose of OSUIT. The 1993 mission statement follows:

To serve as the lead institution of higher education in Oklahoma and the region for comprehensive, high-quality, advancing-technology programs and services to prepare and sustain a diverse student body as competitive members of a world-class workforce and contributing members of society.

Interrelated to the mission were nine strategic goals and eleven key institutional measures. The document that contains these goals and key measures is in paper format only and will be available in the Resource Room (Passage to the Emerging Frontier—A Strategic Plan).
Mission Re-Evaluation

Early in 2003, David J. Schmidly was appointed as the System CEO/President of the Oklahoma State University system. The OSU system had never undertaken the task of developing a system-wide strategic plan. He initiated this task in 2004 with the charge that the plan be completed and adopted by the Board of Regents by July 1, 2005. The plan would be for the period of time 2005-2010. A Chicago based consultant, Mary Chicoine, facilitated the effort for all campuses as well as the system.

The effort did result in some minor tweaking of OSUIT’s mission statement:

_Oklahoma State University Technical Branch-Okmulgee provides comprehensive, high-quality, advancing-technology programs and services that prepare and sustain a diverse student body as competitive members of a world-class workforce and contributing members of society._

Strategic Plan Updates

OSUIT is in the process of updating its strategic plan. The current system CEO has not signaled an interest in upgrading the system-wide strategic plan. Consequently, OSUIT is taking the best of its 1993 plan and its 2005 plan and framing a plan for 2010-2015. Few things are perfect—there are precious few things that cannot be made more nearly perfect—especially when the stakeholders of an enterprise commit their collective thinking and best judgment to that end. The “planning” component of strategic planning is how to best achieve goals and fulfill missions. The “strategic” component deals with determining the most implementable ways and means of managing milestones and the most desirable approaches. This means setting priorities, as well.

Notwithstanding, given the changing economic face of public higher education in America, including Oklahoma, setting priorities and estimating the cost of implementing the plan must be done simultaneously. Financing higher education is changing as higher education itself changes. A draft copy of the Strategic Plan 2010-2015 will be located in the Resource Room.

Pursuant to each of the successive iterations of the mission statement, other key variables such as vision, values, goals and organizational priorities were refined. The most current version may be found on the web at [http://www.osuit.edu/administration/strategic_plans.php](http://www.osuit.edu/administration/strategic_plans.php).

Advancing the Mission

OSUIT routinely discusses the institution’s mission and its core values during new student orientation, new faculty orientation, and employee orientation as well as other official meetings such as program advisory committees. The institution strives to ensure a good understanding of its purpose and reason for existence among all constituents whether through a formal discussion of the mission or informal interpretations of the college’s responsibilities.

Planning documents are widely and publically distributed in both electronic and print formats. While most documents are available in both formats, there are a number of documents that are used most effectively in print format. Samples of these documents are available in the Resource Room.
CHAPTER THREE

Website Resources

The web is OSUIT’s primary vehicle for promoting and disseminating the institution’s mission and interrelated documents. OSUIT has been moving in this direction for several years, but the emerging fiscal situation is serving as the compelling reason to complete this transition. The college’s catalog along with many other links, some of which are listed in the preceding section, all address the institution’s mission either directly or indirectly. Very few documents are now distributed to students as a hard copy. Students are advised that the documents are on the web and copies may be printed as necessary.

The following links as well as others are public via OSUIT’s website: www.osuit.edu.

- http://www.osuit.edu/academics/catalog/
- http://www.osuit.edu/administration/strategic_plans.php
- http://www.osuit.edu/tours
- http://www.osuit.edu/international
- http://www.osuit.edu/academics/library/
- http://www.osuit.edu/academics/
- http://www.osuit.edu/future_student/
- http://www.osuit.edu/current_students/
- http://www.osuit.edu/parents/
- http://www.osuit.edu/faculty_and_staff/
- https://www.osuit.edu/academics/iar/

Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

OSUIT documents its strong commitment to diversity in its linchpin documents which undergird the institution’s purpose and role within the academy of higher education. These documents provide evidence that OSUIT meets the HLC’s Criterion One, Core Component 1b:

- OSUIT’s mission statement and unified documents address the importance of diversity.
- The mission statement and unified documents affirm the dignity and worth of all populations.
- The mission statement and the diversity self-study provide a basis for the institution’s strategies to address diversity in recruiting students and providing student support services.
- The mission statement and Enrollment Management Plan clearly communicate diversity expectations.
- OSUIT’s Sexual Harassment Policy, Software Policy, Email Policy, Student Rights and Responsibilities, and nondiscriminatory hiring polices in particular, and throughout all its Policies and Procedures define expected behavior that is congruent with the institution’s mission statement and unified documents.
- The current state of diversity at OSUIT demonstrates that the institution is successful in honoring its commitment to serving both diverse student and non-student populations.
Ethnicity Demographics

The following figure presents the ethnicity demographics of OSUIT’s student body for fall 2009. While the data is for only one point in time, it reflects the demographics of the student body throughout each academic year. The percentage of minority students is increasing in a modest fashion and is led by Native American students.

![Figure 2. Ethnic Distribution of Students](image)

With respect to the ethnic origin for all employees at OSUIT, the following figure portrays the distribution for FY09 for OSUIT’s faculty. Over 80% of the faculty members are White. Nearly nine percent of the faculty members are Native American Indian and only slightly more than two percent are Black. The data does show that additional Indian faculty members are needed to more closely align with the percentage of Indian students. By far, the overarching need is for more black faculty members, because there is a substantial disparity between the percentage of black students and black faculty members. The data also show that there is too large of a percentage difference between Black faculty members and Black non-faculty members.

The institution’s commitment to diversity is evidenced throughout the current institutional strategic plan including the mission statement, goals, and one of the six core values of the University system-wide which reads as follows: *Diversity – We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.*
CHAPTER THREE

Figure 3. Ethnic Distribution for All Employees

![Pie chart showing ethnic distribution for all employees in FY09](image)

- White: 77.30%
- Black: 9.20%
- Indian: 1.50%
- Hispanic: 2.20%
- Asian: 9.80%

Figure 4. Ethnic Distribution for Faculty Members

![Pie chart showing ethnic distribution for faculty in FY09](image)

- White: 84.70%
- Black: 8.90%
- Indian: 1.60%
- Hispanic: 2.40%
- Asian: 0.80%
CHAPTER THREE

Functioning In a Multicultural Society

Inherent and fundamental in both the 1993 and 2005 strategic plans is an acknowledgement that OSUIT’s graduates must be able to function in a multicultural society—Goal 5 in 1993 and Goal 6 in 2005. These two goals are in response to that portion of the mission proclamation which states that OSUIT will provide “program and services that prepare and sustain a diverse student body.” While multiculturalism is addressed in the two strategic goals, planning for the first true system-wide implementation plan started in 2004 with the hiring of a system-wide Vice President for Institutional Diversity.

The charge to this individual was to increase the focus on diversity, multiculturalism, international and globalization for the OSU system. As a part of this endeavor, the university committed to a system-wide intensive diversity self-study process in 2005 to assess the current state and solicit input from employees, governance and stakeholders for making OSU a more inclusive and diverse environment. The university committed to the pilot study process that was developed through the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC). OSUIT was pleased to be acknowledged by the OSU President and the visiting evaluation committee on the results of the study in 2006.

Commitment to Diversity

OSUIT’s origin for a commitment to diversity is embedded in its mission statement: “prepare and sustain a diverse student body.” An institution of higher education will only reap the benefits of a diverse student body if it has diversity in its faculty and staff members, and a transparent institutional culture of inclusiveness. OSUIT believes deeply in the dignity and worth of each student, faculty member, and staff member through a number of public statements on diversity.

Land Grant Legislation

The starting place that documents a commitment of diversity is the Morrill Act of 1862, the first major land-grant university legislation enacted by the federal government. The premise of Senator Justin Morrill’s legislative accomplishment is profoundly democratic: “education would be extraordinarily valuable to all of America if there were universities open to all.” In 1890, Senator Morrill succeeded in passing the second Morrill Act. While the Morrill Act of 1862 did not exclude African Americans, southern customs, traditions, and laws requiring racial segregation prevented newly emancipated citizens from becoming full participants in the new educational venture. The Morrill Act of 1890 was presented twelve times before becoming law. Because the act stated that funds should be “equitably divided” between white and black colleges, there was strong opposition from white Southern congressmen.

In October 1994, Congress passed legislation conferring land-grant status on the twenty-nine Native American tribal colleges in the United States. A month after passage of the bill granting land-grant status to the tribal colleges, the National Association of State Universities and Land-Grant Colleges (NASULGC) board voted to admit the American Indian Higher Education Consortium (AIHEC) as a member of the National Association.
CHAPTER THREE

Social Justice

OSUIT’s approach to diversity is supported by strong nondiscrimination policies, as stated in the 2009-2010 Catalog:

Oklahoma State University, in compliance with the Title VI and VII of the Civil rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in and of its policies, practices or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services. Title IX of the Education Amendments and Oklahoma State University policy prohibit discrimination in the provision of services or benefits offered by the University based on gender.

All employment opportunities offered by OSUIT clearly state that the institution is an Affirmative Action and Equal Opportunity Employer. Additionally, OSUIT’s Performance Appraisal Form contains the following item—Respect for Diversity. *Seeks opportunities to learn and understand cultures of others; celebrates and appreciates differences; respects different opinions; seeks to understand before acting.*

Inclusiveness

An OSU system-wide Diversity Self-Study was initiated in July of 2006 and completed in March of 2007. The study delineated a set of action steps. These action steps guide the system in the development of campus environments that are inclusively diverse; where learners are afforded numerous opportunities and experiences that better prepare all people to live and work successfully in what is becoming a more inclusively diverse world. A copy of the self-study will be in the Resource Room.

Language and Cultural Support

OSUIT is expanding its commitment to international education. As evidence of this fact, the institution contracted with The Language Institute to provide ESL instruction and cultural support. Also, OSUIT’s Library purchased a web-based tutorial known as Mango which provides language tutorials in nine different languages.

Student Privacy Rights

As required by the Family Educational Rights and Privacy Act of 1974, OSU Institute of Technology advises students of their privacy rights. OSU Institute of Technology may disclose information to parents of students in two ways:

1. By obtaining the student’s written consent, if the student is independent.
2. By having the parents sign an affidavit establishing the student’s dependency as defined by Internal Revenue Code of 1954.

Students of OSU Institute of Technology have the right to:

1. inspect and review information contained in their educational records.
2. challenge the contents of their educational records.
CHAPTER THREE

3. hold a hearing if the outcome of their challenge is not satisfactory.
4. submit an explanatory statement for inclusion in their educational record if the outcome of their hearing is unsatisfactory.
5. prevent disclosure, with certain exceptions, of personal information from their educational record.
6. secure a copy of the institutional policy, which includes the location of all educational records.

With the reauthorization of the Higher Education Act and revision of FERPA standards in fall 2008, the campus also updated what it has declared as open Directory Information:

1. student’s name, local and permanent address or hometown
2. student’s telephone number and electronic (e-mail) address assigned/provided by the institution or provided to the University by the student
3. student’s year of birth
4. program(s) of study engaged
5. dates of attendance at OSU Institute of Technology
6. degrees, honors, and awards granted or received and dates granted or received
7. academic classification such as 1st year, 2nd year, etc.
8. most recent educational institution previously attended
9. advisor
10. participation in official organizations and activities
11. parents’ names and addresses (city, state and zip only)

Multicultural Task Force

In addition, the institution organized a Multicultural Task Force of staff, faculty and students, and developed a Multicultural and International Strategic Plan to drive the efforts of the campus. The updated Enrollment Management Plan for 2006-2010 includes enrollment goals targeting international and minority populations of students for significant growth.

The charge has not been to simply increase international and minority enrollment numbers, but to also create a campus culture that is supportive of diverse students to ensure effective retention and student success. Examples of progress and accomplishments that have been addressed include an increase in dedicated staff and resources, ESL programming and support, increased cultural events and programming, organization of a Multicultural Student Association, additional food service options including a kitchen dedicated for student use, increased support and sensitivity in residential life, and professional development for faculty and staff, along with additional areas of progress as described in the 2008 Diversity Report Card aimed at benchmarking progress. In addition, the institution’s Information Technologies Division received a special president’s recognition from ABET for its accomplishments in the area of diversity.

Although African American, Hispanic, Asian and other minority populations have remained somewhat consistent, the Native American population has grown considerably due in large part to a partnership with the Muscogee (Creek) Nation. In June of 2004, the College of the Muscogee Nation opened its doors on the OSUIT campus and began serving students. Not only has the enrollment of Native American students grown to a record number, retention rates have also improved as well.
An additional objective has been campus globalization efforts to better prepare students to enter an increasingly more global world in which to live and work. An International Dimensions course was implemented on campus, with plans to add additional course offerings and short sessions targeted toward multiculturalism, foreign language and diversity sensitivity. The campus continually hosts foreign delegations and visitors, involving the campus community in opportunities to meet, dialogue, and learn about other cultures and traditions. The implementation of Study Abroad experiences, along with International Exchanges of students, faculty and staff have been done on a limited basis, with plans to increase the effort substantially over the upcoming five years in conjunction with the goals of the OSU System and the State Regents for Higher Education.

**Codes of Conduct: Congruency with Mission**

OSUIT subscribes to a code of conduct and policies that govern the behaviors of students, faculty, staff, and administrators in support of the mission and other public statements on diversity. The following points reflect the institution’s commitments in this area:

- OSUIT specifies the standards that faculty are expected to uphold to protect academic freedom, to help preserve the highest standards of teaching, and to advance the institution’s mission (see Faculty Handbook and Policies and Procedures Manual).

- OSUIT specifies the standards that staff are expected to uphold to protect the integrity of the institution, to help preserve the highest standards of operation, and to advance the institution’s mission (see A&P and Classified Staff Handbooks as well as Policies and Procedures Manual).

- The publication *Student Rights and Responsibilities Governing Student Behavior* explains what is expected of students regarding their behaviors including physical or verbal abuse of any person (see *Student Rights and Responsibilities Governing Student Behavior* publication).

- All OSUIT employees, agents, and consultants are required to read, understand, and abide by a State of Oklahoma Loyalty Oath that supports the Constitution and the laws of the United States of America and the Constitution and the laws of the State of Oklahoma.

- The publication and adherence to student and employee harassment prevention policies prohibit any student, employee, or visitor from harassing another student, employee, or visitor at OSUIT on the basis of sex, race, color, religion, national origin, age, disability, or marital status.

- OSUIT does not discriminate on the basis of disability in admission or access to its programs of studies or activities.

Clearly, OSUIT expects that all students, faculty, staff, and visitors recognize and respect individual differences by treating each other in a fair, civil and respectable fashion. The institution is fully committed to inclusiveness and fosters this belief through its practices. OSUIT’s mission statement and related documents do not allow for deviation from the concept of nondiscrimination.
Diversity at OSUIT: 2005-2009

The state of student diversity at OSUIT for the period of time 2005-2009 demonstrates that the institution has been successful in advancing its commitment to serving a diverse student body. OSUIT does collect and analyze data on student demographics and employee demographics. A few of the macro indicators with respect to diversity are portrayed in the table below.

Table 33. Student Demographic Data 2005-2009

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>62.8%</td>
<td>61.7%</td>
<td>65.3%</td>
<td>64.0%</td>
<td>62.0%</td>
</tr>
<tr>
<td>Female</td>
<td>37.2%</td>
<td>38.3%</td>
<td>34.7%</td>
<td>36.0%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or under</td>
<td>34.9%</td>
<td>44.3%</td>
<td>46.5%</td>
<td>43.2%</td>
<td>37.2%</td>
</tr>
<tr>
<td>20-24</td>
<td>32.4%</td>
<td>29.2%</td>
<td>27.5%</td>
<td>30.8%</td>
<td>32.6%</td>
</tr>
<tr>
<td>25-29</td>
<td>10.9%</td>
<td>10.1%</td>
<td>8.6%</td>
<td>9.4%</td>
<td>11.0%</td>
</tr>
<tr>
<td>30-34</td>
<td>6.6%</td>
<td>5.5%</td>
<td>5.4%</td>
<td>6.0%</td>
<td>6.5%</td>
</tr>
<tr>
<td>35-39</td>
<td>4.4%</td>
<td>3.8%</td>
<td>3.7%</td>
<td>4.1%</td>
<td>4.5%</td>
</tr>
<tr>
<td>40-49</td>
<td>6.6%</td>
<td>4.7%</td>
<td>5.0%</td>
<td>4.4%</td>
<td>4.7%</td>
</tr>
<tr>
<td>50-59</td>
<td>3.4%</td>
<td>2.1%</td>
<td>2.7%</td>
<td>1.5%</td>
<td>2.7%</td>
</tr>
<tr>
<td>60-69</td>
<td>0.5%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>&gt;69</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.7%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Ethnic Origin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>67.9%</td>
<td>66.5%</td>
<td>59.5%</td>
<td>64.6%</td>
<td>62.7%</td>
</tr>
<tr>
<td>Indian</td>
<td>20.2%</td>
<td>23.0%</td>
<td>22.1%</td>
<td>24.7%</td>
<td>24.7%</td>
</tr>
<tr>
<td>Black</td>
<td>6.7%</td>
<td>6.0%</td>
<td>5.5%</td>
<td>5.7%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>.8%</td>
<td>.6%</td>
<td>.9%</td>
<td>1.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.5%</td>
<td>3.2%</td>
<td>2.7%</td>
<td>2.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>.7%</td>
<td>1.0%</td>
<td>1.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>1.0%</td>
<td>.8%</td>
<td>9.0%</td>
<td>.6%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Marital Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>18.3%</td>
<td>15.2%</td>
<td>16.0%</td>
<td>14.2%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Single</td>
<td>81.7%</td>
<td>84.8%</td>
<td>84.0%</td>
<td>85.8%</td>
<td>82.8%</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No College</td>
<td>74.2%</td>
<td>75.8%</td>
<td>73.7%</td>
<td>66.1%</td>
<td>52.1%</td>
</tr>
<tr>
<td>Attended</td>
<td>25.1%</td>
<td>23.0%</td>
<td>24.8%</td>
<td>32.4%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Graduate</td>
<td>.7%</td>
<td>1.2%</td>
<td>1.6%</td>
<td>1.6%</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

The demographic characteristics of OSUIT's student body have remained relatively stable for the period of time 2005-2009. The white population is showing a modest downward trend with the Native American Indian population showing the largest increase among other populations. The other trend that appears to be taking some shape is the percentage of students who have already attended college before matriculating to OSUIT.
CHAPTER THREE

Employee Demographic Data

On an annual basis OSUIT, along with the other campuses in the OSU system, report the ethnic origin of its employees to the Board of Regents for OSU and the A&M Colleges. The report for FY09 reflected the following:

Table 34. Employee Demographic Data

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>All Employees</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>White</td>
<td>42.0%</td>
<td>35.3%</td>
</tr>
<tr>
<td>Black</td>
<td>3.1%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Indian</td>
<td>4.3%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Total</td>
<td>50.9%</td>
<td>49.1%</td>
</tr>
</tbody>
</table>

For all employees, the data show alignment with the institutional mission and other interrelated documents. However, the data for the faculty members show a need to increase the percentage of Black and Indian faculty members. This need is a high priority goal for OSUIT, but one that presents significant challenges.

Diversity: Comparative Data

Because the above data for all employees is for FY09, the student data in the table below is shown for the 2008 fall term.

Table 35. Comparative Demographic Data for Students and Employees

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Students</th>
<th>All Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>64.6%</td>
<td>84.7%</td>
</tr>
<tr>
<td>Black</td>
<td>5.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Indian</td>
<td>24.7%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.5%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.0%</td>
<td>.8%</td>
</tr>
<tr>
<td>Other Ethnicity</td>
<td>1.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Male</td>
<td>64.0%</td>
<td>50.9%</td>
</tr>
<tr>
<td>Female</td>
<td>36.0%</td>
<td>49.1%</td>
</tr>
</tbody>
</table>

OSUIT recognizes the need to hire and retain more minority faculty members, particularly Black, Indian, Hispanic and Asian. The number of Blacks and Indians that pursue technologically-oriented careers is less than other occupational areas, and few numbers of minorities from these two groups seem to have a high interest in higher education employment. OSUIT also faces the challenge of competing with salaries in the private sector, especially for highly qualified minorities in emerging technical disciplines.
Diversity: Areas for Improvement and/or Additional Focus

While OSUIT is fulfilling its mission to be an inclusive institution of higher education, there is room for improvement. At the present time, OSUIT is more successful in diversity with its student body than with its faculty and staff. With respect to inculcating multiculturalism across all academic and non-academic activities, more work must be done. This work is absolutely necessary because graduates will live and work in a global world for the duration of their lives, and faculty and staff must serve as role models. The following points are priority areas for improvement:

- New and innovative marketing initiatives that target the recruitment of minority student populations, particularly African American, Hispanic, Asian
- Focus recruitment and hiring initiatives that result in attracting additional minority and bi-lingual faculty and staff members
- Upgrade professional development activities for faculty and staff to better address cultural, customs, and traditions of non-white populations
- Increase initiatives that continually advance globalization at OSUIT by (1) incorporating inclusiveness in all curricula, (2) by expanding study abroad and exchange opportunities for students, faculty and staff, (3) increasing international student enrollment, etc.
- Increase visibility of all campus services via the institutional web and other campus-based communications instruments
- Upgrade tutoring services for all student populations
- Upgrade services provided by the Student Support Services TRIO program

Possible New Strategies to Serve the Needs of a Diverse Student Population

- Developmental Education: Upgrade developmental education to deliver the learning experiences (knowledge and skills) in the context of personal interests and real life circumstances.
- Learning Communities: Create gateways to student success in developmental education through the use of Vincent Tinto’s learning communities concept.
- Learning Styles: Recognize that students inherently possess many different learning styles by fostering multiple delivery modalities across the institution’s curricula.
- College Success Strategies: Upgrade OSUIT’s college success introduction course known as College Cornerstone.
- Career Exploration: Revisit the concept of creating and implementing a pre-tech program for undecided students.

OSUIT’s mission statement and closely related documents clearly demonstrate a strong commitment to diversity and inclusiveness. The data does reflect that both the students and the employees are a diverse group. However, the demographics of the U.S. and Oklahoma are changing rapidly, and it is clear that OSUIT must do more to keep up with these changes, especially among minority populations.

Minority populations are generally less academically prepared for college work than non-minority populations. This is a serious and pervasive issue in the United States, Oklahoma and at OSUIT. As an institution of higher education, OSUIT must become more proactive in framing and delivering success experiences for both students and non-students of minority populations in order to completely fulfill its mission during the next decade.
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The following are some of the documents available in the Resource Room that document OSUIT’s commitment to diversity.

- Strategic Plan for 2005 – 2010
- Diversity Self Study
- Diversity Report Card - Benchmark Report
- Enrollment Management Plan 2006 - 2010
- Multicultural and International Strategic Plan
- Multicultural Task Force Meeting Minutes
- Multicultural Student Association By-Laws, Meeting Minutes, Scrapbooks
- College of the Muscogee Nation Documents

Core Component 1c

Understanding of and support for the mission pervades the organization.

Image Enhancement

In 2005, the Oklahoma State University System completed an intensive 18 month process of strategic planning that involved all campuses, departments, employees and representation of the university student body. All strategic planning documents for the OSU System are accessible for review at http://system.okstate.edu/planning/.

Goal Six of OSUIT’s plan was Image Enhancement. A primary objective (6.1) of this goal was to enhance institutional differentiation and distinction for OSUIT. This objective called for a distinctive institutional marketing plan with an unrivaled brand. The system CEO called for action by OSUIT. The institution responded to this action by securing the services of an international marketing firm—Art and Science Group, LLC, Baltimore, MD. OSUIT clearly demonstrated its commitment to this clarion call by providing funding for this initiative in the amount of $259,000. The Art and Science Group, LLC was selected over its competitors because of its strong commitment to research and building its recommendations on the outcomes of the research.

Art and Science Group, LLC

The role of the Art and Science Group, LLC was to facilitate research, develop recommendations and provide consulting assistance related to branding and positioning of the university to best capitalize on the unique niche of the institution. The research found that the mission of OSUIT was well-known among all stakeholders, especially internal constituencies. The research also found that OSUIT did not have a powerful brand, and as result, the message about OSUIT became convoluted at times. The study recommended a name change for the institution with an influential tag-line and a strategic marketing plan focused on student recruitment and retention.

The plan lifted the following five supporting themes around which branding with all of its implications should be directed:

1. Inside track to obtain best, highest paying jobs;
2. Experience with the latest technological advances in business and industry;
3. Faculty with extensive experience and connections to industry;
4. Hands-on training and experience; and
5. Access to advanced technologies, facilities, and equipment.
The Art and Science Group, LLC strongly recommended that the institution change its name for greatly improved brand identification and marketing. The name recommended was Oklahoma State University Institute of Technology. The first step in the name change process was to vet it with faculty and staff. While not everyone supported the change, the majority of the campus community did approve. The next step was to secure approval from the Board of Regents. The Board provided a unanimous vote for the proposed new name and authorized the administration to draft legislation for approval by the Oklahoma legislature. The Legislature did approve the proposed name change, and the Governor signed the bill with an effective date of July 1, 2008. The new name not only identified the institution, but it also provided a tag line—Institute of Technology. The new name also reinforces the mission of the institution. There is no question of OSUIT’s focus on technology and preparation for the workforce. The name also clearly signals the niche that the institution fulfills in Oklahoma’s public system of higher education as delineated by the Oklahoma State Regents for Higher Education.

OSUIT also developed an Enrollment Management Plan for 2006-2010. This plan aligns with many of the recommendations of the Art and Science Group, LLC.

Understanding and Supporting the Organization’s Mission

The mission of OSUIT is consistently and accurately presented and discussed with all of the organization’s internal constituencies. Prospective students, as well as current students, fully understand that the institution is focused on workforce development. The programs of study offered by the institution entice and retain students who are career focused and wish to enter the workforce as soon as possible. While students may not be able to cite direct passages from the mission statement, there is little doubt they can generally describe why they are attending OSUIT and what their expectations are upon graduation.

Since OSUIT is a singular focused mission institution and devoted to teaching only, there is no question that the faculty and staff understand and support the institution’s mission. Further, OSUIT’s programs of study, facilities and equipment clearly communicate to all internal stakeholders the overarching purpose of the institution.

The mission statement appears in the college academic catalog and many other interrelated documents. The statement is also displayed prominently in various places across the campus. The mission statement is also a central theme of employee orientation during each session which is usually on a bi-monthly basis. The mission statement and its implications are regularly discussed with unit leaders during the meetings. There are very few program advisory committee meetings when the mission statement or its intent is not discussed by faculty and staff during the conduct of the meeting.

The Board of Regents for OSU and the A&M Colleges clearly understand OSUIT’s mission and makes its understanding visible to internal constituencies through the budget which devotes approximately 73.2% of its budget in direct support of student learning. This includes support for faculty salaries, instructional equipment, materials and supplies, student support services, scholarships (tuition waivers), and instructional facilities. OSUIT is also devoted to using primarily full-time faculty. Adjuncts are used, but only to a limited degree and primarily during the fall academic term. OSUIT is like nearly all public associate degree granting institutions in the United States in that a very large percentage of the incoming students need some level of developmental course work in the areas of English, mathematics and reading. Again, OSUIT primarily uses full-time faculty to deliver remedial course work—again, adjunct faculty are used, but primarily during the fall term.
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Mission-Driven Decisions

Without question, OSUIT’s strategic decisions are shaped by the university’s mission statement. Some examples of strategic decisions that are mission driven at OSUIT are:

Curricula: Essentially all programs of study are directed toward preparing individuals for the emerging workforce. Further, each degree offered by OSUIT calls for general education outcomes which help assure that the graduate receives a well-rounded education.

New Programs: Any new program that is submitted to the Board of Regents for OSU and the A&M Colleges as well as the State Regents must have total congruency with the institution’s mission statement.

Online, hybrid and blended courses: The courses offered via these modalities are all aligned with OSUIT’s mission statement. Some courses are not offered in one of these fashions because the institution has not yet determined how to effectively offer “hands-on” student learning and still maintain high academic quality.

Student Services: OSUIT offers a wide range of student services which includes on-campus housing for approximately 750 students. All of the student services are designed to support the needs of a diverse, multicultural student body, and to create a campus environment that is safe and promotes pride, respect and teamwork.

Marketing and advertising decisions: The Art and Science Group, LLC impressed upon OSUIT the importance of brand identification through a focused marketing and advertising program. The demographics of the institution also make it imperative that all of these materials be sensitive in their design to attract a diverse, multicultural student body.

Strategic planning and budgeting decisions: The institution’s planning process always begins with the mission. All decisions with respect to budgeting are in alignment with the goals and objectives which have been developed to support the mission statement.

Some of the many other initiatives that underscore OSUIT’s commitment to making strategic decisions that are mission driven include:

- **Grady W. Clack Center:** This initiative was completed in 2007 and provides one-stop student services for prospective and current students.

- **Renewed Commitment to Diversity:** During 2007, the campus undertook a Diversity Self Study and established an International Office.

- **MAIP Learning Site:** This site operates in the MidAmerica Industrial Park for the purpose of providing workforce development programs in the Park area. The Park includes 10,000 acres, and about 70 companies with approximately 5,000 employees. The two most recent international corporations to open operations in the Park are Gatorade and Google. Gatorade made its decision in June of 2006 to invest $180 million in facilities, and Google announced in May of 2007 that it would begin Phase 1 of a data center at a cost of $600 million.
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- **College of the Muscogee Nation:** OSUIT has helped the Muscogee (Creek) Nation establish a Tribal College. The College operates collaboratively with OSUIT and not only provides additional education opportunities for Native America students, but all other populations as well.

- **Allied Health Sciences Center:** This $6 million dollar facility was completed in August of 2009 and houses the college’s registered nursing program. The Center provides OSUIT with one of the very best nurse education facilities in Oklahoma.

- **WOW Boards:** A photo display highlighting the major activities of the technical programs in most instructional areas has been completed. These exhibits serve as “talking points” when touring prospective students.

**Mission Support Through Planning and Budgeting**

The University’s planning and budget priorities flow from and are supported by its mission statement. The annual budget development process begins approximately ten months in advance of the upcoming fiscal year. The process begins with a request from the Oklahoma State Regents for Higher Education for institutional budget needs for the next fiscal year. The State Regents analyze and compile the requests into a proposed budget for the next fiscal year. The request is submitted to the Governor and Legislature near the end of the calendar year—November or December.

Both the executive and legislative branches of Oklahoma’s government develop proposed budgets for higher education during the legislative session, which runs from the first Monday in February through the last Friday in May. Through long negotiations and a series of compromises, higher education’s budget is typically brought forth during the last couple of weeks of the session. Once the total budget is agreed upon for higher education, the State Regents make allotments to the institutions. This usually coincides with the last week of the session. Each institution must take its allotment and finalize its budget and gain approval by its Regents around the third week in June. All proposed institutional budgets are then submitted to the State Regents for consideration and approval before June 30 of each year. The State must submit all budgets to the Office of State Finance by the end of the workday on June 30 each year in order to assure each institution has an operational budget coinciding with the first day of the fiscal year—July 1.

Clearly, OSUIT’s budget priorities flow from its mission which is preparing people for the workforce in the advancing technologies. This focus is limited by OSUIT’s assigned function and mission, thus eliminating confusion concerning how OSUIT allocates and spends its resources.

**Congruency of Mission and Goals**

The mission statement for each academic unit is clearly linked to the institutional mission statement with respect to its programmatic charge. The mission statements for all other units address the fashion in which services are provided to both internal and external stakeholders. The strategic plan for each unit is found at [http://www.osuit.edu/administration/strategic_plans.php](http://www.osuit.edu/administration/strategic_plans.php).
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Clearly, the goals and expected outcomes of all sub-units are congruent with OSUIT’s mission statement. Assessment data are collected and analyzed on a continual basis. If the data indicate that an operation is out of mission compliance, corrections are made as soon as possible.

An in-depth review and updating of OSUIT’s strategic plan will be completed by July of 2010. The timeframe for the plan will be 2010—2015. This review will provide an opportunity to address emerging changes in the workforce, as well as reshape the institution’s vision for the next five years without any major changes to its mission.

Mission Articulated in a Consistent Manner

The test to determine whether or not internal constituencies articulate OSUIT’s mission in a consistent fashion is to review each unit’s strategic plan. Additionally, the print and non-print media for all units demonstrate mission articulation in a consistent fashion. Finally, OSUIT’s website http://www.osuit.edu conveys a consistent message to all audiences.

Core Component 1d

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

Board of Regents for OSU and the A&M Colleges

OSU Institute of Technology is part of the Oklahoma State University System, which encompasses a multi-campus 1862 land-grant university education system that falls under the governance of the Board of Regents of the Oklahoma Agricultural and Mechanical Colleges. The Board meets eight times per year to address the business of the university system. There are nine members on the Board of Regents who are appointed by the Governor and confirmed by the State Senate. Eight of the nine members are appointed for an eight year term and may be reappointed. The ninth member is the President of the Oklahoma Department of Agriculture which is a cabinet position for the Governor. Further information on the governing board and minutes of all meetings is public on the OSU Board of Regents website at [http://regents.okstate.edu/index.html](http://regents.okstate.edu/index.html).

The Board of Regents for OSU and the A&M colleges has jurisdiction over the entire OSU System which includes the main campus in Stillwater as well as two campuses in Tulsa, one of which is a Health Sciences Center, one campus in Oklahoma City and one campus in Okmulgee. Additionally, the Board oversees 14 agriculture experiment stations, one Bio-Energy Research Center in Ardmore, the College of Veterinary Medicine and Surgery, The Robert M. Kerr Food & Agricultural Products Center, the University Multispectral Laboratory in Ponca City, the OSU athletic program, and 77 agriculture extension offices. Additionally, the Board of Regents oversees the other A&M Colleges which are Connors State College, Panhandle State University, NEO A&M College, and Langston University, which is Oklahoma’s historical Black College.

The Board of Regents for OSU and the A&M Colleges oversees the annual operations of the institutions and agencies under its governance. The Board maintains a system central office staff that provides services for all institutions. These services are overseen by the Executive Secretary for the Board. These services include the Office of Internal Audits, the Office of Legal Services along with two policy analysts who work with the Oklahoma Legislature. The policy and procedures manual specifies the Board’s duties and responsibilities-- please see [http://regents.okstate.edu/index.html](http://regents.okstate.edu/index.html) for details. The Board of Regents
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periodically reaffirms its commitment to OSUIT’s mission through the periodic adoption of an updated strategic plan and the review of proposed new degree programs.

The Board adopts and approves a budget for the total system on an annual basis, which is approximately one billion dollars. Given the magnitude of the system’s operations, the Board’s involvement in day-to-day operations is very small and essentially non-existent for OSUIT. The Board operates with a Chair, Vice Chair, and a Secretary who is an employee of the Board Office. Each position is filled by the Board through an election on an annual basis. For each meeting, the Board of Regents is emailed agenda packets about one week in advance of the meeting. The Board operates with three standing committees: Academic Affairs, Policy and Personnel, Fiscal Affairs and Plant Facilities, and Planning and Budgets. Three members of the Board are voting members of each committee, other members of the Board may attend a committee meeting, but not in an official capacity. When there is a need for an agenda item to be studied before it goes to the full board, the item is vetted through the appropriate committee.

Oklahoma State Regents for Higher Education

The formulation of annual budgets for public institutions of higher education in Oklahoma is a two-tier process. By a 1941 constitutional amendment, the Oklahoma legislature is required to make a lump sum state appropriation to the Oklahoma State Regents for Higher Education. The State Regents then allot Oklahoma’s colleges, universities, and constituent agencies a proposed state appropriation for the fiscal year. Each unit receives 1/12 of its proposed state appropriation each month. If the state does experience a revenue shortfall during a fiscal year, then by law, the monthly allocation may be reduced by a given percentage. Again, by law, the percentage of reduction must be the same for all agencies.

The State Regents must also give final approval for any adjustments that may be recommended in tuition and fees as well as capital projects. The annual revenue generated through tuition and fees resides with the collecting unit and becomes a part of the unit’s revolving fund. The State Regents encourage all public higher education units to carry a reserve equal to eight percent of its annual operating budget.

The ultimate accountability for the proper execution of OSUIT’s budget resides with the institution’s president. Assistance with this responsibility is provided by the Vice President for Fiscal Services.

Organizational Structure

The OSUIT organizational structure is generally flat. This means there is no firm line-staff reporting relationship among the institution’s top 14 unit leaders. The president maintains an open door policy for these individuals as well as a semi-open door to all faculty, staff, and students. While this structure does have some challenges, it does help maintain open and ongoing communications among all of the campus’ unit leaders. When everyone that is touched by a decision meet, an engaging and collaborative approach to finding the best solution provides the most pay-off in the long run. Reaching consensus for a decision may take a little more time upfront, but this is a small price to pay for true buy-in from impacted stakeholders.

The institution is clustered into the following areas: Administrative and Academic Services, Fiscal Services, Enrollment Management, University and External Relations, Physical Plant, and Technology and Learning Innovation and Marketing as is depicted in the organizational chart that follows
President

The OSUIT President has been in place for 26 years. The Board of Regents for OSU and the A&M Colleges delegates commensurate authority to the President and system CEO/President for the operation of OSUIT. The system CEO/President does not interject himself into any of the day-to-day operations of the campus. Nearly all official documents that are transmitted to the Oklahoma State Regents do carry his signature for OSUIT as well as all other units within the OSU system. The system CEO/President does conduct a one-hour weekly system-wide E-Team meeting one time per month, usually the first Monday. With few exceptions, the OSUIT president participates in these meetings via electronic teleconferencing.

The OSUIT president meets two times per month with the institution’s E-Team. These meetings begin at 7:30 a.m. and conclude between 8:30 a.m. and 9:00 a.m. These meetings are for information sharing and operational decision-making. One time per month, the president meets with the E-Team and Division Chairs to address solutions to strategically-oriented issues. Ideas for solutions are solicited across division lines. The open discussion of issues also helps each unit leader to develop a better appreciation of the challenges that each face on a daily basis. These meetings are intended to last for two hours, but sometimes run longer. Highlight notes from the aforementioned meetings are usually transcribed and distributed to all members.

Other Administrative Staff

The Vice Presidents, Academic Division Chairs and other university leaders all have expertise and credentialing commensurate with their respective areas of responsibility. Credentials and biographical information of the university leadership team are available on the web-site for the university. Numerous feature stories, successes and announcements on various faculty and staff are continually published and circulated through the university web-site and weekly campus E-notes.

Faculty/Staff Council

Since the early 1980s, OSUIT has operated with a combined faculty/staff council. Members of the council are elected from all members of faculty/staff association and serve a three-year term. Any member may be re-elected. The Chair of the Council rotates on an annual basis between a faculty member and a staff member. The Council does have several standing committees and the Chair may appoint a special committee to oversee a particular issue. The OSUIT president meets with the Council during each of its monthly meetings. The Council does help the administration with the governance of OSUIT, and sponsors social activities and functions for faculty, staff, and to a lesser extent, students.

Faculty

OSUIT’s faculty members are strongly committed to the institution’s mission, its students and the work of the institution. They have both strong credentials/qualifications, related experience and the technical faculty members have technical discipline expertise in their occupational fields. OSUIT takes great pride in its student-centered philosophy, because faculty members are genuinely committed to each student’s success.

Faculty and staff collaborate electronically through a variety of systems and software. Examples include Sharepoint, which allows for document sharing and management to facilitate team collaboration;
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WEAVEonline, which provides web-based support for planning, assessment, and improvement processes at all levels of the institution; Desire to Learn, a web-based Learning Management System; and the campus Early Alert System for providing timely communication on at-risk students for follow-up and intervention. The employee web-site also provides numerous options for collaboration and online tutorials.

Students

Students are involved in many different OSUIT functions and activities. Across the campus, the students have sixteen different clubs and organizations. Additionally, there is a Student Senate, Student Ambassadors Group, Presidents’ Roundtable, and a Phi Theta Kappa (PTK) Chapter. The PTK Chapter has been a five-star organization for the past eight years. These student organizations are quite effective and overall fulfill each one’s mission. The Student Senate often faces the biggest challenge of sustaining active membership, partly because several members of the Senate are away on internship.

Foundation

The OSU system operates under the comprehensive umbrella of the OSU Foundation. The structure, services and expertise that a Big XII university affiliated foundation can bring to OSUIT is invaluable. There is no way OSUIT could operate its own foundation and enjoy the same benefits at the cost it now incurs through its linkages with the OSU Foundation. The OSU Foundation is a private, non-profit organization not affiliated with the University. This allows the Foundation to maintain complete privacy with respect to its donors and other transactions. This level of confidentiality is critical to a number of the university’s major donors, typically for the Stillwater campus, but is a privilege enjoyed by all facets of the university.

External Linkages

A significant strength of the university is its industry and employer partnerships that provide support for the institution’s technical programs. Examples of this support are instructional equipment, supplies, faculty salaries, professional development programs for faculty, student scholarships, travel and numerous other needs of the programs. Each of the technical programs has an advisory committee that meets at least two times per year to provide support, advisement and accountability for the program. The primary function of the advisory committee member is to review program of study content, courses, labs, equipment, and student and graduate performance to determine potential areas for change and update. (A copy of the Advisory Committee Guide is in the Resource Room.) The institution also receives strong support from its legislative delegation, and meets periodically with them on issues of concern and importance to the institution, community and state.

The university works with a variety of accrediting entities at the institutional and program levels to ensure academic standards, integrity, and effectiveness. NCA-HLC accreditation provides a thorough institutional evaluation. The Oklahoma State Regents for Higher Education have responsibility for all Technical Occupational program reviews every five years. OSUIT successfully completed the last OSRHE Technical Occupational review process in 2008. In addition, many of the academic program areas have various accrediting and certification programs that align with industry and education standards of the career field.
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Communications

The university strives to provide timely and effective communication on a continual basis to university employees and students. A master calendar of events and activities is continually updated and accessible on the OSUIT home-page. A weekly electronic communication entitled E-Notes highlight announcements, success stories, various events and activities and other newsworthy information of the campus community is provided to all employees. Information of this nature is also published and archived on the web-page. A periodic newsletter of information is also provided from the President several times each year to all employees. In addition, the OSU System provides quarterly publications and a weekly briefing entitled OSU Communications to all employees.

Distribution of Responsibilities

Each of OSUIT’s Vice Presidents is responsible for the operations within their unit. Likewise, the Director, Physical Plant Services and the Director of Technology and Learning Innovation and Marketing manage their budgets and associated operations. OSUIT is a relatively small institution which means that the President works closely with the aforementioned reports. The Academic Division Chairs are clearly responsible for the programs and services within their units. At the present time, each of the academic division chairs report directly to the President as the position of Vice President for Academic Innovation and Performance is vacant.

Appropriate Qualifications

There is no question that OSUIT’s leadership is committed to the mission of the institution and its focus on students. While OSUIT is not unique, it is one of the few public institutions of higher education in the United States, and the only one in Oklahoma, with a mission that is heavily focused on preparing people for the workforce. This mission focus demands that OSUIT hire and develop people that are in alignment with the purpose of the institution. While OSUIT certainly appreciates all facets of higher education and their noble purposes, there is no room for mission creep at the institution. The technical programs offered by OSUIT are somewhat more expensive to sustain and improve than most programs at other associate degree granting colleges, but the payoff for students and the state’s economy is substantial.

In 2003, the Oklahoma State Regents for Higher Education in cooperation with Oklahoma’s associate degree granting institutions executed a contract with CCbenefits Inc. to conduct a study of the socioeconomic benefits of each institution. (The firm is now known as Economic Modeling Specialists Inc. Moscow, ID, www.economicmodeling.com) While the study produced multiple findings, the one shared by CCbenefits, Inc. follows:

“Economics generally assume a 4.0% discount rate in analyzing government projects, assuming that governments can obtain unsecured loans at a rate of 4.0%, or receive a return of 4.0% on any excess funds were they to be invested. Since Oklahoma State University-Okmulgee’s narrow taxpayer perspective rate of return of 12.4% is substantially greater than 4.0%, the state government actually makes money on the investment—the college puts more money back into the state treasury than it takes out.”
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Review and Strengthening of Processes

The organization’s structures and processes are somewhat fluid but don’t change dramatically at any one time. When changes are made, they are directed toward an improvement in both efficiency and effectiveness. A few examples of recent changes are:

- Given the continual pressure on public higher education’s finances, the cliché “do more with less” gains additional meaning each fiscal year. The number of administrators at OSUIT has been reduced over the years. The academic units have been combined into a lesser number of units which has resulted in a reduction in the number of division chairs.

- In 2006, OSUIT entered into contract with the Art & Science Group, LLC, Baltimore, MD, for a research-based marketing and enrollment management study. A copy of the complete study is in the Resource Room. A few of the top tier recommendations that the study produced were to: (1) upgrade the institution’s expertise in enrollment management, including processes and personnel, (2) focus on brand strategy, (3) limit print media to strategic publications and add dramatic, high quality, journalistic photography, and (4) invest in the web, as it is the medium of the future.

- The marketing committee has been restructured and charged to focus on the findings of the Art & Science Report. The supporting themes identified in the report are: (1) hands-on education, (2) advancing technologies, (3) qualified faculty members and small classes (4) excellent jobs for graduates, and (5) industry connections that yield the latest technological advances in business and industry.

- The meeting of the Division Chairs has been expanded to include the Vice Presidents and the Director of Technology and Learning Innovation and Marketing. Previous to this change, the Division Chairs met with the President. This created the need for two meetings on many of the same agenda items.

- Every two years, Standing Committees are appointed. Some of the membership is rotated in order to distribute the work load but also allow for the infusion of fresh ideas.

- The processes used to award student scholarships have been reorganized, and the procedures on handling sponsorships updated.

- A complete update of the Policy and Procedure Manual was completed in 2009.

Numerous other changes have taken place with respect to institutional structures and processes during the past 10 years.

Core Component 1e
The organization upholds and protects its integrity

Congruency of Activities

OSUIT upholds its mission through programs and services that are comprehensive as evidenced through academic programs that provide holistic preparation for students to enter the workforce upon
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graduation. Each program of study includes technical courses, general education courses, soft skills training, and real-world learning as demonstrated through employer-paid internships. Finally, each technical program of study is required to provide a capstone learning experience for its students. The capstone course is a synthesis of previous learning applied to higher level problem solving simulations. This activity is the final value-added learning experience for students before they graduate.

The institution’s academic standards ensure that the education received by students is of high-quality, with a focus on advancing-technology in order to prepare students to be competitive members of a world-class workforce. The mission has clearly defined the niche and role of the institution. The programs enjoy strong and continuous employer involvement and are aligned with current industry standards.

In addition, employer involvement also encourages an understanding and commitment to life-long learning during the time that students proceed through their programs of study. Continuing education opportunities are made available through the Economic Development and Training Center whose role is to provide continuing professional development, in addition to customized training and development for business, industry, agencies and others. Students are encouraged throughout their program of study to appreciate their roles as contributing members of society. Service learning projects are woven into the curriculum to create civic consciousness. Student clubs and organizations also foster other community involvement to further reinforce learning and sensitivity.

The university’s efforts to prepare and sustain a diverse student body have heightened in recent years through the system-wide diversity self-study and campus globalization efforts. These efforts not only concentrate on attracting and serving diverse learners, but they also prepare all students to live and work in multicultural and inclusive environments.

Legal and Fiscal Honesty

The Board of Regents for the Oklahoma State University and Agricultural and Mechanical Colleges relies on the Office of Legal Counsel which has as its primary function the responsibility of providing professional advice and legal services to the System. In the performance of these services, the lawyers in the Office of Legal Counsel exercise independent professional judgment and render candid advice and, in doing so, may refer not only to the law, but to other considerations such as moral, economic, social, and political factors that may be relevant.

Further, the Department of Internal Audits is solely responsible to the Board of Regents in the manner it prescribes. The headquarters of internal auditing operations is located on the OSU-Stillwater campus. Programs or scope of work to be conducted by internal auditors shall be prescribed and approved by the Board of Regents. All internal audit reports shall be submitted at the same time to the Board of Regents and to the president of the institution involved. Institutional administrators shall provide written responses to all internal audit reports, copies of which shall be presented to the Board in the manner it prescribes. Such responses shall be submitted to the Board over the signature of each of the respective presidents or a member of the president's management team.

Also, the Board of Regents does retain the services of an external audit firm charged with the responsibility of completing a comprehensive financial audit each fiscal year. This audit is a combined audit for the OSU system. In addition, certain programs and grants of the institution call for external audits to be performed on an annual basis. The audit requirements are dictated by the funding agency
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and are followed explicitly with recommendations for change, improvement or modification taken into account as needed.

Adherence to Local, State and Federal Laws and Regulations

OSUIT does strive to abide by local, state and federal laws and regulations as evidenced through a variety of measures. Excerpts of institution’s strategic plan core values support the commitment:

- Institution’s Core Values of Integrity – We are committed to the principles of truth and honesty, and we will be fair, equitable, ethical, and professional.

- Stewardship of Resources – We are dedicated to the efficient and effective use of resources. We accept the responsibility of the public’s trust, and are accountable for our actions.

Additional examples of the institution’s commitment include the intensive efforts to update and modify the institutional Policy and Procedures Manual, the fact that the Affirmative Action Statement is available in all print materials and on the web-site, and every course syllabus requires student notification of ADA services, conduct policies and potential penalties, grading policies, etc.

The Policy and Procedures Manuals maintained by the A&M Board of Regents and by the Oklahoma State Regents for Higher Education are also used to assist in the task of maintaining compliance with all applicable rules and regulations. On as need basis, the Office of Legal Counsel is contacted for advice and guidance. Also, the Office of Internal Audits provides assistance in assurance compliance primarily in the finance area, but will also complete program audits as requested. The State Regents also retain Legal Counsel and Audit Services for the purpose of assisting with compliance challenges for both fiscal and program operations.

Clear and Fair Policies

OSUIT’s Policy and Procedures Manual is the university’s official document followed to consistently implement clear and fair policies regarding the rights and responsibilities of each of its internal constituencies. This document upholds the mission of the university, defines areas of responsibilities, and delegates authority. The manual provides institution-wide guidance and direction for all employees, and guides fair and thorough personnel and hiring processes. Job descriptions are available through a web-based system utilized by OSU System-wide for posting positions and processing applicants.

The Student Rights and Responsibilities document, which is available on-line at http://www.osuit.edu/academics/forms/student_rights_responsibility.pdf, further delineates expectations to students.

The following Strategic Plan Core Value addresses the Intellectual Freedom:

- Core Value of Intellectual Freedom – We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge.

The institution’s mission statement frames all of the following:

- Common course outline
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- Purchasing procedures
- Travel procedures (domestic and international) for employees and students
- Hiring guidelines
- Benefits at a Glance
- Faculty Handbook
- A&P Handbook
- Classified Employees Handbook
- Adjunct/overload pay schedule for faculty
- Standing Committees
- Systematic internal audits
- USOE regulation and oversight
- AA/EEOC statement

Clearly, OSUIT strives to execute its operations in full compliance with and in recognition of the rights and responsibilities of each of its internal constituencies. The documents cited in this section are the commonly used ones; many other minor procedures are followed on a continual basis.

Co-Curricular and Auxiliary Activities

The mission of OSUIT is clear in respect to the education of the whole person. Those people who will enter the workforce immediately upon graduation will be expected to participate in social, cultural and civic activities in the communities in which they live and work.

Additionally, the Student Life department provides multiple opportunities for students and employees to become involved in health and wellness activities, intramural sports, campus and community events, cultural activities and festivals in the local region and a variety of clubs and organizations. The events calendar on the home page is continually updated with email notifications of upcoming activities sent out on a weekly basis from Student Life. The Residential Life staff provides a great deal of programming and support for students residing on campus. As a residential campus in a relatively rural location, it is critical that opportunities be provided for students to participate in co-curricular events and activities.

While the international student population at OSUIT is relatively small at the present time, it is imperative that the institution recognize and support the social, cultural, customs, and traditions of different cultures. This imperative is true for two reasons: (1) nearly all students will live and work in a global environment, and (2) OSUIT is committed to growing its international student enrollment to at least 100 full-time students on an annual basis.

Further, OSUIT does not have any intercollegiate athletic programs. However, the campus does sponsor an extensive array of intramural activities on a year-round basis. These activities are taken advantage of primarily by students who live on campus or in the community. For the most part, it is difficult for commuter students to participate. While some activities are available for commuter students, this is an area that OSUIT must give additional attention.

Additionally, service learning projects and activities are another avenue for students to become involved, learn civic conscientiousness, and in some cases gain academic credit. Service learning can be somewhat easily integrated into some programs, e.g., registered nursing, while it is more difficult for other programs of study such as auto collision technology. Overall the institution has made excellent progress in fostering greater commitment from its faculty in sponsoring service learning for all students.
Moreover, auxiliary activities such as the bookstore, C-Store, food service entities, housing, student union, vending, motor pool, day care center as well as other units, must all be self-supporting from a revenue perspective. These units must recover all of their direct costs and also generate sufficient income to invest in future development and growth (for example, new technology [hardware and software], facility improvements, repair and replacement, upgraded and/or new capital items, etc.). The institution works very hard to meet these needs, and at the same time, maintain an affordable and competitive price structure for goods and services.

Auxiliary operations also provide a needed service to campus place-bound students. Single students without motorized transportation are dependent upon these services to meet their many and varied needs, especially on weekends. Like many other institutions with residential facilities and without competitive athletic programs, the biggest percentage of the students living on campus return home on the weekends. Also, for single parent families and other families with small children, the convenience of these services is appreciated.

In summary, OSUIT has a comprehensive and vibrant array of co-curricular and auxiliary activities. The supervisors of the programs and services collect feedback from students and others to ascertain to what extent their needs and expectations are being met. Minor changes are made on a continual basis, and periodically, major changes are adopted based on input from the end-users.

Commitment to External Constituents

OSUIT’s mission statement and interrelated documents all demonstrate a commitment to dealing with external constituencies in a fair and honest fashion. The university recognizes the importance of effective relations with external constituencies. The Policy and Procedures Manual is the primary driver, but other documents such as the Advisory Committee Guide attest to this commitment.

The institution relies heavily on the support and input of advisors, employers and donors, and must be responsive to the feedback received from the various stakeholders. Professional development sessions have included several levels of customer service training and seminars for employees.

Public Information Officer

A Public Information Officer represents the campus in providing internal and external communications that is informational, accurate and reliable. This individual also serves as the spokesperson for the Crisis Management team. The institution abides by all state and federal laws governing open records, with the campus EOE Officer ensuring that the institution is consistent in all circumstances regarding affirmative action and equal opportunity. The EOC statement may be found at: http://www.osuit.edu/campus_community/human_resources/.

P-Card

Approximately five years ago, OSUIT implemented the use of a credit card (P-Card) for university purchases. The P-Card was tested by the Stillwater campus prior to availability to other agencies within the OSU system. The P-Card expedites purchasing for the units who allow certain employees to have a card, but it also provides timely payment to vendors. This is greatly appreciated by vendors because the
previous system of writing checks for all purchases often meant that vendors did not get paid for 30 to 45 days.

Cowboy Connection

OSUIT takes pride in the fact that it is continually referred to by students, their families and others that visit the campus as a very friendly and supportive environment. The institution works diligently to provide an atmosphere that is supportive and nurturing, while at the same time encourages students to excel academically, and to develop healthy life skills that serve them in the future. Students are provided with a thorough orientation process entitled Cowboy Connection which encourages students to make connections for involvement. The sessions include information on the campus and services, key personnel and general expectations regarding student conduct. Students are provided with access to a Student Handbook and a document entitled “Student Rights and Responsibilities” which explains in detail expectations of students, appeal processes and other useful information. Both documents are available on the web at: http://www.osuit.edu/academics/forms/access_services_handbook.pdf and http://www.osuit.edu/academics/forms/student_rights_responsibility.pdf.

Finally, there are numerous other external constituents of major importance to OSUIT. Some of these constituents are linked to the university in a formal way such as program articulation agreements, and in informal ways such as community organizations. Examples of both are listed below:

- Oklahoma Indian Tribes, especially the Muscogee (Creek) Nation which is sponsoring the development of the College of the Muscogee Nation with direct assistance from OSUIT.
- Prospective students.
- Career Technology Centers.
- Institutions of higher education.
- Employers and corporate partners.
- Employers that provide students with internships.
- Junior and senior high school counselors.
- Community organizations.
- Municipal governments.
- State offices focused on economic and workforce development.
- Professional office for student referrals.
- Professional organizations.

Accurate and Honest Presentation

OSUIT presents itself accurately and honestly to the public by using a wide variety of promotional and marketing materials. These materials are evaluated before they are published or posted on the website to ensure their accuracy. After they are published or posted, they are reviewed on a continual basis to make sure that they reflect any substantial changes. Web-based documents are changed almost immediately, while printed documents must fall within a cycle.

For its external constituents and to the public at large, OSUIT communicates primarily through the following methods:

- OSUIT’s web site which is http://www.osuit.edu
- Marketing materials used for recruitment of prospective students
Promotional materials used to advance the institution
Presentations by unit leaders, faculty, enrollment management staff, and others
Letters, e-mails, and phone conversations
Radio and television spots
Billboards
Social networking
Campus message centers and signage
Miscellaneous correspondence and communications between OSUIT and different constituents

Furthermore, the institution’s web site, marketing materials and promotional materials/items are thoroughly reviewed by and vetted with the appropriate people before they are made available to consumers. OSUIT recognizes the critical importance with respect to the integrity, standards, and accuracy of all materials released by the institution. The most important presentations with respect to accuracy are those made by the recruiters to prospective students. There simply is no room for error when presenting the institution to prospective students.

These presentations are reviewed by the Division Chairs and other Unit Leaders to ensure that the content of the presentation is in full alignment with what the college can provide students. The NL-SSI Survey results confirm that OSUIT students display a similar level of satisfaction with the accuracy of the institution’s portrayal presented during the recruiting process to the level of satisfaction reported by students in the comparison group.

Timely Response to Complaints and Grievances

OSUIT documents the staff’s timely response to complaints and grievances. Without question, the institution’s first priority is to eliminate, when possible, causes for legitimate complaints. The institution believes that a critical component of operating with a high level of integrity is the timely response to complaints and grievances. For both students and employees, OSUIT has an established set of procedures that are to be followed. For employees, the institution’s Policy and Procedures Manual details the steps to be followed.

For students, the steps are available on the web as well as other documents such as the 2009-2010 Catalog and the Students Rights and Responsibilities document. The institution strives to ensure that a satisfactory resolution to each complaint or grievance is reached. A log of each student complaint is maintained in the Executive Vice President’s office which includes the following:

- Complaint
- Individual filing complaint
- Nature of complaint
- Disposition (how, who, when)

Key points from the student grievance procedure include the following:

- Each student is entitled to a timely and fair resolution;
- The procedure explains how a student is to proceed to lodge a complaint (e.g., the step-by-step process);
- The student will be instructed how to lodge the complaint, depending on its nature (academic versus non-academic); and
- How to contact regulatory and accrediting agencies as well as appeal a resolution that the student disagrees/does not wish to accept.
Strengths in Meeting Criterion One

- Since 1946, OSUIT has successfully fulfilled its mission by providing skilled workers for the emerging workforce. The statements that have been addressed in this criterion that deal with mission, vision, goals, polices and operations, unambiguously document that OSUIT meets criterion one.

- The purpose of OSUIT is clearly articulated in its mission statement and other closely related documents. The most all-encompassing documents that enhance the mission statement include the Vision Statement, Institutional Learning Goals/Objectives, General Education Philosophy, Teaching Learning Approach, and Statement on Diversity.

- The college has a proven track record of preparing graduates to enter the workforce immediately upon graduation with excellent career advancement potential.

- The college makes excellent use of program advisory committees and incorporates the feedback from each committee into its curriculum on a continual basis.

- The college responds in a timely fashion to the needs of business and industry. Many times the college takes a proactive approach with business and industry in order to be ahead of their new and emerging trends.

- OSUIT maintains high academic standards because it provides a Graduate Performance Guarantee to its graduates. A significant component of every program is general education course work.

- The institution in cooperation with the OSU system did complete a comprehensive diversity self-study. While not all components of the self-study have been implemented, significant progress has been made since the self-study was completed.

- OSUIT has significantly upgraded its commitment to building a larger and more diverse international student enrollment to become a more inclusive institution as well as more fully globalize its curriculum.

- The Board of Regents for OSU and the A&M Colleges delegates the administration of OSUIT to its administrators.

- OSUIT protects its integrity and demonstrates a commitment to operating legally and responsibly. To uphold and protect the integrity of the institution, OSUIT operates under both internal and external systems and controls. The institution represents itself accurately and honestly to the public.

- The institution recently implemented SharePoint to improve communications among employees and to collect and preserve an electronic history of the institution in a timely and convenient fashion.
Challenges and Recommendations

- OSUIT’s mission to focus on the advancing technologies demands a strong commitment to maintaining of technical currency which has a significant budget impact and also demands that faculty participate in professional development on a continual basis. The institution must invest more heavily in professional staff development for faculty.

- The institution must adopt new and improved student retention strategies in order to continue to grow its enrollment because proprietary schools are becoming more competitive and the traditional population base for student enrollment is shrinking. Design and implement more aggressive student retention strategies by the beginning of the 2010-2011 academic year.

- OSUIT must become a more inclusive institution by improving its cultural understanding of minority students and international student. These two populations are the college’s bridge to the enrollment gap. Establish a multicultural standing committee by the beginning of the 2010-2011 academic year.

- The pedagogy and delivery of remediation education must be upgraded to become more engaging and offered in the context of real life experiences and occupational clusters. Design and conduct a pilot test during the 2010-2011 academic year based on real life experiences in occupational clusters.

- OSUIT must do a better job of continually reviewing its mission and vision and updating its strategic plan to assure congruence with the rapidly changing workplace. Complete a new strategic plan for 2010-2015 which will replace the current 2005-2010 institution strategic plan by August 15, 2010.
CHAPTER FOUR
CRITERION TWO
PREPARING FOR THE FUTURE
CHAPTER FOUR

Criterion Two
Preparing for the Future

INTRODUCTION

This chapter describes how OSUIT engages in the planning process. It further analyzes the resource base to determine effective improvements in financial, physical, and human resource areas. For the past decade, OSUIT has developed plans to address issues, and from those plans new strategies for recruitment, retention and technology have been established. This chapter further demonstrates how continuous improvement aligns with the institution’s mission.

Core Component 2a
The organization realistically prepares for a future shaped by multiple societal and economic trends.

DEMOGRAPHIChifts

Enrollment Management Plan

As a response to the demographic shifts in society, OSUIT has established multiple strategies to prepare for challenges of the 21st Century. Enrollment Management continues to play an important role in supporting student and institutional success. Issues such as rising tuition costs, declining state and federal support, increasing mandatory costs (i.e., utilities, health care coverage and retirement benefits), and the changing demography of college students present significant challenges to all colleges and universities, including OSUIT. The need for a proactive enrollment management effort that involves all segments of the campus community is essential and critical if the college is to attract, retain and graduate students in a manner consistent with our strategic goals and land-grant mission.

Over the years, OSUIT had struggled with a comprehensive integrated branding, marketing and enrollment management philosophy and approach. Typically, the external firms that were hired offered a traditional “cookie-cut” liberal arts institution oriented strategy, without recognizing or internalizing the mission, vision and niche that OSUIT fulfills in Oklahoma’s system of higher education.

In 2006 an RFP was developed and a $259,000 contract awarded to The Art and Science Group, LLC (www.artsci.com) to develop a branding and strategic marketing approach for OSUIT.

To measure the success of the Enrollment Management Plan, Key Performance Indicators were identified. 2005 numbers were the benchmark with a 2010 goal set for each selected Key Performance Indicator. Emphasis was divided equally between recruitment and retention, which should have a significant impact on student graduation rates, and in turn, the financial stability of the institution. Data presented for 2005-2006 through 2008-2009 is as of “end of semester.” Only partial data is available for 2009-2010.
Table 36. Key Performance Indicators 2005 – 2010

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New First Time in College (FTIC) Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for Fall 2005-2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td>1313</td>
<td>1109</td>
<td>1311</td>
<td>1205</td>
<td>1521</td>
</tr>
<tr>
<td>Accepted</td>
<td>799</td>
<td>663</td>
<td>795</td>
<td>734</td>
<td>901</td>
</tr>
<tr>
<td>Conversion %</td>
<td>60.9%</td>
<td>59.8%</td>
<td>60.6%</td>
<td>60.9%</td>
<td>59.2%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>663</td>
<td>596</td>
<td>699</td>
<td>709</td>
<td>836</td>
</tr>
<tr>
<td>Yield Conversion %</td>
<td>83.00%</td>
<td>89.9%</td>
<td>87.9%</td>
<td>96.6%</td>
<td>92.8%</td>
</tr>
<tr>
<td>New Student Transfer Enrollment for Fall 2005-2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for Fall 2005-2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td>485</td>
<td>453</td>
<td>429</td>
<td>355</td>
<td>515</td>
</tr>
<tr>
<td>Accepted</td>
<td>304</td>
<td>260</td>
<td>280</td>
<td>239</td>
<td>314</td>
</tr>
<tr>
<td>Conversion %</td>
<td>62.7%</td>
<td>57.4%</td>
<td>65.3%</td>
<td>67.3%</td>
<td>61.0%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>246</td>
<td>215</td>
<td>226</td>
<td>179</td>
<td>175</td>
</tr>
<tr>
<td>Yield Conversion %</td>
<td>80.1%</td>
<td>82.1%</td>
<td>80.1%</td>
<td>74.9%</td>
<td>55.7%</td>
</tr>
<tr>
<td>Other Student Enrollment for Fall 2005-2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for Fall 2005-2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Alliance Enrollment</td>
<td>487</td>
<td>930</td>
<td>1041</td>
<td>1290</td>
<td>N/A</td>
</tr>
<tr>
<td>Concurrent Enrollment</td>
<td>56</td>
<td>88</td>
<td>100</td>
<td>103</td>
<td>96</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>1264</td>
<td>1189</td>
<td>1237</td>
<td>1282</td>
<td>1448</td>
</tr>
</tbody>
</table>
### Table 37. Remediation, Retention, Graduation & Production 2005-2010

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence rate for academically “at-risk” students</td>
<td>51.1%</td>
<td>52.2%</td>
<td>51.5%</td>
<td>60.9%</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduation rate of remediated students</td>
<td>28.1%</td>
<td>29.6%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>150% of time graduation rate(^1)</td>
<td>45.8%</td>
<td>47.3%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Retention rate for degree-seeking students(^2)</td>
<td>61.1%</td>
<td>62.6%</td>
<td>61.0%</td>
<td>68.3%</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring term housing occupancy (Single)</td>
<td>85%</td>
<td>92%</td>
<td>90%</td>
<td>98%</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring term housing occupancy (non-traditional and family)</td>
<td>90%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>N/A</td>
</tr>
<tr>
<td>Student satisfaction – Noel Levitz Survey(^3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met student expectations</td>
<td>4.62</td>
<td>4.52</td>
<td>4.36</td>
<td>4.35</td>
<td>N/A</td>
</tr>
<tr>
<td>Overall student satisfaction</td>
<td>5.31</td>
<td>5.11</td>
<td>5.04</td>
<td>4.89</td>
<td>N/A</td>
</tr>
<tr>
<td>Student would enroll again</td>
<td>5.45</td>
<td>5.22</td>
<td>5.61</td>
<td>5.13</td>
<td>N/A</td>
</tr>
<tr>
<td>ACT average</td>
<td>18.4</td>
<td>18.6</td>
<td>18.5</td>
<td>18.6</td>
<td>18.5</td>
</tr>
<tr>
<td>Semester credit hours (annual)</td>
<td>77,722</td>
<td>82,802</td>
<td>84,492</td>
<td>90,784</td>
<td>N/A</td>
</tr>
<tr>
<td>FTE (annual)</td>
<td>2591</td>
<td>2760</td>
<td>2816</td>
<td>3026</td>
<td>N/A</td>
</tr>
</tbody>
</table>

\(^1\)Cohort group is defined as new students at OSUIT (this includes transfers), and are degree-seeking.

\(^2\)The retention rate indicated is actually higher than indicated as the total cohort evaluated includes students who have graduated. In addition, without having IPEDS data available, we are unable to determine which students have transferred from the Arts & Sciences Division to a baccalaureate-granting institution.

\(^3\)Scale ranges from 1=negative response to 7=positive response with 4=neutral response. Surveys were administered during the spring semester.

**Key Performance Indicators**

**Definitions**

- *New Student* is defined as any person who will be attending college for the first time at OSUIT. This includes transfer students. Three separate tables will be created. Data will be extracted using the same programs that create the “Fox Report”. (Internal enrollment reports generated by Registrar with last name “Fox”.)
  - Cooperative Alliance/Concurrent – each semester, any application submitted will be considered new.
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- First Time in College (FTIC) – students who have never earned any credit hours. Data will be retrieved from 1E1 on SCT indicating no previous hours. Cooperative Alliance and concurrent student hours will not be counted.
- Transfer Students – students who have earned college credit from another institution. Data will be mined from 1E1 on SCT.

- **Accepted Students** are new students who have submitted the required documents and are eligible to enroll for the specified term. Students have a “CC” in APP_STAT_3 on Screen 206 (application).
- **New Enrolled Students** are new students who have 1 or more hours on 1E1 for the specified term. Will separate into FTIC and Transfer.
- **Continuing Enrolled Students** are any students enrolled who are not new students, and have 1 or more hours on 1E1 for the specified term.
- **Academically At Risk** is the term to describe any student who has 1 or more deficiencies.
- **One Year Retention Rate for Academically At Risk** will use a fall-to-fall cohort of at-risk students to pull data and report. **This indicator is replacing “persistence rate for academically at risk students.”**
- **Graduation Rate of Remediated Students** is determined using the at-risk cohort with 150% time graduation rate. **This indicator is replacing “completion of remediated students by second semester.”**
- 150% of Time Graduation Rate is determined using the AAS degree and identified by 056 cohort to graduate by 086, and 066 by 096.
- **Retention Rate for Degree Seeking Students** is determined by evaluating fall-to-fall cohort of all students for a one year period of time.
- **Spring Term Housing Occupancy** is determined by evaluating total occupancy for spring in comparison with total occupancy from fall using established occupancy reports.
- **Student Satisfaction-Noel Levitz Survey** as determined from the NL survey.
- **ACT Average** is the average of all students for a specified term, and by the census date.
- **Semester Credit Hours Annual** is the total of all credit hours, of all students, by census date and for a specified term.
- **FTE (Annual)** is semester credit hours annual divided by 30 using the order summer, fall and spring.
- **All data provided is “end of semester.”**

**Cooperative Alliances**

Beginning in 1990, OSUIT has formed cooperative alliances with technology centers to better facilitate career tech students earning college credit. This alliance allows for a streamlined procedure for awarding credit, and avoids case-by-case scenarios. Students in the program are treated as members of the college community, and can use the services provided by the institution, such as advising and counseling, convenient admission and enrollment processes, financial aid, career advisement and job placement assistance. Since its inception, the number of students enrolled has increased from 103 in 1990 to 1248 in 2006.
Table 38. History of Cooperative Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Hours Attempted</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 – 2009</td>
<td>1,781</td>
<td>21,242</td>
<td>18,889</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>1,468</td>
<td>16,902</td>
<td>15,791</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>1,248</td>
<td>14,728</td>
<td>13,986</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>739</td>
<td>7,738</td>
<td>6,736</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>738</td>
<td>7,603</td>
<td>5,753</td>
</tr>
<tr>
<td>2003 – 2007</td>
<td>829</td>
<td>8,328</td>
<td>6,885</td>
</tr>
<tr>
<td>2002 – 2003</td>
<td>1,047</td>
<td>10,652</td>
<td>8,715</td>
</tr>
<tr>
<td>2001 – 2002</td>
<td>797</td>
<td>11,214</td>
<td>9,735</td>
</tr>
<tr>
<td>2000 – 2001</td>
<td>618</td>
<td>7,172</td>
<td>6,615</td>
</tr>
<tr>
<td>1999 – 2000</td>
<td>409</td>
<td>4,735</td>
<td>4,325</td>
</tr>
<tr>
<td>1998 – 1999</td>
<td>454</td>
<td>4,968</td>
<td>4,458</td>
</tr>
<tr>
<td>1997 – 1998</td>
<td>404</td>
<td>4,076</td>
<td>3,784</td>
</tr>
<tr>
<td>1996 – 1997</td>
<td>334</td>
<td>3,297</td>
<td>3,179</td>
</tr>
<tr>
<td>1995 – 1996</td>
<td>256</td>
<td>3,018</td>
<td>2,778</td>
</tr>
<tr>
<td>1994 – 1995</td>
<td>212</td>
<td>2,758</td>
<td>2,398</td>
</tr>
<tr>
<td>1993 – 1994</td>
<td>234</td>
<td>2,909</td>
<td>2,586</td>
</tr>
<tr>
<td>1992 – 1993</td>
<td>267</td>
<td>2,955</td>
<td>2,597</td>
</tr>
<tr>
<td>1991 – 1992</td>
<td>167</td>
<td>2,037</td>
<td>1,851</td>
</tr>
<tr>
<td>1990 – 1991</td>
<td>103</td>
<td>1,806</td>
<td>1,608</td>
</tr>
</tbody>
</table>

Cooperative Alliance Agreements are currently in effect with 22 Technology Centers which includes some 47 campuses across the state. The agreement between Green Technology Center and OSUIT, for example, allows students to enroll in approved technical programs at the Career Tech and receive simultaneous college credit for application toward an Associate in Applied Science degree at OSUIT. The number of courses and credits vary by Technology Center as well as OSUIT degree program.

**Incident Workforce**

The Economic Development and Training Center (EDTC) is the extension arm of OSU Institute of Technology. The EDTC is uniquely positioned to provide workforce solutions through a variety of services designed to increase quality and productivity. The unit designs and delivers customized training and development, provides consulting, quality assurance services, facilitates economic development efforts and community relations for the region. The programs and assistance target business and industry, agencies, tribal populations, disadvantaged youth and adults and other individuals that have need to improve their skills and credentials.

In addition to the Economic Development and Training Center, OSUIT provides many of the same types of programming and assistance at the Mid-America Industrial Park Training Center located approximately 90 miles northeast of the campus.

Founded in 1960, MidAmerica Industrial Park is Oklahoma’s largest industrial park and home to nearly 80 prospering industries. Through the years, the Park has evolved into one of the leading centers for manufacturing, processing and distribution in the United States. Often described as the nation’s largest
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rural industrial park, MidAmerica is located between Pryor Creek and Chouteau in northeast Oklahoma just about 38 miles east of Tulsa. The development has been recognized by leading economic development publications as a top-ranked expansion or relocation site for growing companies and has been named as a “Certified Industrial Park” by the Oklahoma Department of Commerce.

OSUIT’s role at the Park has expanded from when OSUIT was first invited by the Park Administration in 1998 to begin providing customized training programs and classes for the incumbent workforce. The OSUIT/MAIP Training Center not only provides high-level technical training programs and classes to local employers, but the OSUIT/MAIP Center provides programs in areas such as supervision, teambuilding, quality, and computer applications. The Center has many resources available to allow the creation of these customized programs. In response to local requests, the Center has created a program specifically for managers and front line supervisors. The Management Course is designed to teach the critical skills required of individuals who hold these positions.

The OSUIT/MAIP Center also provides the Adult Basic Education (ABE) programming for the area, career exploration programming for youth and is a significant community resource.

OSUIT/MAIP is also designated as a Learning Site at which students may take coursework resulting in an A.A.S. degree. An MOU with nearby Rogers State University allows students to take their general education coursework locally at one or more RSU locations.

Course Flexibility

The institution offers courses during the day, in the evening, and online. This flexibility allows traditional and non-traditional students to complete their required coursework towards a degree. A majority of OSUIT’s general education courses are available online through the Desire2Learn (D2L) online classroom environment. This allows students who are on internships or do not wish to travel to campus to work on their general education course requirements when they are not physically on campus.

Internships and Sponsorships

Technical programs on the OSUIT campus require Internships, and many of the manufacturer-specific programs offer sponsorships for qualified students. Internships help integrate work experience with a student’s academic study. Students earn college credit during internships, and nearly all student interns are paid. Students who garner sponsorships additionally have all or part of their education funded by potential employers. Sponsorships help pay for tuition, room and board, and other related student expenses.

GLOBALIZATION

Diversity Self Study and Strategic Plan

In 2006, the institution conducted a campus-wide survey to study how to better address issues of globalization and diversity. Recommendations were made to increase the diversity of the student population. A more streamlined process was put in place for financial aid and scholarships for minority students. Events that promote multiculturalism are held regularly on campus to increase awareness.
International Affairs Office

The International Affairs Office serves as a liaison and facilitator between all university departments, foreign-national students, and external establishments associated with that student's attendance or status. All correspondence must be directed through this office. OSUIT International Affairs staff is familiar with higher education structures all over the world, and helps in the admissions process. The International Affairs Office has worked with students from countries as diverse as Switzerland, Thailand, Vietnam, South Korea, China, Azerbaijan, Brazil, Germany, Turkey, Finland and Mexico.

International Awareness Events

Each year, OSUIT hosts several International Awareness Events on campus. Past events have focused on exploring the food and culture of destinations such as Africa, Mexico, the Caribbean, and Italy. The Multicultural Association hosts an International Awareness Week each year. Activities include picnics, tours of Tulsa and surrounding areas, cultural events, special speakers and parties.

Memorandum of Understandings (MOUs)

OSUIT has Memorandums of Understandings (MOUs) with many agencies and institutions which help foster economic development and technology transfer among agencies. The institution’s MOU with the College of the Muscogee Nation (CMN) allows the CMN to offer degree programs while their campus is still being planned and constructed. This MOU allows for immediate training of tribal members to fill available jobs in tribal gaming, law enforcement, and administration.

The institution also has a number of MOUs involving international agreements that are normally very general in nature to facilitate working relationships. As these partnerships progress, more specific letters of agreement are utilized to outline specific endeavors. Examples of these agreements have included MOUs with four separate universities in Thailand dating back forty years, a university in Puebla Mexico, two universities in Brazil, the South Korea Materials and Components Industry Agency, the Education Ministry of Kenya, the Ministers of Education and Agriculture from Antigua and Barbuda, and several luxury watch manufacturers from Switzerland just to name a few. These agreements not only help foster a cultural understanding between OSUIT students and faculty, and the countries involved in the agreements, but many times provide valuable resources and support. The agreements focus on such things as professional development for faculty and administrators, technical development, faculty and student exchanges, international student recruitment, campus globalization efforts, working with various business delegations, economic development and trade relations.

Multiculturalism Course

A multiculturalism course, HUM 2563 Comparative Cultures, was created to emphasize diversity and promote multiculturalism and tolerance among students. The course examines issues such as culture, ethnicities, and belief systems from all over the world. Students examine current issues of the day and how to understand other cultural points of view.
CHAPTER FOUR

Multiculturalism Club

The International and Multicultural Student Association (MISA) was chartered in 2007 to enhance awareness of multiculturalism on the OSUIT campus and the surrounding community. The club membership is open to all students, staff and faculty regardless of nationality. Students in the club share the cultural experiences of their home countries, such as their language and cultural heritage, with the student body and the community at large.

College of the Muscogee Nation

The College of the Muscogee Nation is a tribal college created by the Muscogee Nation National Council. OSUIT offers a variety of general education and tribal-specific courses on behalf of the nation. The College of the Muscogee Nation offers degrees in Gaming (approved through the Oklahoma State Regents for Higher Education for awarding through OSUIT), Tribal Services, Native American Studies, and Police Science (offered through a partnership with OSU-Oklahoma City campus). The College has already achieved American Indian Higher Education Consortium (AIHEC) accreditation, and is writing their letter to enter Candidacy status to eventually become a freestanding, accredited institution through the Higher Learning Commission of the NCA.

Table 39. College of the Muscogee Nation Enrollment History

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Number of Courses Offered</th>
<th>Students in CMN Courses</th>
<th>Credit Hours Generated</th>
<th>‡Breakdown of Credit Hours</th>
<th>*Hours Generated by CMN Students</th>
<th>†Total CMN Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>2004</td>
<td>2</td>
<td>27</td>
<td>81</td>
<td>81</td>
<td>136</td>
<td>35</td>
</tr>
<tr>
<td>Spring</td>
<td>2005</td>
<td>6</td>
<td>56</td>
<td>168</td>
<td>168</td>
<td>127</td>
<td>33</td>
</tr>
<tr>
<td>Summer</td>
<td>2005</td>
<td>1</td>
<td>19</td>
<td>57</td>
<td>57</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>Fall</td>
<td>2005</td>
<td>7</td>
<td>53</td>
<td>147</td>
<td>141/6</td>
<td>79</td>
<td>21</td>
</tr>
<tr>
<td>Spring</td>
<td>2006</td>
<td>5</td>
<td>52</td>
<td>130</td>
<td>117/13</td>
<td>96</td>
<td>28</td>
</tr>
<tr>
<td>Summer</td>
<td>2006</td>
<td>3</td>
<td>20</td>
<td>60</td>
<td>60</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>Fall</td>
<td>2006</td>
<td>6</td>
<td>48</td>
<td>132</td>
<td>126/6</td>
<td>208</td>
<td>38</td>
</tr>
<tr>
<td>Spring</td>
<td>2007</td>
<td>10</td>
<td>84</td>
<td>252</td>
<td>252</td>
<td>338</td>
<td>56</td>
</tr>
<tr>
<td>Summer</td>
<td>2007</td>
<td>7</td>
<td>92</td>
<td>230</td>
<td>230</td>
<td>413</td>
<td>67</td>
</tr>
<tr>
<td>Fall</td>
<td>2007</td>
<td>25</td>
<td>179</td>
<td>482</td>
<td>482</td>
<td>1143</td>
<td>137</td>
</tr>
<tr>
<td>Spring</td>
<td>2008</td>
<td>22</td>
<td>208</td>
<td>624</td>
<td>624</td>
<td>1303</td>
<td>156</td>
</tr>
<tr>
<td>Summer</td>
<td>2008</td>
<td>23</td>
<td>216</td>
<td>648</td>
<td>648</td>
<td>863</td>
<td>110</td>
</tr>
<tr>
<td>Fall</td>
<td>2008</td>
<td>31</td>
<td>328</td>
<td>932</td>
<td>906/26</td>
<td>1335</td>
<td>145</td>
</tr>
<tr>
<td>Spring</td>
<td>2009</td>
<td>31</td>
<td>343</td>
<td>1001</td>
<td>987/14</td>
<td>1339</td>
<td>130</td>
</tr>
<tr>
<td>Summer</td>
<td>2009</td>
<td>31</td>
<td>334</td>
<td>952</td>
<td>927/25</td>
<td>1305</td>
<td>124</td>
</tr>
<tr>
<td>Fall</td>
<td>2009</td>
<td>33</td>
<td>452</td>
<td>1316</td>
<td>1296/20</td>
<td>1911</td>
<td>198</td>
</tr>
<tr>
<td>Spring</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>243</td>
<td>2511</td>
<td>7212</td>
<td>10659</td>
<td>1292</td>
<td></td>
</tr>
</tbody>
</table>
† Hours generated from 3-credit hour CMN courses / hours generated from 1-credit hour CMN courses.
* Hours generated by CMN Students taking CMN and OSU courses.
† CMN accepted and enrolled students (Regardless of CMN and/or OSU course registration).

Study Abroad and Student Exchanges in Other Countries

OSUIT is committed to producing a workforce that thinks and acts globally. One way to achieve this goal is through student internships and exchanges in other countries. The University, through its Office of International Affairs, seeks opportunities and provides information for those who wish to travel abroad. For instance, many students are not aware that most international study excursions include free room and board, so many times the only cost is the ticket to and from the destination and souvenirs. Much of this can be accomplished through developing smart partnerships and writing grants. Recent internships to Thailand have involved students from Engineering Technologies, Visual Communications, and Culinary Arts.

Recruitment of a More Diverse Student Population

Several steps have been taken on campus to recruit and retain a more diverse student population. The Tutoring Center helps prepare and guide students who need extra help on college coursework. The college has completed a diversity self-study and strategic plan, and an international web-page and marketing brochure has been created. The Multicultural Student Association helps spread awareness of other cultures on campus. The college has begun implementing an ESL program through The Language Company (TLC) on campus to provide support for current students as well as assistance with recruitment of non-English speaking students.

TECHNOLOGY

Technology Plan

The Technology Plan helps identify areas in which the campus needs to improve technology. A detailed description of technology “projects” on campus helps eliminate overlap in technology spending. In addition, administrators review new technologies for potential development on campus. Technology needs are assessed, costs are evaluated, and improvements are made. Through this plan emerging technologies, such as distance learning, ITV, remote delivery of classes from OSU’s main campus for employees working on advanced degrees in Career and Technical Education, the Dell Classroom Project, and Continuing Education offerings have been established.

Desire2Learn (D2L)

A majority of OSUIT’s general education courses are available online through the D2L online course management system. In addition to instructors being able to provide supplemental coursework to land-based courses, this also allows students who are not geographically close to campus, or who are on internships, to work on their general education course requirements when they are not physically on campus.
CHAPTER FOUR

Wireless Networks

OSUIT now offers wireless internet access in all classroom buildings and student areas with the exception of student housing. This addition allows students and faculty to access online classroom and information technology throughout campus.

Classroom Enhancement, Technology/Dell Classrooms

Classrooms across campus have been enhanced for 21st century technology. Classes feature overhead projectors, audio systems, smart boards, and wireless student feedback systems. These classrooms allow faculty to take advantage of the system-wide D2L online classroom environment to facilitate student learning.

Core Component 2b
The organization’s resource base supports its educational programs and its plans for marinating and strengthening their quality in the future.

HUMAN RESOURCE BASE

New Employee Orientation

Every other month, the college hosts a new employee orientation. This orientation provides information to help all employees gain information about the university and all its programs. All new employees are required to attend an orientation. The goal of the orientation is to provide insight into the University’s history, mission, and vision, as well as a detailed overview of all units on campus and the resources available. After an introduction to the history, vision and mission of the university are presented, the Academic Affairs, Fiscal Affairs, Enrollment Management, University and External Relations, Physical Plant Services, and Computer and Information Services divisions each give an overview of their respective departments.

Employee Benefits

Employees with a continuous, regular appointment of at least six months and an FTE of .75 or greater are eligible for basic benefits. The University offers healthcare, dental, vision, life and long term insurance, as well as flexible benefit plans to eligible employees. Dependent children may be covered on health/dental/vision insurance through the month in which they turn age 26. FTE .75 or greater employees choose from the Oklahoma Teachers’ Retirement Plan, the OSU Alternate Retirement Program, the Oklahoma Law Enforcement Retirement System, or Voluntary Retirement Contributions. Employees also are eligible for Workers’ Compensation and Unemployment Compensation benefits as needed. A 50% tuition waiver for any Oklahoma State University course is also available.

Utilizing Adjuncts and Tutors

OSUIT employs adjunct faculty to meet increased enrollment demand on campus and especially at its learning site at the MidAmerica Industrial Park at Pryor, which provides training for industries at the facility. (For details, see 5a in Chapter Two, Institutional Snapshot.) However, adjuncts are not hired to
replace full-time faculty. Many faculty members voluntarily teach additional classes each semester to accommodate student enrollment. Tutors are primarily hired to work in the College Readiness Center (CRC) as either part-time or full-time employees. Many instructors also volunteer their office hours to visit the CRC to tutor students.

**University Employment Opportunities**

When employee openings occur, recruitment begins with the unit leader creating a job description for the database and submitting that document to HR to review and approve with any necessary corrections. The next step is to finalize the position description with notification to the supervisor relevant to a job listing for advertisement purposes, and the budget department. Finally, the listing is posted on the OSU Jobs website for the campus community and the general public.

The forms of media utilized for job ads are dependent on the position, as well as the budget for each department. The standard advertising protocol is the campus website, the Okmulgee Daily Times, Tulsa World, and sometimes The Daily Oklahoman. Depending on the position and the budget, items may be run in other newspapers, the Chronicle of Higher Education, or on www.higheredjobs.com.

**Faculty Equipment and Technology**

Faculty at OSUIT have access to much of the latest technology. The campus uses the Desire to Learn classroom environment to facilitate online course content. Many instructors use D2L to enhance their traditional classrooms. The Dell Classroom Project is upgrading classrooms to incorporate cutting edge technology into the curriculum. The Project involves installing web-connected multimedia equipment and audiovisual equipment into the classrooms.

**Safety Training**

OSUIT has a contractual agreement in place for the safety training of faculty and staff through Green Country Technology Center. These classes are offered on a year-round basis to ensure the most up-to-date training available; classes are typically taught in the Reynolds Center.

**Faculty Professional Development**

Various sessions and topics are offered for faculty each semester. Sessions focus on both the technical as well as social aspects of development. Past sessions have focused on globalization and the recruitment of diverse student populations and student retention. Technical sessions focus on training in Microsoft Office, including collaborative workspaces such as Sharepoint and Desire to Learn. Sessions on Service Learning emphasize how the community based learning experience benefits the community and the student population.

OSUIT employees may also use the 8th Floor Technology and Learning Center training programs offered by Tulsa Community College. Training is free to all OSUIT employees. The 8th Floor Center offers training on classroom management, differentiated instruction, leadership, learning disability and ESL training, and other classroom management skills. Online and traditional training sessions are offered by the Center.
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In addition, each year OSUIT faculty and staff participate in several conferences. The University of Texas at Austin hosts the NISOD Teaching and Learning Conference. OSUIT sends four faculty members to the conference each year, with preference given to those who have never attended. Faculty have also participated in local conferences such as the Oklahoma Association of Community Colleges (OACC) and the Tulsa Community College Global Festival, sponsored through the Oklahoma Global Education Consortium (OGEC), as well as OGEC’s own annual conference. OSUIT faculty have been featured speakers in past OACC, OGEC and NISOD conferences.

General Professional Development

Employees and students are given every opportunity to attend safety programs, as well as educational workshops in which they might be interested. Campus Safety/Energy Management (in conjunction with Green Country Technology), Student Life, Academic Affairs, and the IT divisions are responsible for the bulk of extracurricular and mandated workshops. Examples of these would include:

- Crisis Management training has been handled through a CERT Team; trainings have been conducted for employees on campus, as well (ex., Active Shooter). There are designated campus staff/faculty who have been trained for crisis management through FEMA and its certifying body named NIMS (The National Incident Management System). The coursework that prepares them for crisis management on a college campus;
- Campus Safety/Energy Management- Holiday Electrical Safety, Fire Safety, Personal Protective Equipment, Lock-Out Tag-Out, Heat Stress, Ladder Safety, Fire and Tornado Plan Training, HAZ MAT, and Office Ergonomics (Quarterly reports are maintained.)
- Student Life-Faces of Meth, Victims’ Impact Panel, Crystal Darkness, and Beer Goggles;
- Academic Affairs provides a New Faculty Workshop Series each semester for new and continuing faculty.

Incentives for Faculty Degree Attainment

After several years of discussion, in February 2009 the decision was made to reward faculty for degree attainment. College administration recognized that very few institutions provide an incentive for the bachelor degree because this degree is generally viewed as the entry level academic credential for faculty members. However, OSUIT places a high value on work experience and many new faculty members in technical education areas have not worked on their bachelor degrees. When these individuals are hired because of their work experience, they are required to begin a plan of study to promptly attain their bachelor degree, which makes it all the more appropriate for OSUIT to provide some level of recognition for their time and effort.

The guidelines for awarding the degree incentive are:
- A one-time permanent dollar increase to the monthly base pay rate of a faculty member equal to one-twelfth of the appropriate incentive.
- The incentive payment is subject to all appropriate withholdings.
- The increase will be given within 30 days of degree attainment and verified by an official transcript from the awarding institution. The transcript must be on file in the HR office.
- The completion of multiples degrees at the same academic level will not result in additional incentive payments.
- The degree incentive payments will be effective for all eligible faculty members effective January 1, 2007.
**Table 40. Degree Incentive Payments for Faculty Degree Completion**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Bachelor Degree</th>
<th>Master Degree</th>
<th>Doctoral Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,400</td>
<td>$2,200</td>
<td>$3,200</td>
<td></td>
</tr>
</tbody>
</table>

**Retirement Incentives**

In the early part of this decade, retirement incentives were used at three different times to serve the needs of OSUIT as they related to productivity, salary expenditures, and faculty and staff reductions. To be eligible for the program, the faculty or administrative/professional employee must have been an employee for a minimum of ten years, and be at least fifty years old. Applicants had to retire with the Oklahoma Teachers’ Retirement System. Requests for early retirement were reviewed and approved by the Board of Regents for Oklahoma State University and the A&M Colleges. The request to participate was irrevocable, and eligible participants were encouraged to consult with an attorney and tax consultant regarding the documentation. Benefits and incentives have varied with each of the three Early Retirement Incentive Programs.

**Table 41. Number of OSUIT Employees Retiring by Calendar Year**

<table>
<thead>
<tr>
<th>Category</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Administrative &amp; Professional</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Retirement Drain**

As the end of the decade draws near, a completely opposite issue of retirements is beginning to emerge – the concern that a disproportionate number of campus leaders and outstanding faculty will decide to retire within the next two to five years.

As noted on the following table, the number of eligible employees who become eligible each year is not necessarily a major problem. The problem is the total number of currently eligible employees in each of the three categories, who for whatever personal reason is delaying their retirement. These 70 employees (26 faculty, 19 A&P and 25 Classified staff) represent slightly more than 20 percent of the campus workforce (an average of 325 full time employees). Should they all decide to retire at the same time, a great amount of knowledge about traditions, processes and services would be lost.

**Table 42. Number of OSUIT Employees Eligible for Retirement by Calendar Year**

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Administrative &amp; Professional</td>
<td>17</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>18</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
CHAPTER FOUR

Retention Services

For most of the decade, a professional position of “Retention Specialist” was funded and the individual housed in Enrollment Management. Job responsibilities included a great deal of career advisement, including frequent presentations to Cornerstone classes and student groups. Following that individual’s retirement, retention and career services were distributed to others in Enrollment Management and Counseling Services. However, to fill the void, a Retention Committee was also established to proactively identify and remove barriers to student persistence and graduation.

Early Alert System

Parallel to this effort was the in-house development of a web-based system known as the Early Alert System, designed to help expedite the identification of potentially “at-risk” students, and to connect them with the appropriate interventions, in order to improve retention rates. “At-risk” can be defined as any issues that might interfere with or prevent a student’s success at the institution. The system provides a mechanism for early identification and intense interventions, along with a coordinated process to identify the at-risk students. Alerts are consistently submitted in order to have an accurate account of all retention activities for each student.

Retention of Remedial Students

As with any “open door” institution, many students enroll who lack the academic preparedness to be successful in collegiate-level coursework. While it is a well-known fact that the more curricular deficiencies that a student has, the less likely that he or she will persist until graduation, a study was undertaken by the Retention Committee to determine the level of success the institution was having with those students who possessed only one deficiency.

Over 50% of the institution’s students are first-generation college attendees, and approximately 70% require some level of developmental education. If students enter the institution with one academic deficiency, their opportunities for success are very high, but, if they have two deficiencies, their chances of success somewhat diminish. Only about five percent of the students will earn a college degree if they have three academic deficiencies.

Therefore, additional focus for the campus was placed on the retention of students, and the result has been a slight improvement in the fall to fall retention as well as the graduation rate of these unprepared students. Table 43 provides greater detail.

Table 43. Retention Statistics for Students with One Curricular Deficiency

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Cohort: First time Degree Seeking</td>
<td>671</td>
<td>594</td>
<td>674</td>
<td>663</td>
</tr>
<tr>
<td>Remedial Cohort</td>
<td>231</td>
<td>34.4</td>
<td>203</td>
<td>34.2</td>
</tr>
<tr>
<td>Remedial Cohort; Returned next fall</td>
<td>118</td>
<td>51.1</td>
<td>106</td>
<td>52.2</td>
</tr>
<tr>
<td>Remedial; Graduated within 2 ½ yrs</td>
<td>65</td>
<td>28.1</td>
<td>60</td>
<td>29.6</td>
</tr>
</tbody>
</table>
Efforts targeting the retention of all students have likewise been successful. The table below shows the effect of retention efforts aimed at retaining degree-seeking students from their fall of entry through the following fall semester.

Table 44. Retention Statistics for Retaining Students from Fall to Fall

<table>
<thead>
<tr>
<th>Degree</th>
<th>Fall 2005 Cohort</th>
<th>Retained Fall 2006</th>
<th>Ret %</th>
<th>Fall 2006 Cohort</th>
<th>Retained Fall 2007</th>
<th>Ret %</th>
<th>Fall 2007 Cohort</th>
<th>Retained Fall 2008</th>
<th>Ret %</th>
<th>Fall 2008 Cohort</th>
<th>Retained Fall 2009</th>
<th>Ret %</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>615</td>
<td>385</td>
<td>62.6</td>
<td>514</td>
<td>331</td>
<td>64.4</td>
<td>584</td>
<td>361</td>
<td>61.8</td>
<td>588</td>
<td>407</td>
<td>69.2</td>
</tr>
<tr>
<td>AS</td>
<td>55</td>
<td>24</td>
<td>43.6</td>
<td>70</td>
<td>35</td>
<td>50.0</td>
<td>80</td>
<td>42</td>
<td>52.5</td>
<td>67</td>
<td>40</td>
<td>59.7</td>
</tr>
<tr>
<td>BT</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>6</td>
<td>60.0</td>
<td>10</td>
<td>8</td>
<td>80.0</td>
<td>8</td>
<td>6</td>
<td>75.0</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>671</td>
<td>410</td>
<td>61.1</td>
<td>594</td>
<td>372</td>
<td>62.6</td>
<td>674</td>
<td>411</td>
<td>61.0</td>
<td>663</td>
<td>453</td>
<td>68.3</td>
</tr>
</tbody>
</table>

Finally, there has also been a slight increase each year in the retention to graduation rate of first time college students on the campus. This statistic is shown using the standard 1.5 multiplier (i.e., a student who would normally graduate from a two year program is allowed three years during this count).

Table 45. Students Who Graduated Within Three Years

| Degree | Fall 2002 Cohort | Grad | Grad % | Fall 2003 Cohort | Grad | Grad % | Fall 2004 Cohort | Grad | Grad % | Fall 2005 Cohort | Grad | Grad % | Fall 2006 Cohort | Grad | Grad % | Fall 2007 Cohort | Grad | Grad % | Fall 2008 Cohort | Grad | Grad % | Fall 2009 Cohort | Grad | Grad % |
|--------|------------------|------|--------|------------------|------|--------|------------------|------|--------|------------------|------|--------|------------------|------|--------|------------------|------|--------|------------------|------|--------|------------------|------|--------|------------------|------|--------|------------------|------|--------|------------------|------|--------|
| AAS    | 638              | 259  | 40.6   | 624              | 274  | 43.9   | 617              | 280  | 45.4   | 615              | 288  | 46.8   | 514              | 258  | 50.2   |                  |      |        |                  |      |        |                  |      |        |                  |      |        |
| AS     | 65               | 21   | 32.3   | 62               | 20   | 32.3   | 55               | 16   | 29.1   | 55               | 19   | 34.5   | 70               | 017  | 24.3   |                  |      |        |                  |      |        |                  |      |        |                  |      |        |
| BT     | 0                | 0    | 0.0    | 686              | 294  | 42.9   | 677              | 299  | 44.2   | 671              | 307  | 45.8   | 594              | 281  | 47.3   |                  |      |        |                  |      |        |                  |      |        |                  |      |        |
| TOTAL  | 703              | 280  | 39.8   | 686              | 294  | 42.9   | 677              | 299  | 44.2   | 671              | 307  | 45.8   | 594              | 281  | 47.3   |                  |      |        |                  |      |        |                  |      |        |                  |      |        |

**Student Sponsorships**

There are several programs of study that offer sponsorships to enrolled students. These paid sponsorships help offset college expenses. Sponsorships can range from $200 per semester to nearly full-funded. Sponsored students work side-by-side with a highly qualified technician/mentor, which helps students increase their practical knowledge level. Students are assigned jobs that reinforce what they have learned in their classes. Students therefore study in class, practice in lab, then apply their knowledge on the job. Sponsored students spend a half semester on campus, and a half semester on sponsorship. For example, students in the HEVI programs such as in the CAT Dealer Prep, Komatsu ACT, SouthWestern Association Agriculture and Construction Equipment, MHC Kenworth, Aggreko SelectTech, and Manitowoc LIFT programs are eligible for the half semester sponsorships. Natural Gas Compression sponsored students spend the fall and spring semesters on campus; they are then on paid internships for summer semesters.

**Student Support Services (SSS)**

A TRIO grant for Student Support Services is federally funded by the U.S. Department of Education, and designed to help first generation college students, students with disabilities, and low income students. SSS is allowed to carry a maximum of 160 students. Students must attend one monthly monitoring
meeting with the counselor and at least two activities per month. Some of the services provided by TRIO grant include:

- Financial aid advisement
- Computer lab and study center
- Special workshops
- Tutoring services
- Academic counseling
- Cultural events
- Social activities
- Career options counseling and
- Assistance with transferring to a four year program.

OSUIT also offers other student support services on campus. These services include Student Life activities, and providing a licensed counselor on campus. In addition, the Student Life office sponsors free movie night, free massages, blood drives, a Welcome Back Lunch, SpringFest, Moonlight Breakfast before a semester ends, Intramural sports, and even body mass index testing.

Student Life

The Student Life Department plans, promotes and implements quality programs and activities that serve student’s interests. The Department provides a wide range of social, recreational, cultural and civic activities to students at no cost. Student Life also works closely with student organizations and serves as advisor to these organizations by providing information concerning their constitution and by-laws, membership and issues concerning college policy. OSU Institute of Technology students may request an official OSU Institute of Technology Activities Transcript their last semester through the Student Life office. The Activities Transcript is an official record of the out-of-class, extracurricular activities and accomplishments of students.

One Stop Enrollment

The Grady W. Clack Student Success Center provides integrated and collaborative student services that include: Student Financial Services, Registrar, Counseling Services, Assessment (student testing), Bursar (billing and cashier), Prospective Student Services and Admissions. The Center features a board room, a conference center, ten computer "smart terminal" stations to assist in enrollment, and a comfortable waiting area for families. The Clack Center has streamlined the enrollment process and all aspects of enrollment are conveniently located in one place. The Center also has amenities for students’ families while the prospective student is gathering information and completing the enrollment process.

As part of the enrollment process, each new student is issued a photo identification card. This card is used to establish the student’s identity at OSU Institute of Technology and authorizes access to certain campus facilities and services. The card should be carried by the student at all times for identification. There is no charge for the first card. A fee of $15 is charged for replacement cards.

Work-Study Positions for Students

In addition to federal financial aid, OSUIT students who are eligible can take part in the campus work-study program. Students use the program to earn money to offset the cost of college expenses. Federal
work study positions are posted in the Financial Aid department and online. The college also hosts Work Study Job Fairs to help increase awareness of the program. Work-study positions help students financially, and also help the participants learn skills that they will use after college in their careers.

INSTITUTIONAL BUDGET

Budget Development Process

For OSUIT, the budget development process for any given fiscal year starts approximately ten months in advance of the time the final budget is approved. The State Regents, via general guidelines, begin the process by requesting that all agencies submitted their projected budget needs for the next fiscal year. The State Regents assemble a budget request for all public higher education and submit the request to the Governor and the Legislature. Both branches of government work with the request during the session and usually agree upon a budget about the middle of May each year. The Oklahoma Legislature convenes the first Monday in February and by constitution, must adjourn no later than 5:00 p.m. the last Friday in May.

The OSU and A&M Board of Regents meet in June of each year to adopt budgets for the total OSU system as well as the A&M Colleges. This meeting is usually about the third week in June, because it takes time for each of the fiscal officers to complete a final budget after the proposed state allocation is known. Immediately after the OSU and A&M Regents approve the budgets, they are submitted to the state in order that operational budgets for the upcoming fiscal year are in place by July 1.

The OSU and A&M Board of Regents assure that the proposed budgets are in alignment with each agency’s strategic plan and pressing priorities. The budgets are a combination of state appropriation, tuition and fees, grants, foundation funds, reserve funds, and revenue from auxiliary operations.

The annual budgets for OSUIT for the period of time from 2001 to 2010 are presented in the following table. During the decade, Oklahoma has endured two fiscal crises. The first occurred in 2003 and 2004. This crisis was driven by a sharp downturn in energy, primarily oil and gas. Oklahoma is highly dependent upon these two commodities for a substantial portion of its budget. However, a nice recovery started in 2005 and continued well into fiscal year 2009. The recession that started in 2008 and continues today is having a major negative impact on state appropriation for higher education.

In addition, the Oklahoma legislature implemented a series of aggressive tax cuts starting in 2005. These tax cuts were phased in over a three-year time span and removed about $1 billion in support of state government. The expectation was that growth would bridge the gap, but this projected growth did not factor in an economic recession. During the first decade of the 21st century, tuition and fees in Oklahoma have increased rather sharply. This increase has bridged the budget shortfall in state appropriations.
Table 46. OSUIT Budget Overview

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>E &amp; G State Appropriations</td>
<td>13,823,849</td>
<td>14,130,990</td>
<td>13,849,310</td>
<td>12,465,319</td>
<td>12,741,530</td>
<td>13,293,530</td>
<td>14,801,514</td>
<td>15,249,624</td>
<td>15,399,432</td>
<td>14,784,510</td>
</tr>
<tr>
<td>ARRA Stimulus Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,169,884</td>
</tr>
<tr>
<td>Tuition, Fees and Other</td>
<td>4,468,398</td>
<td>5,602,864</td>
<td>5,874,225</td>
<td>6,795,048</td>
<td>8,353,993</td>
<td>9,335,350</td>
<td>9,230,318</td>
<td>10,564,930</td>
<td>11,183,265</td>
<td>10,742,801</td>
</tr>
<tr>
<td>OSRHE Grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>154,923</td>
<td>161,778</td>
</tr>
<tr>
<td>Total E &amp; G Part I Budget</td>
<td>18,292,247</td>
<td>19,733,854</td>
<td>19,723,535</td>
<td>19,260,367</td>
<td>21,295,523</td>
<td>22,628,880</td>
<td>24,031,832</td>
<td>25,969,477</td>
<td>26,744,475</td>
<td>26,798,417</td>
</tr>
<tr>
<td>Appropriations % of E &amp; G Part I Budget</td>
<td>75.6%</td>
<td>71.6%</td>
<td>70.2%</td>
<td>64.7%</td>
<td>59.8%</td>
<td>58.7%</td>
<td>61.6%</td>
<td>58.7%</td>
<td>57.6%</td>
<td>55.2%</td>
</tr>
<tr>
<td>E &amp; G Part II - Grants and Contracts</td>
<td>1,667,789</td>
<td>2,286,242</td>
<td>2,500,000</td>
<td>2,500,000</td>
<td>3,535,000</td>
<td>4,559,400</td>
<td>4,014,400</td>
<td>2,060,500</td>
<td>1,947,751</td>
<td>2,769,835</td>
</tr>
<tr>
<td>Auxiliary Services</td>
<td>4,789,031</td>
<td>4,888,194</td>
<td>5,811,935</td>
<td>7,236,151</td>
<td>8,166,763</td>
<td>8,769,623</td>
<td>8,858,434</td>
<td>8,723,038</td>
<td>9,065,536</td>
<td>9,501,251</td>
</tr>
<tr>
<td>Total Budget</td>
<td>24,749,067</td>
<td>26,908,290</td>
<td>28,035,470</td>
<td>28,996,518</td>
<td>32,997,286</td>
<td>35,957,903</td>
<td>36,904,666</td>
<td>36,753,015</td>
<td>37,757,762</td>
<td>39,069,503</td>
</tr>
<tr>
<td>Appropriations % of Total Budget</td>
<td>55.9%</td>
<td>52.5%</td>
<td>49.4%</td>
<td>43.0%</td>
<td>38.6%</td>
<td>37.0%</td>
<td>40.1%</td>
<td>41.5%</td>
<td>40.8%</td>
<td>37.8%</td>
</tr>
</tbody>
</table>

By Function, E & G Part I Funding:

- Instruction: 54.32% 53.93% 54.18% 51.10% 51.40% 50.90% 49.00% 48.70% 48.60% 47.70%
- Academic Support: 8.39% 9.98% 10.55% 14.33% 13.40% 14.10% 12.20% 13.10% 14.10% 12.60%
- Student Services: 8.26% 8.46% 7.94% 7.61% 7.40% 7.40% 8.70% 8.40% 7.60% 6.60%
- Institutional Support: 10.29% 9.67% 9.11% 8.90% 9.70% 9.90% 9.90% 10.70% 9.70% 9.90%
- Operation and Maintenance of Plant: 15.45% 15.19% 15.05% 14.98% 15.30% 15.10% 17.80% 15.70% 15.80% 16.90%
- Scholarships and Tuition Waivers: 3.29% 2.77% 3.17% 3.09% 2.80% 2.60% 2.40% 3.40% 4.20% 6.30%

- 100.00% 100.00% 100.00% 100.01% 100.00% 100.00% 100.00% 100.00% 100.00% 100.00%
CHAPTER FOUR

BUILDING THE INFRASTRUCTURE

Allied Health Sciences Center

To meet the growing demand for qualified health care workers, OSUIT completed its 22,566 square foot Allied Health Sciences Center in August 2009 just in time for fall classes. This new structure will allow the college to more than double the number of nursing graduates. The center does house state-of-the-art labs and classrooms, which will help prepare future registered nurses.

Miller-Kamm and Alexander Residence Halls

The Miller-Kamm and Alexander Hall student residences, completed in 2001, add modern student housing to the campus. The rooms have free local phone, cable, and internet service. The facility consists of two bedroom and four bedroom suites, as well as standard two bedroom housing. Laundry, study, and gathering rooms are available for student use. These facilities expand campus housing for both traditional and non-traditional students to some 730 beds.

Grady W. Clack Center

Student services were streamlined with the remodeling and opening of the new Grady W. Clack Student Success Center. The Clack Center combines numerous student services in a “one stop shop” facility. The facility greatly enhances the new student enrollment experience, and provides a comfortable waiting area for family and friends.

Landscaping Plan

The new Pedestrian Mall enhances the first impression of new students and creates a beautiful walkway between the Grady W. Clack Center, the Library, Visual Communications and the Student Union. The walkway, plus additional landscaping, will help make a positive impression on prospective students and their families.

Child Care Center

The OSU Institute of Technology Child Care Center is open Monday through Friday, when school is in session, from 7 a.m. to 5 p.m. All currently enrolled students, as well as faculty and staff, are eligible to enroll their children (ages 6 weeks to 12 years) in the campus Child Care Center. The OSU Institute of Technology Child Care Center is in compliance with fire, health and licensing standards required by the Oklahoma State Department of Human Services, and participates in the Oklahoma State Department of Education Child Nutrition Program.

In operation since the early 1990s, the child care center hopes to move into its new and expanded facility sometime in 2009-2010. This remodeled facility will offer increased security for parents and children. Each age group will have their own restroom. An indoor play area will allow for playtime activities even during inclement weather.
Table 49. Child Care Center Rates

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Full-time = 4 hours (+) per day</th>
<th>Part-time = 4 hours (-) per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-24 months</td>
<td>$80.00 per week</td>
<td>$60.00 per week</td>
</tr>
<tr>
<td>25-48 months</td>
<td>$70.00 per week</td>
<td>$50.00 per week</td>
</tr>
<tr>
<td>49 months - 12 years</td>
<td>$60.00 per week</td>
<td>$45.00 per week</td>
</tr>
</tbody>
</table>

Campus Construction

The campus has several construction and power projects that have just completed or are nearing completion. In addition to the Allied Health Sciences Center completed in August 2009, which dramatically increased the size of the classroom and instructional space for the Nursing Program, and the landscaping project underway to enhance the Grady W. Clack Center, Energy Management systems are being installed in the Student Union and IT/ET buildings. The system is computerized and web-based. Two storage buildings have been constructed for High Voltage and Natural Gas Compression. Engineering design work has been completed for the Noble Center as well as to install the Energy Management system. Greater utility savings will result due to management systems being installed on campus.

Renovated Classrooms

Classrooms throughout campus are being upgraded to make use of online and network technologies. Overhead LCD projectors, computer stations, and audio systems are used to facilitate learning. Often the Physical Plant Services employees take primary responsibility in refurbishing older campus facilities.

Library

The Library at OSUIT makes books, periodicals, and electronic resources available to all students, and also houses the campus audio/visual resources. Recently, the Library added a small coffee shop to meet the requests of visitors to the center.

College Readiness Center

The College Readiness Center helps prepare students with academic deficiencies in math and English for a successful college career. CRC courses use a hands-on applied approach to learning, as well as features remediation assistance through the PLATO system. Free tutoring is available to all students through the Tutoring Center.
CHAPTER FOUR

FLEXIBILITY

School Marketing and Name Change

In the 2006 Art and Science Group, LLC research report, it was revealed that a name change would enhance the image of the institution. The study found that Oklahoma State University Institute of Technology was a name strongly associated with good jobs and salaries. The name change became official through Legislation in July, 2008.

Nursing Program

Qualified healthcare workers continue to be in demand, with nursing being a particularly lucrative field. The state is expected to have over 300 openings for qualified nurses by 2012, so to produce even better nursing graduates, the Nursing Program revised their entrance requirements in 2007. Nursing applicants are evaluated on a points system. Factors such as ACT scores, COMPASS reading and math scores, membership in Student Nurse Association, and residency in preferred geographic locations help determine admittance to the program.

Program Closures

Sometimes flexibility identifies what programs no longer fit within the institution’s current vision as changes in the environment occur. In 2005 the Jewelry Technology program at OSUIT found a new home at Tulsa Technology Center and was closed on the OSUIT campus. In 2006 the historic Shoe, Boot and Saddle program was relocated to the neighboring Green Country Technology Center campus and was closed on the OSUIT campus. Both programs continue to thrive at their new locations.

Bachelor Degree Additions

Bachelor of Technology degrees have been added to two divisions on the OSUIT campus. Baccalaureate degrees in Civil Engineering Technology, Information Assurance and Forensics, and Instrumentation Engineering Technology have been available on campus since 2004-2005. These programs are technology intensive and application focused. The programs were developed by working with industry to fill the needs of employers.

Core Component 2c

The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

PROCESS

Assessment Committee

During the spring semester, 2003, a campus-wide assessment committee was created. OSUIT hired a Director of Research, and individuals were selected from each academic division to participate on the committee as well as additional faculty representatives. The four main areas of concentration included 1) a common core (general education), 2) a reporting mechanism, 3) data collection activities, and 4) data analysis and feedback processes. A standardized method of reporting enabled the campus’
academic programs to become aware of the current forms of assessment or lack thereof. Each of the academic programs was also encouraged to rethink their strategies for assessing the core outcomes at a more advanced level. Each core course offered at OSUIT uses a consistent core evaluation that provides a standard that a percentage of students must meet. For example, OSUIT assessment guidelines says that a minimum of 80% of students must pass the Composition I assessment with at least a 70%.

**Advisory Committees**

The overriding purpose of an Advisory Committee is to assure excellence in the workforce preparation programs offered by OSUIT. To achieve this purpose, the committee must be actively and continually involved in all facets of a program of study. The outcomes that the Advisory Committee is expected to focus on are 1) to validate the institution’s mission, vision and position on a continual basis, 2) to review programs of study and recommend improvements that better prepare graduates to meet their career goals and the workforce needs of employers, 3) to evaluate educational facilities and recommend improvements which enhance faculty facilitation of student learning, 4) to assess faculty competence and recommend ways to improve their technical currency and professional growth, 5) to provide paid internship experiences for students, 6) to assist in the identification of employment opportunities for graduates, 7) to periodically participate in the orientation of faculty, staff and students regarding the emerging workforce needs of employers, 8) to support program-specific and institution accreditation, 9) to assist in maintaining a positive liaison among employers, students, graduates, institutional governance members, business and industry personnel and others.

**EVIDENCE**

**Assessment Findings**

Midlevel assessment of general education Core Objectives indicated that, in general, OSUIT exceeded the 80 percent benchmark of students in the fall 2007 freshman cohort achieving scores above the minimum of 70 percent proficiency. The number of students (duplicated) who passed each Core Objective at the benchmark level or higher was 3,498 from a total of 4,274 across general education courses representing mid-level formative assessment (81.8%). Assessment of program outcomes for the 2007-2008 academic year results indicated that 96 percent of students achieved at least a 70 percent competency level of student achievement, exceeding the criterion standard of 80 percent.

**Graduate Satisfaction**

In 1993, OSUIT became the first Oklahoma college to guarantee the performance of its graduates. If the graduate is judged to lack job performance skills identified as exit competencies for the program of study, OSUIT will provide up to 9 tuition-free credit hours or equivalent of additional education.

**Student Satisfaction Inventory (SSI)**

For more than a decade the institution has utilized Noel Levitz’s *Student Satisfaction Inventory* (SSI) to measure expectations and satisfaction with campus services and experiences. A total of 453 students completed the 98-item survey. Student reported highest satisfaction for the scales “Academic Advising/Counseling,” “Student Centeredness,” and “Registration Effectiveness.” Students also reported continued improvement in satisfaction with Safety and Security. Concerns focused on faculty availability and feedback, campus maintenance, and keeping lab equipment updated.
Wellness Survey

In an effort to assess and better address student health concerns, students recently completed a survey concerning their physical well being. For example, this survey found students very interested in upgrading exercise equipment, adding a variety of exercise classes at various times, and the incorporation of personal trainers. Using this survey, The Wellness Committee researched and purchased new exercise equipment, added additional exercise classes and offers a personal trainer to students, faculty, and staff who wish to use those services.

Performance Appraisals

Performance Appraisals are used to measure performance; ensure that regular communication between employees and supervisors is in place to provide an understanding of job expectations and career development; recognize, support, and enhance performance; to use as a developmental tool; to provide written documentation for employee and the file; and as a tool to target training for the employee. The Performance Appraisal has been recently modified, and utilizes the SMART Goal Assessment Tool (specific, measurable, attainable, relevant, and time-framed goals) and the R-A-P Model of evaluation. They can be found online through Sharepoint and are included in the Resource Room.

One particularly important aspect of the new process is the opportunity that allows/requires the supervisor and employee to:

- Review the past (what the person accomplished during the evaluation period);
- Analyze the present (how the employee’s performance is currently perceived); and
- Plan the future (share with the employee how you think he or she might go forward in the organization).

All employees are evaluated annually. Employees must have a list of goals (Job-Related as well as Professional Development) in place each year. These goals are evaluated by the individual’s supervisor, and new goals developed to coincide with the needs of the students and the institution.

Online Instructor Course Evaluations

Students are encouraged to complete an online instructor course evaluation for each course in which they are enrolled each semester. During performance appraisals, division chairs discuss “problem areas” from the Instructor evaluations with their faculty. Faculty are encouraged to address these areas.

Advisory Committees

Advisory committees provide feedback in areas such as appropriateness of equipment and materials used in programs, the sufficiency of instructional resources, and the quality of interns and graduates. This information is used by the programs to help improve the level and quality of graduates. These technical programs also make use of advisory committees to ensure that the programs and curriculum are preparing students in their career fields.
CHAPTER FOUR

Continuous Improvement

Continuous improvement involves using multiple ways to improve communication between students, faculty and staff. These include continually evaluating core assessment to ensure their effectiveness. OSUIT also maintains industry specific programs where faculty and staff communicate regularly with industries to ensure students’ quality and readiness. To further ensure improvement, students may complete internships in several programs, students may participate in remedial courses offered by the College Readiness Center (CRC), and students have opportunities to attend student success camps that offer the ability to work at their own pace where they may complete remediation in as little as one day.

Core Component 2d
All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

System

Two important plans, the Bond Plan and the Affirmative Action Plan, were established to assure that the institution’s mission corresponded to current planning. The Bond Plan was established to help fund student housing and the student success center (Grady W. Clack Center). The Affirmative Action Plan is published each year to promote diversity, and includes hiring statistics concerning a diverse workforce.

Institutional

OSUIT developed an extensive Strategic Plan for 2005-2010 as well as an Enrollment Plan for 2005-2010 as part of a major planning effort within the OSU system. Then in 2007, as a result of a Diversity Self Study, a Diversity Plan was also developed and widely distributed. The campus has already begun a dialogue towards the revision, updating and possible combining of these three plans. Each unit on the OSUIT campus also has its own strategic plan complete with a mission, vision, core values, goals, critical success factors, objectives, and strategies.

Faculty and Staff Council

Each month, a faculty and staff council meeting is administered by elected officials; all faculty and staff are encouraged to attend. The FSC encourages participation and works to promote the ideas and concerns of all faculty and staff at OSUIT. The FSC offers numerous events, such as the FSC Luncheon and FSC Picnic, to encourage participation. Working as a council, the FSC makes suggestions for improvements based on faculty and staff needs.

Departmental

There are multiple methods by which departments focus on improvements while focusing on OSUIT’s mission. For example, the CRC has purchased PLATO software to help students reinforce class knowledge. This program allows students to work at their own pace, learning at their individual levels. Also, a Technology Fee Allocations committee of students, faculty and staff determine how technology fees are spent. This committee assures fees are used appropriately and successfully.
CHAPTER FOUR

Strengths in Meeting Criterion Two

- Campus leadership values strategic planning, and purposely involves stakeholders in periodic reviews and updating exercises.

- OSUIT has been fortunate to find outstanding faculty, either from the downturn in the economy, or from individuals retiring from Business and Industry, who wish to teach until their second retirement.

- OSUIT’s delivery of application-focused, hands-on technical education is very traditional, but very well accepted.

- Sustainable partnerships add value, stability and marketability to the various manufacturer programs.

- The institution recognizes and values the importance of environmental scanning as well as the updating of the *Strategic Plan, Diversity Plan, and Enrollment Management Plan.*

- Year-round instruction, through three back-to-back semesters, makes for an efficient use of facilities as well as student time from enrollment to graduation.

Challenges and Recommendations

- The ability to provide the newest and latest technologies in economically-challenging times is becoming increasingly more difficult.

- Due to the state’s economy, there is concern that Oklahoma’s percentage of support to higher education will continue to diminish. Make-up dollars must come from tuition, grants and auxiliary operations.

- Four of the top five administrators can retire within the next five years. A succession plan for these positions as well as other key positions on campus would ensure that proprietary knowledge and traditions continue without interruption.

- It may become increasingly difficult for students to attend OSUIT and participate in a Monday through Friday, daytime environment. Attention should be given to packaging and the delivery of quality application-focused coursework through non-traditional means.

- The cost of needed database access for specialized programs, particularly at the baccalaureate degree level, has grown far above the Library’s budget.

- The ability to provide faculty and staff with needed travel dollars for professional development is a major budget concern.
CHAPTER FIVE

Criterion Three
Student Learning and Effective Teaching

Core Component 3a
*The Organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

ASSESSMENT OF STUDENT LEARNING

Oklahoma State University Institute of Technology has a commitment to assess student learning at institutional, departmental and course levels. This has been a challenge in the past, but with a great deal of effort on the part of the campus, this issue of assessment as been addressed throughout the institution.

2000 Deficiencies Addressed

In response to the 2000 Higher Learning Commission visit, the institution has undertaken a series of major steps addressing the indicated shortfalls in the area of assessment of student learning including the following eight factors:

1. A statement of purpose for each program/department linked to the college’s mission.
2. Measurable student learning objectives for subject areas, general education, and student services (leadership, student activities, etc.), which are included on course syllabi.
3. A college-wide method to assess student learning in the General Education curriculum that reflects faculty wide input.
4. Data from assessment of student learning that reflects indirect and direct measures of student learning.
5. Evidence that the faculty have analyzed the data and implemented curriculum changes leading to the improvement in student learning.
6. Evidence that the results of assessment have been used for planning and budgeting.
7. Acceptance of the leadership of the new academic team and the reconstituted Assessment Advisory Council.
8. Staff development activities that assist faculty in assessment work.

Assessment Committee Established

The institution’s Assessment Committee is primarily composed of faculty members from each of the academic divisions along with three division chairs, and supported by the members of the office of Institutional Assessment and Research and the Executive Vice President of Academic Affairs. Committee philosophy and current membership is documented and posted on the OSUIT Institutional Assessment & Research website.

Once assembled, the faculty-driven Assessment Committee began meeting weekly starting March 6, 2003. Now that the work of the committee has matured, the committee members meet monthly or as needed.
CHAPTER FIVE

A philosophy of student outcomes assessment was created by the committee and appears in the college catalog.

Core Objectives

All program objectives, both general education (Core) and technical, are strategically linked to the system-wide (Strategic Plan) goal of Academic Excellence, which was developed from the mission of each Unit.

Faculty, college-wide, were involved in the development of Core Objectives. These were identified by collecting program objectives from all academic units and conducting a modified Q-Sort to determine similar categories. This process required substantial interdisciplinary discussion. In this way it was initially found that all programs have in common five overarching, general education outcomes that deal with: [1] Communication; [2] Critical Thinking; [3] Ethics and Social Acuity (Social Acuity later became Diversity); [4] History of our society and specific fields of study; and [5] Technology specific to fields of study. With the addition of Service Learning as one of the HLC criteria, the campus added Service Learning as the sixth general education outcome beginning with the 2009 – 2010 academic year.

Once Core Objectives were identified, Arts & Sciences faculty worked in teams (e.g., College Readiness faculty, Communications faculty, Math & Science faculty, Business faculty, and Social Sciences faculty) to develop assessment methods and rubrics for the formative measurement of each Core Objective. Communications faculty developed assessments for Speech, English Composition I, English Composition II, Technical Writing I, Technical Writing II and Technical Writing III. All students must take at least one of these courses, thereby allowing for appropriate formative assessment of communications skills. English Composition I and II require a portfolio of writing samples and essays that are evaluated by a team of Communications faculty each semester. Technical Writing I uses a student’s professional resume to measure formative communication skills; Technical Writing II utilizes an Incident Report that simulates an on-the-job experience; Technical Writing III utilizes an external proposal, and Speech requires a persuasive speech to measure verbal communication skills.

Social Science faculty determined that course-embedded assessment would motivate students to perform to their best when assessed. They developed one written exam for U.S. History to 1865, one written exam for U.S. History Since 1865, and one written exam for U.S. Government, administered by faculty who teach these required courses, specifically to measure the formative Core Objective. As a result, curriculum alignment was negotiated among faculty.

Most students at OSUIT take an Ethics course offered in Arts & Sciences. Faculty who teach this course added a Professional Interview/Code of Ethics Analysis as a course assessment. The interview/analysis measures formative student learning of ethics-related issues. Unlike the team evaluation of portfolios for formative assessment of Core Objective 1, the interviews/analyses are evaluated by the instructor teaching that particular Ethics course.

Mathematics faculty, after several iterations, decided to use the final exam delivered at the end of each math course as a formative measure of critical thinking. Because students may select one or more math classes, every mathematics course offered at the college provides a formative assessment opportunity.
Table 50. OSUIT Assessment Process as Defined in 2004

OSUIT Assessment Process Flowchart

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ECON</td>
<td>The Agency has a defined mission statement that guides all of the work performed at the campus. It is why the &quot;mission&quot; is here.</td>
</tr>
<tr>
<td>2. OSUIT Overview</td>
<td>The Area has defined mission, strategic goals, objectives, and measurement plans that focus on the contributions to the agency and system.</td>
</tr>
<tr>
<td>3. ACAD. UNITS</td>
<td>Each Academic Unit (School) within the institution has identified mission, strategic goals, objectives, and measurement plans that guide all work performed within the Unit in alignment with the mission of the Agency. It defines the Unit's mission.</td>
</tr>
<tr>
<td>4. PROGRAMS OF STUDY Module</td>
<td>The Loop shown by the blue lines and arrows would be considered the course development loop. Using the data collected from the assessment of individual courses, the Area, Program, or Program's activities, or the Department or Program's activities, the data is used to modify the course and/or the objectives.</td>
</tr>
<tr>
<td>5. PROGRAMS OF STUDY/Module</td>
<td>The Loop shown by the blue lines and arrows would be considered the course development loop. Using the data collected from the assessment of individual courses, the Area, Program, or Program's activities, or the Department or Program's activities, the data is used to modify the course and/or the objectives.</td>
</tr>
<tr>
<td>6. PROGRAMS OF STUDY/Module</td>
<td>The Loop shown by the blue lines and arrows would be considered the course development loop. Using the data collected from the assessment of individual courses, the Area, Program, or Program's activities, or the Department or Program's activities, the data is used to modify the course and/or the objectives.</td>
</tr>
<tr>
<td>7. PROGRAMS OF STUDY/Module</td>
<td>The Loop shown by the blue lines and arrows would be considered the course development loop. Using the data collected from the assessment of individual courses, the Area, Program, or Program's activities, or the Department or Program's activities, the data is used to modify the course and/or the objectives.</td>
</tr>
<tr>
<td>8. PROGRAMS OF STUDY/Module</td>
<td>The Loop shown by the blue lines and arrows would be considered the course development loop. Using the data collected from the assessment of individual courses, the Area, Program, or Program's activities, or the Department or Program's activities, the data is used to modify the course and/or the objectives.</td>
</tr>
<tr>
<td>9. PROGRAMS OF STUDY/Module</td>
<td>The Loop shown by the blue lines and arrows would be considered the course development loop. Using the data collected from the assessment of individual courses, the Area, Program, or Program's activities, or the Department or Program's activities, the data is used to modify the course and/or the objectives.</td>
</tr>
<tr>
<td>10. PROGRAMS OF STUDY/Module</td>
<td>The Loop shown by the blue lines and arrows would be considered the course development loop. Using the data collected from the assessment of individual courses, the Area, Program, or Program's activities, or the Department or Program's activities, the data is used to modify the course and/or the objectives.</td>
</tr>
<tr>
<td>11. PROGRAMS OF STUDY/Module</td>
<td>The Loop shown by the blue lines and arrows would be considered the course development loop. Using the data collected from the assessment of individual courses, the Area, Program, or Program's activities, or the Department or Program's activities, the data is used to modify the course and/or the objectives.</td>
</tr>
</tbody>
</table>

Continue to the next step.
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The fifth Core Objective is concerned with technology. Because OSUIT is a technical college, the type and degree of technology required in each program varies greatly. For an initial formative assessment of this construct, Engineering Technology students and Graphic Design Technology students are assessed in their first semester Cornerstone course work. However, for the vast majority of students, a basic computer skills course (CS 1013 Computer Literacy and Applications) offered through the Arts and Sciences Division was selected for a formative measure.

The new sixth Core Objective addresses Service Learning activities. A campus committee was organized to define service learning as opposed to community volunteerism. This campus-wide definition was determined and each academic division has identified their components for service learning implementation with the start of the 2009 – 2010 academic year.

Formative and Summative Assessments

All units have been encouraged to institute multiple formative assessments for each objective; however, a minimum of one per unit was set. Although some programs chose to begin with one formative assessment and develop more as they grew accustomed to their new assessment systems, other programs developed as many as six formative assessments for each objective.

Summative assessments were developed by technical faculty and are conducted in the technical areas. A minimum of one summative assessment is required for Technical and Core Objectives. Capstone coursework and final internships were often selected to measure summative objectives; however, it was left to faculty in each program area to determine the most appropriate assessment methods, tools, and schedules.

Faculty have been encouraged to utilize both direct and indirect measures of assessment. The importance of indirect measures is evidenced in student perceptions and student affect. Students are given the opportunity to provide affective feedback about programs through the annual Student Satisfaction Inventory (SSI).

Indirect and Direct Measures

Student Evaluations of Course and Faculty (SECF) are an additional indirect method of measuring student learning. These are implemented every Fall and Spring semester, and during the Summer semester upon request. Individual faculty results are confidential; however, overall division and campus mean scores are made available to faculty, staff and students.

The primary means of assessment is direct. Faculty accept direct measures of learning as fundamental tools for determining what students have learned and how well they have learned it. The college benchmark for student learning was developed by faculty on the Assessment Committee. It is possible for a graduate to complete his or her academic degree requirements and not complete the assessment of an individual objective; therefore, it is unreasonable to expect 100% of students to be tested for 100% of the objectives. Further, extenuating circumstances may exist that allow a student to pass a course in which a learning objective is assessed but not pass the assessment for the learning objective. Consequently, the college benchmark for student achievement was set at 80%.

OSUIT requires that a student achieve at least a 2.0, or above, GPA for graduation. Consequently, to be consistent with college policies, the mean level of proficiency which students must attain for each
learning objective to be prepared for effective job performance was set accordingly. Within the College grading scale for Year 1, a 70% was the minimum “C” mark. The benchmark is as follows:

80% of graduates will achieve no less than a 70% competency level for all learning objectives.

DATA COLLECTION SYSTEMS

The assessment data collection system was implemented Fall 2003. At the end of each semester, faculty input assessment data directly into the SCT network database. The system was created so that semester grades cannot be input by faculty until assessment of student learning data has been input. Faculty maintain records of assessment rubrics and student results, and they submit final results in nominal form. A single-character system currently exists, using SCT Plus, which allows faculty to indicate affirmatively or negatively whether assessment of student learning occurred for all technical and/or core objectives taught and assessed in their semester coursework, internships which they supervised, or any other program-related activity for which they were responsible. Most academic divisions have taken the assessment process one step further by developing their independent data collections containing not only the “pass/fail” information, but the actual assessment item scores for each of their program’s students in order to have more descriptive data upon which to make decisions.

At the completion of each academic year, the Director of Institutional Assessment & Research summarizes the results of the assessment of student learning. Assessment Committee members review the results, which are compiled and submitted to division chairs during the summer semester for review with faculty. Within their academic units, faculty analyze the data and recommend curriculum and programmatic changes as necessary that lead to the improvement in student learning.

The objective of implementing a comprehensive plan for the assessment of student learning corresponds to the first goal of the institution’s strategic plan, Academic Excellence. All academic programs share this goal, and all academic programs have implemented an assessment plan. Non-academic programs evaluate their success in student learning by implementing their own strategic plans. Strategic plan results are published on the college website.

The first annual Assessment of Student Learning Report generated from the new assessment process was submitted during Fall 2004 for all academic units. The reporting period included Fall 2003, Spring 2004, and Summer 2004. Data from the first semester of the process, Fall 2003, was ultimately archived without being included in the final report in order to take into account the learning curve. Reports consisted of three forms: Form A (cover sheet); Form B (a summary of all program objectives); and Form C (each core and technical program objective with stated assessment method, assessment measure rubric, results, and discussion of programmatic and curricular changes as a result of the assessment process). Because the process was in flux the first year, faculty in most programs determined to give the process a second complete cycle before implementing significant curriculum changes.
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TracDat

The assessment reporting software, TracDat published by Nuventive, was purchased in November 2004. Initial training activities occurred in the Spring of 2005, and all academic units began the process of working with this software to input the institution, division and program strategic plans into this management system. During the 2005 – 2006 academic year, the academic units started the process of inputting their individual assessment plans into TracDat and upon conclusion of the academic year, pilot programs also entered their assessment data to create the first reports with the system.

The remaining academic units completed their assessment plan input processes with TracDat during the 2006 – 2007 academic year. During this period of time it was determined that the “database management system” model followed by TracDat was much more complicated than the typical user was prepared to use. Because of this difficulty, it was determined that one individual needed to input the information for the various academic units and remove this task from individual faculty responsibility.

The institution was then able to obtain the services of a person with sufficient academic background to assist the academic units with the completion of the data entry tasks required by TracDat to get the information into the system and operational. However, it was then determined that this would have to be an ongoing activity if we continued to use TracDat as our assessment management software.

During the 2007 – 2008 academic year, it was determined that TracDat was still too cumbersome and difficult to use. As a result, extra care was taken to ensure all data was input and reports printed prior to the contract end date of September 2008.

WEAVEonline

After research and site visits to other institutions with other software solutions, it was decided in 2008 to change to the WEAVEonline assessment management software beginning October 2008. The initial data entry processes have been initiated under WEAVEonline and will be presented to the academic divisions with the start of the 2009 – 2010 academic year.

Throughout the institution each academic program has distinguished within their assessment plan the Core and Program Objectives. The assessment committee worked with the academic units to determine the “true” core objectives common throughout the institution. These six common core objectives describe student learning outcomes for general education and have become the basic learning objectives measured for each graduate of the institution at both the formative and summative level.

The Assessment Committee also initially recommended that program faculty develop five to nine technical objectives for each academic program. Some Units, such as Nursing and those offering a Bachelor of Technology degree, have other certification criteria to consider and were given the necessary autonomy to deviate from this range.

Each academic division’s programs of study assessment plans are maintained within WEAVEonline. These assessment plans identify both the core and program specific objectives along with the assessment goals, relationship to courses and assessment activities.
Learning objectives for student services such as those that are encompassed in Enrollment Management, Fiscal Services, and University and External Relations, currently are not included in course syllabi. They are presented in the strategic plan and are accessible to students and the public on the System website at http://system.osuit.edu.

**Annual Assessment Reporting**

Upon conclusion of each academic year, the Director of Institutional Assessment & Research aggregates assessment of student learning data and summarizes results for each academic unit and the institution. Annual Assessment Reports are analyzed within each academic unit by faculty and unit leaders to identify strengths, concerns and follow-up actions to include curriculum and program changes within the Units. Faculty who serve on the Assessment Committee are responsible for training other faculty in their own divisions to interpret results. These faculty report back, during monthly assessment committee meetings and in the Annual Assessment Report, feedback from colleagues as well as curriculum changes that are due to advisory committee input as well as feedback from assessment of student learning.

**HISTORICAL DATA**

For the academic year 2004 - 2005, overall results indicated that 84% of students achieved at least a 74% competency level of student achievement. This exceeds by 4% the criterion standard or benchmark of 80%. Individual programs of study results ranged from 100% to 70%, and are presented below in Table 51.

**Table 51. Program Outcomes Assessment Results**

<table>
<thead>
<tr>
<th>Division</th>
<th>Program</th>
<th>Benchmark</th>
<th>Assessment Score</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts &amp; Sciences</strong></td>
<td>Business</td>
<td>80%</td>
<td>80%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Pre-Education</td>
<td>80%</td>
<td>78%</td>
<td>Did not meet</td>
</tr>
<tr>
<td></td>
<td>Pre-Education—Secondary</td>
<td>80%</td>
<td>78%</td>
<td>Did not meet</td>
</tr>
<tr>
<td><strong>Automotive and HEVi Technologies</strong></td>
<td>Automotive Service</td>
<td>80%</td>
<td>86%</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Collision</td>
<td>80%</td>
<td>84%</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Heavy Equipment Vehicle Institute</td>
<td>80%</td>
<td>88%</td>
<td>Exceeded</td>
</tr>
<tr>
<td><strong>Construction Division</strong></td>
<td>Air Conditioning &amp; Refrigeration Technology</td>
<td>80%</td>
<td>88%</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Construction Technology</td>
<td>80%</td>
<td>80%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### Examples of Change Based on Feedback

Upon completion of the first “official” cycle of the new assessment system, adjustments were required to develop a smooth process. In Automotive & HEVi Technologies, one instructor found by reviewing the assessment data that only 33% of his students achieved the benchmark of 74% or higher proficiency for a specific program objective in his course. This was an alarming 47% below benchmark. Upon investigation, he discovered that only 33% of the students actually attempted the assessment of that particular objective. He had a policy of allowing students to drop one project during the semester, and most students chose to drop the assessment that was selected to measure the Program Objective in that course. Consequently, this instructor changed his policy so that students could drop one project with the exception of this assessment. In other words, the logistics of the system are imperative to its success.
Within Arts & Sciences, the communications faculty found that the selection of essays for the writing portfolio did not measure the competencies precisely as they intended, and through team consensus, the portfolio was amended accordingly. The development of the assessment process has succeeded in producing increased intradisciplinary as well as interdisciplinary discussion.

In the Construction Division, the Assessment Committee liaison who was new to the college determined while inventorying assessments that curriculum in multi-sectional courses needed review, discussion, and alignment between technical faculty. Although the assessment standard was met in this division, the discussion among faculty generated by the assessment process revealed a need to reconvene a division-level curriculum committee. Strategic curricular changes and training in this unit are likely to occur as a result of the assessment process.

Similarly, among history and government faculty in Arts & Sciences, collaboration was required to align curriculum and arrive at consensus of assessment instruments. One experienced history instructor reported that, in developing uniform assessments, he had rarely undergone such rigorous curriculum change. The effort required to implement a comprehensive assessment plan is massive, yet it triggers transformation.

In the Information Technologies and Engineering Technologies Division, curriculum must meet American Accreditation Board for Engineering and Technology (ABET) standards as well as college standards. Because these divisions were recently accredited to offer the Bachelor of Technology degree, they have been undergoing extensive curriculum restructuring and have reopened discussion regarding Core Objectives, this time at the Bachelor level.

The Visual Communications and Culinary Arts Divisions did not meet the assessment benchmark for that academic year. The former was 7% under and the latter 6% under the benchmark. Both divisions are known for academic rigor, and they experience lower retention rates in comparison with other divisions. However, after faculty discussion, Assessment Committee members reported these respective divisions would be exploring assessment alternatives. (Changes made as a result of these early attempts are a part of subsequent assessment reports and will be available in the Resource Room.)

**COMPREHENSIVE ASSESSMENT PLAN**

OSUIT still faces several challenges with respect to a seamless flow of the assessment process. A few faculty and staff view assessment of student learning as a laborious task that is optional. They observe their assessment liaisons on the Assessment Committee working overtime and may perceive them as “assessment victims.” Further, some unit leaders would like faculty to “take care of “assessment, freeing up unit leaders to conduct recruitment activities and the myriad of other tasks required of them. Assessment is indeed more work; however, time is the great teacher. Training, accountability tied to budgets, and administrative support are the key to emphasizing the importance of assessment.

**Assessment Week**

In response, the Assessment Committee began planning an annual Assessment Week beginning with the 2005-2006 academic year. This supplements the current assessment system by highlighting the formative assessment of one Core Objective each year and provides results back to faculty and students that focus specifically on student learning rather than faculty performance. As a follow up, professional development for faculty and staff is provided that emphasizes the construct that is selected for each
academic year. For instance, Critical Thinking was selected for the first year (2006). Results were disseminated and explained to faculty, staff, and students. Critical thinking workshops for faculty and staff were then held. Topics such as Socratic dialogue, critical thinking in writing, and aligning curricula with objectives were presented. Subsequent curriculum development was then based upon this training, positively affecting student learning.

The following list indicates the six core objectives and the year each will be the focus of Assessment Week.

- **Communication (2011)** – effectively communicate electronically, verbally and in writing
- **Critical Thinking (2006)** – demonstrate logical, systematic problem-solving techniques
- **Ethics (2009) and Diversity (2007)** – develop and display a sense of personal, social and professional ethics
- **History and Government (2012)** – explain the cultural heritage and primary elements of the history and government of the US people, especially as it impacts one’s industry or field of study
- **Technology (2010)** – access and use technology appropriate to one’s industry or field of study
- **Service Learning (2008)** – provide opportunities for students to effectively utilize learned technologies and processes to aid various constituencies in the community

**Assessment Policies and Procedures**

The Assessment Committee recently revised an existing section for the institution’s Policies & Procedures Manual explicating assessment guidelines and rules. For instance, one year some faculty found assessment methods or schedules did not fit as they had planned and changed them during the middle of a semester. This does not allow for consistent collection of data, although it does allow faculty the flexibility to adjust methodologies when needed. Faculty were allowed to make any adjustments they deemed necessary during that first year, but beginning Fall 2004, assessment measures, methods, and schedules were expected to remain stable through the fall and spring semesters and could be amended during summer semesters. Adherence to this policy is difficult to monitor, but guidelines have been established.

Another challenge is that faculty who are unclear regarding assessment procedures are reluctant to let it be known, perhaps for fear of being perceived negatively. Consequently, retraining for all faculty must be conducted by Assessment Committee members during the summer semesters to allow for anonymity. Training will allow for hands-on experience, and feedback from faculty in these sessions will guide modifications to the system for next year.

**Assessment Accomplishments**

In conclusion, a comprehensive assessment system has been developed and implemented at OSUIT. Simultaneously, system-wide strategic planning has been conducted to include academic and non-academic areas. A statement of purpose or mission has been developed for each program and department that links to the college’s mission. Measurable student learning objectives for subject areas and general education have been established and are noted on course syllabi. Student services learning objectives have been included in the strategic plan. A college-wide method to assess student learning has been instituted in the general education curriculum that reflects interdisciplinary faculty input. Data from assessment of student learning reflects indirect and direct measures and are gathered both formatively and summatively. Documentation exists to indicate faculty are using assessment results to
analyze data, are implementing curriculum changes leading to the improvement of student learning, and using results of assessment for planning purposes. Assessment leadership at OSUIT is widely accepted by faculty, staff and students. The Assessment Committee has been reformed and is faculty-driven, which has been critical in garnering buy-in from other faculty. Finally, staff development activities are being offered that assist faculty in assessment work.

The campus has received positive recognition for its assessment efforts since the 2000 and 2002 reviews through two means: (1) acceptance into the pilot year for the HLC Assessment Academy, and (2) affirmation that the assessment of student academic achievement is “on track” as noted by the HLC Focus Visit team who visited the campus in 2004 to approve OSUIT’s request to offer degrees at the baccalaureate level.

Faculty, staff, and administrators have been concerned that a great deal of time and labor would be required to implement a fully functioning comprehensive assessment plan capable of generating curriculum changes and data-driven decision making. This has indeed been the case. However, the rewards have been some degree of faculty empowerment, improved curriculum, improved programs, and, of course, an improved education for OSUIT students.

OSUIT’s comprehensive assessment plan has evolved from its original development during the Spring and Summer 2003 semesters. Fall 2003 through Summer 2004 comprised the pilot year for implementation. Because the learning curve for implementing a comprehensive assessment plan takes several years, results of assessment have modified based on feedback. Division level curriculum committees and sub-assessment committees have been formed to review curriculum and appropriateness of assessment methods, and to interpret results. Awareness of curriculum needs and feedback loops have been utilized to improve student learning.

**Competency 3b**

*The organization values and supports effective teaching.*

**Qualified and Credentialled Faculty**

Qualified faculty in the various instructional areas determine curricular content and strategies for instruction at OSUIT. The following list provides examples of evidence that the College meets Core Competency 3b.

- The College employs appropriately credentialled faculty who have professional degrees and demonstrated competency in teaching and/or have the industry experience to teach the College's courses as they pursue their advanced degrees.
- Qualified faculty and industry advisory committees meet regularly to review various program curricula, determine course content, and strategies for instruction.
- Faculty and division leaders remain in constant contact to maximize opportunities for student Internships and post-graduate placement.
- The College provides support for faculty professional development through campus-sponsored workshops or off-campus update training.
- Evaluation of faculty occurs regularly, and the evaluations are used to improve teaching through ongoing professional development and in-service.
- OSUIT welcomes and promotes innovation and improvement of practices to enhance learning.
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- The institution supports faculty in keeping abreast of developments in technology and especially in their technical disciplines.

All of the technical faculty members at OSUIT have extensive work experience outside of education, and many have specialized certifications and licenses. This type of work experience is critical in incorporating the expectations of employers into student learning experiences. Further, this experience creates a high degree of credibility with business and industry that is beneficial to on-campus student learning and assisting students to secure employment upon graduation.

Curricular Verification

One difficulty facing any degree program, particularly a new one, is a means of ensuring all the competencies are identified and addressed through the curricula. As such, OSUIT often hosts a one-day modified DACUM (Developing A Curriculum) on the campus. The purpose of this session is to have practicing employees identify the most important duties that must be performed by graduates of a particular program.

The second step in the process is for these same people to identify the primary tasks associated with each major duty. The outcome of this effort is an identification of the performance outcomes that must be mastered by each graduate. Finally, the faculty responsible with the program will align the scope and sequence of the curriculum based on the DACUM outcomes.

Ensuring a Seamless Path to the BT

When OSUIT first proposed to offer Bachelor of Technology degrees, every assurance was made to governing boards as well as other stakeholders that the degrees would be developed from existing and strong A.A.S. degrees, and students would experience a seamless transition from one degree level to the next.

Table 52. A.A.S. Degree to Appropriate Bachelor of Technology Degree

<table>
<thead>
<tr>
<th>Name of A.A.S. Degree</th>
<th>Name of Bachelor of Technology Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technologies (A.A.S.)</td>
<td>Information Assurance and Forensics</td>
</tr>
<tr>
<td>Engineering Technologies (A.A.S.)</td>
<td></td>
</tr>
<tr>
<td>Electrical/Electronics Technology option</td>
<td>Instrumentation Engineering Technology</td>
</tr>
<tr>
<td>Engineering Technologies (A.A.S.)</td>
<td></td>
</tr>
<tr>
<td>Civil Engin/Surveying Technology option</td>
<td>Civil Engineering Technology</td>
</tr>
</tbody>
</table>

To continue to build the college’s strength in technical, discipline-specific bachelor degree areas, all new faculty hired by the institution are required to have qualifications and academic credentials appropriate to ABET criteria.

The issues related to the assessment of student learning also moved to a higher level when OSUIT was accredited to offer Bachelor of Technology degrees. This mandates a review of Core Objectives for additional or higher level program objectives of student learning. The college Assessment Committee continues to work with division level committees as they review assessment results and generate curriculum and program changes.
Business/Industry Advisory Committees

Approximately 600 individuals from business and industry serve on technical program advisory committees for OSUIT. Most of the committee members are from Oklahoma. Each committee is required to meet at least two times per year for a minimum of one full day each semester. However, in some cases individual committees may exceed this guideline.

Each advisory committee has an elected chairperson who presides over all committee meetings and functions. The primary charge of each advisory committee is to review the program of study and to recommend changes that will best address the needs of employers, the college and graduates. Advisory committees may assist in developing curricula, sanctioning facilities arrangements that parallel the real world of work, suggesting genuine student learning problems, providing internship experiences for students, and recommending and securing instructional technologies. Advisory committees strengthen the college and fulfill a valuable role in the institution’s continued success.

Professional Development

The Human Resources office takes responsibility as it relates to (new) Employee Orientation and personnel/employment topics such as Sexual Harassment, Executive Briefings (electronically from OSU-Stillwater), Understanding FMLA, Insurance, etc.

Since 2001, the Executive Vice President has maintained responsibility for the New Faculty Workshop series, and ensures an advisor from OSU-Stillwater is on campus at least twice a year to provide employees with degree advisement at the baccalaureate, masters, and doctoral levels. She also coordinates, with support from other E-Team members and the Assessment Academy Team, August In-Service Days, which provides professional development workshops just prior to the fall semester.

Since 2003, two New Faculty Professional Development sessions are presented each year during the Fall semester, specifically dealing with assessment of student learning concepts and applications. Assessment committee members present these sessions, and valuable information regarding training for experienced faculty has been collected.

The Director of CIS and her department take responsibility for e-learning and various types of pedagogical topics, and maintain a membership for the campus to “The Eighth Floor”, a collaborative effort between Tulsa Technology Center and Tulsa Community College as well as several public/private schools and higher education institutions, located in Tulsa.

During the summer semester 2009, for example, the Technology & Learning Innovation (TLI) department presented “TechKnowledgy Fridays”, which offered training on various topics ranging from safe computing security practices to using the Microsoft Office Suite, the online Classroom (D2L) and many more.

Other professional activities are coordinated by individuals responsible for certain activities, such as the Safety Officer who schedules and coordinates all safety training, or the Suicide Prevention Counselor, who schedules and presents workshops appropriate to her charge.
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Additionally, three or more Assessment Committee members regularly attend the Annual Meeting of the Higher Learning Commission. Professional development is critical to the implementation of a successful assessment system. In the past two years members of OSUIT faculty have also been Session and Roundtable presenters on topics focused on the institution’s efforts in the area of assessment. A team of six individuals also participates in HLC’s Assessment Academy.

Evaluation and Recognition of Effective Teaching

Faculty are evaluated at two different levels and by two different means. An annual performance appraisal is administered by the Division Chair, and students are asked to complete an online evaluation of all instructors each semester. More details on these two processes are contained elsewhere in this self study.

Similarly, faculty have several means of recognition for their outstanding efforts. The (OSU) Regents Distinguished Teaching Award has been in effect since 1993, and is annually awarded to an outstanding faculty member who is nominated by a peer faculty member or student. A portfolio of specified content is developed, and the nominee must undergo an interview by a committee of division chairs, faculty and students. Each year’s recipient receives a plaque, $1,000 added to his or her base salary, and the privilege of being on stage and recognized at each graduation ceremony for the coming year.

Another award, presented by the Faculty-Staff Association on the OSUIT campus, is known as the Outstanding Faculty Award. Nominations for outstanding faculty are sought from both faculty and staff each spring, and the winner is announced at the annual Awards Banquet in June. The recipient receives a framed plaque, $500, and the privilege of being on stage and recognized at each graduation ceremony for the coming year. (A parallel award is also awarded to an Outstanding Staff Member each spring.)

Organizational Support for Faculty

A number of technologies are made available as services to faculty in the support of pedagogies. For a number of years, Blackboard was used as the campus’s online course management system, and then it was replaced by Desire To Learn (D2L). Innovative software and other technologies are used by the more progressive faculty such as Camtasia, Pod Casting, Streaming Video, and student response systems (“Clickers”), just to name a few.

The Technology and Learning Innovation unit, located in the Donald W. Reynolds Technology Center, regularly assists faculty who wish to utilize new technologies.

Academic faculty have many of the traditional means available to them, including opportunities to attend or address conferences, both in-state and out-of-state. In tight budget times, many have resorted to the submission of papers to scholarly journals within their fields.

Technical faculty enjoy strong industry support, and those affiliated with major manufacturer programs regularly receive the same update training as their industry counterparts. Numerous examples of these affiliations may be found in the Automotive/HEVI division.

Faculty members actively participate in professional organizations relevant to the disciplines they teach. An extensive list may be found on the SharePoint website, compiled under Criterion 5.
Core Competency 3c

*The organization creates effective learning environments.*

Distance Learning

During the past few years OSUIT’s distance education program has grown substantially. Most of the courses are offered through the Arts and Sciences Division and the focus is on general education classes. The Information Technologies Division is the one technical academic division that has a number of its classes online, and additional courses are planned.

OSUIT takes great care to assure that its distance education classes have a high level of rigor and academic integrity. The institution does expect to continue to grow its distance education offerings on a continual basis, and the continual improvement of quality and integrity are of the utmost importance. The challenge of delivering “hands-on” technical education via distance will require a high level of due diligence on the part of OSUIT.

The following table presents the growth of distance education at OSUIT during recent academic terms, and shows the total number of enrollments by semester for fully online, blended, and hybrid courses.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Duplicated Headcount</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>491</td>
<td>n/a</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>590</td>
<td>n/a</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>599</td>
<td>n/a</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>663</td>
<td>n/a</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>625</td>
<td>n/a</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>660</td>
<td>n/a</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>1,116</td>
<td>3,348</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>879</td>
<td>2,637</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1,206</td>
<td>3,618</td>
</tr>
</tbody>
</table>

Online Course Guidelines

The following online course guidelines have been developed through the distance learning committee.

- Certifications/Professional Development – on-line instructor certification recommended before teaching an online course. May also look into some type of faculty mentoring program to help prepare faculty for on-line instruction.
- Faculty course load – calculated the same as on-campus course – i.e. online courses are scheduled in a time slot (in order for faculty to use that time to work on/respond to anything related to the course).
- Faculty compensation – same as an on-campus course.
- Faculty release time for course development – should be evaluated on a case-by-case basis.
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- If it is a new course (the first time an on-line course is developed), faculty will receive release time. The release time will be equal to the credit hour designation for the course. If release time is not available, the course will be treated as one overload.
- If a course has already been developed and/or an instructor takes over a course and modifies it, no release time will be given.
- If it is a textbook or software revision that requires redeveloping the course, release time is recommended.
- Faculty office hours - This guideline will coincide with existing campus policy on faculty office hours and is dependent on several factors, including number of students in the class and type of technologies the faculty member has at home. At least 10 hours per week must be on-campus office hours, but may be prorated depending on the number of online courses taught and total faculty course load.
- Enrollment process for students – the process for a student to enroll in an on-line course is as follows:
  o Pass all upfront assessments and complete the self-assessment
  o Review syllabus and course descriptions/content on D2L
  o Enroll in the course
  o Complete the online orientation
  o At that point, the student must decide if they are ready to complete the rest of the course.
    If they continue, they will be charged for the tuition.
- Amount or frequency of communication/contact with online students – faculty are expected to respond to student questions in a timely manner, which is within 24 hours of receiving the student’s message, with the exception of holidays, breaks, and weekends. Responses can be in person, email, or by phone. If exceptions are to be made, they are to be stated clearly in the syllabus.
- Number of enrollments per online course – 10 minimum, 20 maximum
- Enrollment timeline – same as on-campus timeline, however, exceptions can be made for special offering courses
- Assurance of academic integrity – testing policies are at the discretion of the instructor. In order to further ensure academic integrity, a proctored site local to the student may be used in addition to the normal online testing within the university’s course management system. All tests should include a question acknowledging the student’s understanding of his/her responsibility to follow the course’s academic integrity guidelines.
- Ownership of intellectual property – if the course is developed using institutional resources, property, and/or time, then it belongs to the institution. If the course is developed elsewhere on personal time, then it belongs to the faculty person.
- Online course marketing – online courses will be placed in the printed class schedule, under a new heading called “Internet Courses.” The courses will also be listed on the web site and on Web for Students, under the same category. Other means of marketing will also be utilized.

These guidelines are to be followed in conjunction with the normal faculty policies and procedures.

Types of Courses

Many of the students who enroll at OSUIT do so because of the college’s reputation for applications-focused learning and the caliber of jobs regularly extended to our graduates. Traditional colleges teach courses that are distinctly all theory, or in the case of science, have a separate all-lab component. While
that also occurs on the OSUIT campus, the majority of coursework is taught as “theory/lab.” The following matrix denotes the time spent on task in each of these classroom environments:

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Theory</th>
<th>Theory / Lab</th>
<th>Lab</th>
<th>Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clock Hours to Credit Hrs</td>
<td>15:1 ratio</td>
<td>25:1 ratio (1 credit hour)</td>
<td>30:1 ratio (1 credit hour)</td>
<td>45:1 ratio (1 credit hour)</td>
</tr>
<tr>
<td>Example</td>
<td>3 credit hours: Course meets from 8:30 – 9:20 on M, W, F</td>
<td>3 credit hours: Course meets from 8:30 – 9:20 M, T, W, R, F</td>
<td>2 credit hours: Course meets from 8:30 – 10:20 one day per week</td>
<td>6 credit hours: 270 hours, approximately 6.75 weeks at 40 hours/week</td>
</tr>
</tbody>
</table>

**Employer-Based Paid Student Internships**

With few exceptions, all students who pursue a technical major at OSUIT must complete at least one employer-based, paid internship experience. Internships are for college credit, and must be academically rigorous and reflective of experiences not replicable on campus.

Internship sites are subject to approval by the college prior to student placement. Each internship employer must designate a mentor who is a master technologist that will interact with the student and faculty member on a weekly basis.

The internship experience enhances the college’s degree programs by providing direct feedback on student preparedness, useful in programmatic improvements. This feedback enriches the degree programs by keeping curricula and materials aligned with the continually changing expectations of business and industry. The internship experience also assures the relevance of the college’s Graduate Performance Guarantee.

A particularly note-worthy verification of OSUIT student satisfaction is the fact that on the annual Noel-Levitz Student Satisfaction Inventory, item #9 regarding Internships consistently scores a much higher satisfaction rating than the national average.

**Student Success Camps**

A unique Student Success Camp is offered during the summer semester for students enrolling for the fall semester who have curricular deficiencies. While the camp is offered for an entire week, students will work at their own pace and may complete their remediation in as little as one day. Those students interested in enrolling in the camp begin by contacting the office of admissions. The camp is free, however if students wish to stay on campus, they are responsible for their own lodging and food. The Success Camp is a great opportunity for those students who need a quick refresher course. Students who successfully complete the camp and score sufficiently high on the Compass exam save money as well as time in comparison to enrolling in required zero level coursework.
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Tutorial Learning Center

The new Tutorial Learning Center, located in Room 105 of the Learning Resource Center, features full access to all Library and College Readiness resources. Free tutoring in a variety of subjects offered through the College's Arts and Sciences Division is available to all current and prospective OSU Institute of Technology students.

Types of tutoring offered include:
- Drop-In
- Tutoring by appointment for specialized and/or advanced subjects or for students needing special accommodations.
- Group tutoring at designated times
- COMPASS test preparation

Services to Students with Disabilities/Academic Accommodations

OSU Institute of Technology is committed to providing equal access to otherwise qualified students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Equal access is most commonly provided through reasonable academic accommodations/adjustments in the classroom or physical modifications to make classrooms and other learning environments accessible.

The Director for College Readiness and Academic Accommodations is the individual charged with ensuring students are afforded academic accommodations necessary for success in the classroom.

Academic Accommodations – Defined

A student may be eligible to receive reasonable accommodations if they have a disability and are otherwise qualified to enroll or participate in an OSUIT course or program. Current disability legislation defines an individual with a disability as someone who:

- Has a physical or mental impairment which substantially limits one or more major life activities,
- Has a record of such impairment, or
- Is regarded as having such impairment.

Additionally, students may be considered “otherwise qualified” and covered under current disability legislation if, with or without reasonable accommodations, they meet the same academic, professional, technical and behavioral standards as those without disabilities.

Academic Accommodations - Processes and Procedures

It is the responsibility of each student who desires reasonable accommodation at OSUIT to identify themselves as an individual with a disability and to make a request for accommodation through the Director for College Readiness and Academic Accommodations. The Director will then meet with the student to discuss the requirements of a student’s selected course or degree program and appropriate accommodations. Students must also provide documentation of their disability before accommodations are approved. (Documentations must originate from a medical or licensed professional.)
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Once accommodations are approved, the Director will work with the student to develop an Access Plan, an accommodation letter certifying (but not specifically disclosing) the student’s disability and the reasonable accommodations to be provided for each course. It is the student’s responsibility to then deliver the accommodation letter to each of their instructors as official notification of accommodations. The Director will then coordinate with faculty members or other departments as needed to implement the accommodations. It should be noted that students remain responsible for fulfilling all other university academic conduct requirements despite receiving accommodations, and students must visit with the Director to develop new Access plans for each semester they would like accommodations.

While there are many options for reasonably accommodating a student, OSUIT strives to preserve essential course/degree requirements and to maintain a safe learning environment for the benefit of all students. As such, reasonable accommodations are considered those that provide equal access to disabled students without:

- Making a substantial change to essential course/degree requirements
- Posting a direct threat to the health or safety of others
- Posing an undue financial or administrative burden on the university

TRIO/Student Support Services

Student Support Services is a US Department of Education, federally funded program, designed to assist students who are first-generation college students, have a disability and/or are low-income.

Housed in the Tutoring Learning Center (across the hall from the library and in room 105 of the Learning Resource Center), Student Support Services provides, but is not limited to:

- Financial aid advisement;
- Computer lab and study center;
- Special workshops;
- Tutoring services;
- Academic counseling;
- Cultural events;
- Social activities;
- Career options counseling; and
- Assistance with transferring to a 4-year program.

Student Support Services can serve a maximum of 160 students. Students are mandated to attend one monthly monitoring meeting with the counselor and at least two activities per month. Applications are available in the foyer of the Tutoring Learning Center.

Student Life – Cultural Programs and Wellness Activities

The Student Life department plans, promotes and implements quality programs and activities that serve students’ interests. The Department provides a wide range of social, recreational, cultural and civic activities to students at no cost. Student Life also works closely with student organizations and serves as advisor to these organizations by providing information concerning their constitution and by-laws, membership and issues concerning college policy.
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Covelle Hall houses a gymnasium with a regulation size basketball court, volleyball court, two racquetball/handball courts, a weight room, an aerobic area, auditorium, men's and women's locker rooms and a coed sauna. Students with a current student ID and/or spouse and children (under the age of 21) are eligible to use the facilities and to check out the equipment. Children under the age of 18 must be accompanied and supervised by a parent.

Outdoor facilities include a softball field, a flag football field, a sand volleyball court, a basketball court, a children's playground and the Recreational Trails System, which includes a 1.5 mile exercise trail with a series of exercise stations and a 1/4-mile observation garden trail.

Residential Living

University housing is available to full time students enrolled in a minimum of 12 credit hours per semester. Residing on campus is considered a fundamental part of a student's educational experience. On-campus single student housing and apartments are safe, convenient and affordable. OSU Institute of Technology offers students a living-learning environment that complements each student's academic goals. Students wishing to make application for campus housing are encouraged to apply early. To reserve space in campus housing students must make a deposit of $150. The housing contract is for two semesters. All of the housing facilities are complete with free high-speed Internet, cable access, and local phone service.

The Residence Halls Association is the voice of the students in the Residence Halls. The funds that RHA receives from student fees is used by RHA to sponsor programs, events and offer services like the Backyard Bash, Rock-a-hula-luau, Socials, Intramural’s, etc. Through these and other services, RHA is able to create a better living and learning environment.

The living and learning environment, which RHA has created, fosters the use of leadership skills in the role of improving life at OSUIT. Beyond the scope of allocating money and providing specific services, RHA also seeks to directly interact with the Residence Halls Staff and create a Hall Government.

Academic Advisement

The purpose of advisement is to link students with a knowledgeable, interested individual (typically a faculty member) who can provide them with the direction and information needed to enjoy a successful and valuable educational experience at OSUIT.

Five major roles of the Advisor at OSUIT are identified:

- Provide students with the information and direction needed to make good educational decisions; e.g., course load, course selection, course content, transferability of courses, add, drop, and withdrawal advice, etc.
- Refer students with special needs to appropriate support services; e.g., Counseling, Access Services, College Readiness Center, Student Financial Services, Library, Assessment Center, etc.
- Assist students in development of an educational plan, which outlines a realistic plan of study while at OSUIT, and, if appropriate, is compatible with transfer options.
- Provide career information to students.
• Serve as a motivator, mentor, and, at times, problem solver in order to help students achieve their educational objectives at OSUIT.

In a quest for quality and improved customer services, various aspects of our college and its operation are continually analyzed. Among the numerous activities that currently or recently have been under study are academic advisement, recruitment and retention, and efforts to better assess student academic achievement. Clearly, all of these are interrelated and are factors that affect our students and their chance for a successful college experience.

OSUIT’s philosophy regarding advisement is based on the assumption that a student who has been appropriately advised will make wiser academic decisions. Academic advisement, effectively delivered, can be a powerful influence on student development and learning and as such, can be a potent retention force on the campus.

Technology Utilization

As a technical college, a major emphasis is placed on new technologies that enhance effective learning environments for students. Industry support through donations of new equipment and labs to ensure hands on experience is practically unparalleled in the United States. Computer labs, approximately 80 on campus, offer students many simulations, which provide for critical thinking in authentic learning environments.

Student Satisfaction

Each spring semester since 1998, students have assessed OSUIT’s ability to provide educational strategies, activities, processes, and technologies to their level of satisfaction. In the most recent survey administered spring 2009, the following items rated from 6.04 at the top to 5.77 at the bottom on a 7.0 scale:

• The quality of instruction I receive in most of my classes is excellent (#18)
• The quality of instruction in the technical programs is excellent (#3)
• I am able to register for classes I need with few conflicts (#15)
• Internships or practical experiences are provided in my degree program (#9)
• I am able to experience intellectual growth here (#70)
• My academic advisor is knowledgeable about my program requirements (#32)
• Computer labs are adequate and accessible (#34)
• Nearly all of the faculty are knowledgeable in their fields (#58)
• My academic advisor is approachable (#6)
• The personnel involved in registration are helpful (#5)
• The campus is safe and secure for all students (#31)
• Program requirements are clear and reasonable (#66)
• Nearly all classes deal with practical experiences and applications (#64)
• Faculty are usually available after class and during office hours (#61)
• Admissions staff are knowledgeable (#41)
• Library resources and services are adequate (#14)
• On the whole, the campus is well-maintained (#68)
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Graduate Performance Guarantee

In 1993, OSUIT became the first Oklahoma College or University to guarantee the performance of its graduates.

OSU Institute of Technology certifies that this graduate has achieved graduate competencies identified by the appropriate academic department and its program advisory committee. If the graduate is judged to be lacking in job performance skills identified as exit competencies for the program of study, OSU Institute of Technology will provide up to nine tuition-free credit hours or equivalent of additional education.

Special conditions that apply to the Guarantee are as follows:
1. The graduate must have earned the AAS degree from OSUIT beginning April 1993 or thereafter in a technical program identified in the current college catalog.
2. The graduate must have completed the AAS degree at OSUIT with a majority of the credits being earned at OSUIT and must have completed the degree within a four-year time span.
3. Graduates must be employed full-time in an area directly related to the program of concentration as certified by the Office of Academic Affairs.
4. Employment must commence within 12 months of graduation.
5. The employer must identify deficiencies and certify in writing, within 90 days of the graduate’s initial employment that the employee is lacking specific entry-level skills guaranteed by OSUIT as a part of the degree program.
6. The employer, graduate, department head, chief academic officer and the appropriate faculty will develop a written educational plan for the needed education.
7. Education will be limited to nine credit hours related to the identified skill deficiency and to those classes regularly scheduled during the period covered by the education plan.
8. All education must be completed within three semesters from the time the educational plan is agreed upon.
9. The graduate and/or employer is responsible for the cost of books, insurance, uniforms, fees, room and board, tools and other course-related expenses.
10. The Guarantee certifies only that the graduate has achieved competencies identified as appropriate by the academic department and its program advisory committee.

The Guarantee process can be initiated by written notification from the employer to the President of OSUIT.

Core Competency 3d
*The organization’s learning resources support student learning and effective teaching.*

THE LIBRARY

The Library is designed for availability and access to a variety of resources to enhance student learning and faculty teaching. This facility includes print and non-print sources, electronic sources, and learning spaces for students and faculty. The Library also provides equipment for instructors to checkout for use in the classroom.
A variety of print sources for both academic and individual purposes includes fiction, non-fiction, and reference materials that are housed in the Library’s stacks. A collection of non-print sources including teaching videos, audio books, large-print sources, and CDs is also maintained.

The Library home page is easily accessible from the OSUIT home website. It lists links to electronic sources including databases, which provide citations, abstracts and full text articles from scholarly journals, academic and trade journals, popular publications, newspapers and other sources. In addition to the databases, other electronic resources include ebrary, interlibrary loans, software links, which prepare students for certification exams (automotive technicians, etc.) and other electronic services. Tours of the Library are a part of many Cornerstone classes. Also, a virtual tour of library services is available at the home page.

Eligible faculty and students can also participate in OK Share. This service allows faculty and students to use the collections of any OK Share library (most colleges and universities in the state of Oklahoma) on-site. Once the proper application has been completed, participants are issued a courtesy card, which may be used to borrow materials from other participating OK Share lending libraries.

The Library has learning spaces equipped with furniture and learning tools where either whole classes can be instructed or students can work in groups and have available the necessary technology and resources to effectively collaborate on projects. Some twenty-five computers are available in the main space. Both PC and Mac platforms are available with a variety of software and Internet services.

A variety of equipment is available for use by both faculty and students to enhance the learning experience. Fax and lamination service is available. Web-cams, laptops, projectors, cameras, and other equipment can be checked out for short-term and long-term use.

Staffing and accessibility are ample for effective teaching and learning. The Library has one full-time head librarian and two full-time assistants, in addition to several work-study students to aid students and faculty. The facility is centrally located on the campus with available hours posted on the website and at the facility that fit student needs. Also, students can take advantage of the service Ask a Librarian that offers live help at any time.

Some departments house their own collections of resources and computer labs for their students to use. Open computer labs are available in the Wilson Commons, Donald W. Reynolds Technology Center, Noble Center for Advancing Technology, as well as most academic instructional areas. Hours for access will vary according to scheduled classes and after-hours policies in individual areas.

**Library Expenditures**

In spite of a tumultuous economy over the past decade, much effort has been given to providing the OSUIT Library a sufficient operating budget. Expenditures are shown for five major categories. The reader should note the difference in personnel funding for FY01 included an audio-visual position, which is now included in the Computer and Information Services budget.
Table 55. Comparison of Library Expenditures 2000 – 2010

<table>
<thead>
<tr>
<th></th>
<th>FY01</th>
<th>FY05</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>236,798</td>
<td>153,875</td>
<td>168,680</td>
</tr>
<tr>
<td>Books &amp; Periodicals</td>
<td>95,000</td>
<td>95,000</td>
<td>40,000</td>
</tr>
<tr>
<td>Databases</td>
<td>10,000</td>
<td>60,165</td>
<td>120,000</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>8,550</td>
<td>28,550</td>
<td>17,550</td>
</tr>
<tr>
<td>Other</td>
<td>8,900</td>
<td>35,401</td>
<td>14,800</td>
</tr>
<tr>
<td>TOTAL</td>
<td>359,248</td>
<td>372,991</td>
<td>361,130</td>
</tr>
</tbody>
</table>

Practice Spaces

Providing facilities for students’ practical application of educational concepts is commonplace in our degreed programs. These spaces include the technology, resources, and staffing needed to help students learn effectively and be successful in their careers.

Most of the programs have labs equipped with computers, software, equipment, and learning spaces to provide application of theory. For instance, in the Visual Communications department, most of the courses are computer-based and taught in labs. Each lab has a projector connected to an instructor computer for demos and tutorials to provide step-by-step examples aiding in teaching. Labs include a multi-media lab and a photography lab. Other labs include an open lab for student after hours (available before 8 a.m. and after 5:30 p.m.), a beginner’s lab and an advanced lab with the most up-to-date iMacs, software, accessories and monitors.

Besides the computer technology needed for effective learning, OSUIT degreed programs also provide practice spaces for students in their individual departments. For instance, the Air Conditioning and Refrigeration program has labs equipped with HVAC equipment and training boards where electrical and mechanical jobs can be performed. The HEVI department offers diesel program labs where students practice and train on basic electric and hydraulic systems, diagnostics, disassembly and reassembly, repair and inspection. Another example is in the Construction division. Plumbing has a working mock-up of a house and commercial bathroom with lavatories, kitchen sinks, water closets, water heaters and eventually a dishwasher and whirlpool tub. The Culinary department has a myriad of kitchen and restaurant labs, where instructors mentor students in each of the labs through demonstration and observation.

In addition to the on campus practice labs, some of our departments have agreements for off-campus practice sites. In the Allied Health Sciences division, the Nursing program has learning environments monitored by faculty that provide a variety of learning options for contemporary nursing. The program has arrangements with local general medicine, continued care, rehabilitative, emergency health,
obstetrics, pediatrics and child care, and geriatric care facilities for students to enhance the learning environment.

**Strengths in Meeting Criterion Three**

- The adoption of WEAVEonline assessment management software has greatly improved OSUIT’s capacity to collect, organize, and utilize assessment data in a timely and effective fashion. The decision to abandon TractDat after considerable financial and time investments was a decision that required careful analysis. While the institution only moved to WEAVEonline in October 2008, the change is hailed by all users as a correct decision.

- The opportunity for OSUIT to participate in the HLC’s Assessment Academy is very beneficial to the institution. The direct interaction with other institutions and the sharing of best practices presents OSUIT with a level of intellectual debate with respect to assessment that could not be gained in any other way and in an economic fashion.

- OSUIT’s conceptual approach to both formative and summative assessment strategies has matured to a high quality level since the institution’s most recent comprehensive HLC visitation for continued accreditation.

- The institution can now clearly document changes in student learning experiences that are a direct result of assessment data. Without question, student learning is improving on a continuous basis.

- The feedback that program advisory committees has provided each program of study clearly has a positive impact on all programs. This feedback is an essential component for advancing technology programs of study in order to assure that the knowledge and skills provided students are relevant in today’s and tomorrow’s world of work.

- The growth of on-line education offerings by OSUIT has grown substantially during the past few years. Overall assessment data from these offerings do indicate that the effort is successful and well received by participants.

**Challenges and Recommendations**

- OSUIT must improve its commitment to multiculturalism in order to properly serve an ever increasing diverse student body. The improvement must come both in terms of programs and services, as well as assembling a more diverse faculty. A multicultural standing committee will be established before the beginning of the 2010-2011 academic year.

- The role of the library is evolving as new technology emerges. It is critical that OSUIT become more strategic in its plans for the future in order the serve all stakeholders with the academic library needs in the face of constrained budgets well into the foreseeable future. The library will complete and adopt a strategic plan by July 12, 2010.
CHAPTER FIVE

- The student support services offered by OSUIT basically represent high education’s traditional approach to providing these services. The changing demographics of OSUIT’s student body signals a need to become more innovative in providing student support services that meet the needs of students on- and off-campus. The institution will develop and implement two new student support services by the beginning of the 2010-2011 academic year.

- OSUIT, like many other public institutions of higher education, invests heavily on an annual basis in developmental education. The current model is only marginally effective and must improve within the next five years. The model must become more engaging and incorporate new and emerging mobile technology in order to meet the needs of students. OSUIT will design and conduct a pilot test during the 2010-2011 academic year using the best practices of the “learning communities” concept to deliver developmental education.
CHAPTER SIX
CRITERION FOUR
ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE
CHAPTER SIX

Criterion Four
Acquisition, Discovery and Application of Knowledge

Core Component 4a
The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Oklahoma State University Institute of Technology strives to promote an atmosphere that values a life of learning. The Strategic Plan, Goal One states “Continually strengthen the institution’s commitment to lifelong learning and career development by providing world-class advancing technology education programs and services.”

FINANCIAL SUPPORT FOR LEARNING – STUDENTS

Various Financial Services

The institution supports student learning with a variety of financial allocations. Students have the opportunity to apply and be considered for various financial sources for educational funding. These include:

Federal Pell Grants - Federal Pell Grants are available to help undergraduate students pay for their education after high school. For Federal Pell Grant purposes, an undergraduate is one who has not earned a bachelor’s or professional degree. Federal Pell Grants provide a foundation of financial aid to which aid from other federal and non-federal sources may be added. Federal Pell Grants do not have to be repaid.

SEOG (Supplemental Educational Opportunity Grant) - Federal Supplemental Educational Opportunity Grants are available to undergraduate students with exceptional financial need as determined by the Student Financial Services Office. Priority must be given to Federal Pell Grant recipients. Federal SEOG does not have to be repaid.

ACG (National Academic Competitiveness Grant) - The Federal ACG program is available to those students who completed a rigorous high school program after January 1, 2005, are U.S. Citizens who are eligible for a Pell Grant and who are enrolled full-time. The award is for freshman and sophomore students.

SMART (National Science and Mathematics Access to Retain Talent) Grant - The Federal SMART grant provides assistance for full-time undergraduate students who have attained Junior or Senior level status by the Registrar in an approved major, are receiving a Federal Pell Grant, are U.S. citizens and who meet the grade point average requirements.

OK Promise - OSUIT participates in the OK Promise program, which provides scholarships equivalent to all or part of tuition expenses for students who complete the programs’ requirements while in high school. Students who have been certified by the Oklahoma State Regents for Higher Education (OSRHE) as having completed the high school requirements for OK Promise are eligible for the scholarship. Eligibility is ultimately determined by the OSRHE.
CHAPTER SIX

OTAG (Oklahoma Tuition Aid Grant) - OSU Institute of Technology participates in the Oklahoma Tuition Aid Grant program (OTAG) that is sponsored by the Oklahoma State Regents for Higher Education. Applicants must be residents of the state of Oklahoma. Tuition aid grants are made based on demonstrated financial need and are funded with a combination of state and federal funds.

Resident Tuition Waiver - Resident Tuition Waiver scholarships are granted to Oklahoma residents to pay all or a part of the student’s cost of resident tuition. Eligibility is based on financial need, scholarship and achievement or eligible full-time employees. Waivers are awarded through the Office of Student Financial Services.

Non-Resident Tuition Waiver - Nonresident Tuition Waivers are awarded to students who meet specific criteria, who are not Oklahoma residents, to pay all or part of the students’ cost of nonresident tuition.

Vocational Rehabilitation/Veterans Benefits - Veterans and students eligible to receive financial benefits under any federal or state rehabilitation programs may receive assistance from the coordinator of agency students. Oklahoma sponsored rehabilitation students are served through the Sponsored Student Services.

Perkins Loan - The Federal Perkins Loan Program is available to eligible OSUIT students who need a loan to help meet educational expenses. Federal Perkins Loans must be repaid beginning nine months after graduation, leaving school, or dropping below half-time (six semester credit hours) status. A separate Federal Perkins Loan Application must be completed.

Stafford Loans - Federal Stafford Loans are low-interest loans made to students attending OSUIT at least halftime. These loans are made by lenders such as banks, credit unions, or savings and loan associations. These loans are insured by the guaranty agency in each state and reinsured by the federal government. Federal Stafford Loans must be repaid beginning six months after graduation, leaving school, or when dropping below half-time (six semester credit hours) status. The Federal Subsidized Stafford Loan is based on financial need. The loan amount will depend on financial need, which the college's financial aid office will determine.

The Federal Unsubsidized Stafford Loan is a student loan that is not based on financial need. The loan amount will depend on the cost of attendance at OSUIT and the amount of other aid the student is receiving. The student is responsible for paying the interest on an Unsubsidized Stafford Loan while in school.

Parent PLUS Loan - Federal Plus loans are for parents who want to borrow to help pay for their children's education. These loans provide additional funds for educational expenses and, like Federal Stafford Loans, are made by a lender such as a bank, credit union, or savings and loan association. These loans are credit-based. Should a parent be denied a PLUS loan based on their credit, a student can check eligibility for additional unsubsidized loan money. For further information on Federal Plus loans contact OSUIT's Student Financial Services Office or a lending institution.

Scholarships - Various types of scholarships may be offered to graduating high school seniors interested in attending OSUIT and to current OSUIT students. Several on and off-campus organizations and individuals also offer scholarships to OSUIT students.
CHAPTER SIX

**Federal Work Study** - The Federal Work-Study program provides part-time employment for students with financial need who want to earn a part of their educational expenses. As a participant in the Federal Work-Study program, OSUIT’s Student Financial Services Office arranges part-time employment for eligible students on campus.

**Institutional Work Study** – Part-time employment for a limited number of students is available through the Office of Human Resources.

**FINANCIAL SUPPORT FOR LEARNING – FACULTY /STAFF**

**Tuition Waiver and Release Time**

All employees on the campus of OSUIT have the opportunity to receive a tuition fee waiver at any campus in the Oklahoma State University System. The tuition fee waiver provides one-half the fee of a maximum of six credit hours. In addition, OSUIT provides three hours of release time for any employee attending a class. The tuition fee waiver form is available on the website.

**Professional Development Opportunities**

In order to fulfill Strategic Plan Goal Three which states, “Practice an organizational tone and culture that promotes, supports, and rewards students, faculty and staff who achieve their educational, career and professional goals,” OSUIT provides multiple opportunities each academic year for both faculty and staff. In the previous academic year, on-campus professional development opportunities such as Helping Students Persist Retention Workshop, Fostering Multiculturalism on Campus, Academic Service Learning, Suicide Prevention/QPR Training, Safety Training, and Introduction to Office 2007 have been offered. Beginning in 2009, OSU-Stillwater has asked the Office of Human Resources to maintain and submit to them, a list of all Professional Development sessions held on this campus including a roster of participants. That information will be available for the team to review at the time of the visit.

**PUBLIC ACKNOWLEDGEMENT OF ACHIEVEMENT**

**Students**

Each academic year, students are acknowledged for their academic accomplishments at the scholar banquet. In addition, each semester a graduate news release is sent to not only the local newspaper, but also to each student’s home community newspaper. Bachelor of Technology graduates are honored at their “hooding” ceremony.

Each academic semester, an induction ceremony is conducted for Phi Theta Kappa (PTK), Beta Alpha Alpha, the campus five-star honor society. In addition, to recognize the PTK and honor roll students, stoles are worn during graduation.

The OSUIT webpage is utilized to honor the accomplishments of students. For example, the Multicultural Student Association officers were introduced for the 2008-2009 academic year and the graphic design students were recognized for their public service project.
CHAPTER SIX

Faculty/Staff

The OSUIT webpage is utilized to recognize the accomplishments of faculty and staff. All news stories are submitted to local or regional newspapers, and simultaneously appear on the website to be archived. Some four to five years of stories can easily be accessed by any reader.

Core Component 4b
The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

To demonstrate the acquisition of knowledge and skills and the exercise of intellectual inquiry, student success is measured, and all OSUIT programs have established goals linked to direct and indirect assessment of student learning.

Each program at OSUIT has a mission and value statement, which reflects both the college mission and philosophy along with the beliefs of the faculty at OSUIT. The philosophy of OSUIT, as stated in the catalog, reads “The institution believes learning is a lifelong process that helps individuals develop their potential and increase their awareness of and capabilities and for making reasoned choices.”

Those attributes that OSUIT wishes to see in its graduates drive the development, review, and revision of curricular and co-curricular activities at the college. As written in the catalog, “The academic divisions determine student learning objectives and then systematically gather, document, analyze, and interpret evidence of student learning.”

GENERAL EDUCATION

General Education at OSUIT employs current technology and diverse learning methods to engage students in interactive learning processes. Students are introduced to broad based knowledge, skills, and analytical and evaluative tools needed to lead productive and fulfilling lives in leadership and service to the community. The programs and their general education course requirements are outlined in the OSUIT catalog.

Currently, each of the seventy-one general education courses at OSUIT seamlessly transfers to all other state colleges. Curriculum representatives meet annually with the Oklahoma State System of Higher Education, the state’s legal structure responsible for providing public education at the collegiate level.

Table 56. General Education Requirements by Program

<table>
<thead>
<tr>
<th>Program of Study or Discipline</th>
<th>Required General Education Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Awarded (Total Length)</strong></td>
<td></td>
</tr>
<tr>
<td>Air Conditioning and Refrigeration Technology Associate in Applied Science (90 Credits)</td>
<td>21 Credit Hours</td>
</tr>
<tr>
<td>Automotive Collision Technology Associate in Applied Science (82 Credits)</td>
<td>24 Credit Hours</td>
</tr>
<tr>
<td>Automotive Service Technology Programs Associate in Applied Science (84 to 90 Credits)</td>
<td>18 – 27 Credit Hours</td>
</tr>
</tbody>
</table>
### Program of Study or Discipline

| Business Associate in Science (60 Credits) | 39 Credit Hours |
| Construction Technology Programs Associate in Applied Science (90 Credits) | 21 – 24 Credit Hours |
| Culinary Arts Associate in Applied Science (90 Credits) | 22 Credit Hours |
| Diesel & Heavy Equipment Technology Programs Associate in Applied Science (74 to 88 Credits) | 24 – 27 Credit Hours |
| Engineering Technology Programs Associate in Applied Science (75 Credits) | 28 – 39 Credit Hours |
| Engineering Technology Programs Bachelor of Technology (126 to 128 Credits) | 44 – 54 Credit Hours |
| Gaming Associate in Applied Science (61 Credits) | 28 Credit Hours |
| Information Technologies Associate in Science (63 Credits) | 38 Credit Hours |
| Information Technologies Associate in Applied Science (74 Credits) | 36 Credit Hours |
| Information Assurance & Forensics Bachelor of Technology (124 Credits Hours) | 53 Credit Hours |
| Nursing Associate in Applied Science (72 Credits) | 33 Credit Hours |
| Office Information Systems Technology Associate in Applied Science (60 Credits) | 18 Credit Hours |
| Orthotics & Prosthetics Technology Associate in Applied Science (73 Credits) | 32 Credit Hours |
| Precision Agriculture Technology Associate in Applied Science (90 Credits) | 42 Credit Hours |
| Pre-Education Elementary, Early Childhood Or Special Education Associate in Science (60 Credits) | 55 Credit Hours |
| Pre-Education Secondary Education Associate in Science (60 Credits) | 45 Credit Hours |
| Visual Communication Programs Associate in Applied Science (88 – 91 Credits) | 24 – 25 Credit Hours |
| Watchmaking & Microtechnology Associate in Applied Science (94 Credits) | 22 Credit Hours |

### Associate in Science Degrees

Each Associate in Science (A.S.) degree is a transfer degree. Associate in Science degrees are offered in the areas of education, business and information technologies. The courses offered cover communications, math, science, social science, business and foreign language fields. The students are provided with courses that allow virtually seamless transfer possibilities to a four-year higher education institution.
CHAPTER SIX

TECHNICAL PROGRAMS

Associate in Applied Science Degrees

The Associate in Applied Science (A.A.S.) degrees are provided by each of the technical programs on the campus of OSUIT. Each Associate in Applied Science degree requires a minimum of eighteen general education credits, and most degrees have a greater number. The remaining credit hours are devoted to the technical and related subject areas.

Bachelor of Technology Degrees

The Bachelor of Technology (B.T.) degrees are offered in the areas of Information Technology and Engineering Technology. Each of the Bachelor of Technology degrees increase and build upon the knowledge the students received in their associate degree programs. The Bachelor of Technology degrees require a minimum of 124-128 semester credit hours.

ASSURANCE OF LEARNING

Six core objectives serve as OSUIT’s student competency statements covering a broad range of knowledge and skills. The core objectives map a student’s pursuit of lifelong learning that “cuts across occupational and academic titles,” as stated in OSUIT’s catalog. The College has put in place a system-wide approach to assessing those outcomes and curriculum to ensure that students are learning. Each Division has an assessment process and is accountable for tracking, analyzing, and measuring the outcome, reviewing their curriculum and making improvements and modifying when necessary.

OSUIT’s Core Objectives:

1. Communication: Effectively communicate electronically, verbally, and in writing;
2. Critical Thinking: Demonstrate logical, systematic problem-solving techniques;
3. Ethics and Diversity: Develop and display a sense of personal, social and professional ethics;
4. History and Government: Explain the cultural heritage and primary elements of the history and government of the U.S. people, especially as it impacts one’s industry or field of study;
5. Technology: Access and use technology appropriate to one’s industry or field of study;
6. Service Learning: Provide opportunities for students to effectively utilize learned technologies and processes to aid various constituencies in the community.

The above Institutional Core Objectives are embedded in each course throughout the curricula and have been aligned with one or more goals for student learning in the program.

Core Component 4c

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

Six Core Objectives

OSUIT’s six core objectives is a set of expectations for each student that begins in a student’s general education courses and continues into their program courses. The core allows for the institution to assess all graduates with consistency. The core also corresponds with the mission of the institution.

The mission of OSUIT states “Oklahoma State University Institute of Technology provides comprehensive, high-quality, advancing-technology programs and services that prepare and sustain a diverse student body as competitive members of a world-class workforce and contributing members of society.” The common core curriculum provides the foundation for OSUIT graduates by focusing on the areas that will allow them to be productive individuals.

STUDENTS

Student Interns

Industry specific students are required to complete internships, which are incorporated throughout the duration of their specific program of study. The number and duration of these vary widely, based in part on the Industry and how the Advisors identified the curricular needs. While the Internships in Natural Gas Compression are simply two during the summer semester, many of those in Automotive Service and HEVI occur either the first half or second half of every semester. In Air Conditioning, because of the seasonal work demands, an intern may be on his or her internship the last half of one semester (such as spring) and the first half of the next (summer) semester.

Graduates

Each graduate of a program of study from OSUIT is required to complete a Graduate Exit Survey. This information is then utilized to make advancements in the area of technology within individual programs of study.

Alumni Survey

In addition, industry-specific programs rely on alumni surveys to provide feedback on the usefulness and relevance of the instructions the alumni received to again make needed changes to programs of study, including individual courses, in order to keep stride with advancing technologies.

Course Evaluations

OSUIT faculty are asked to ensure their students complete course evaluations each academic semester. These course evaluations are available both in a traditional format as well as online. Course evaluations ensure complete anonymity for each student. The results of the course evaluations are available at the completion of each semester. Traditionally, faculty utilize this resource to make needed course corrections and additions.
CHAPTER SIX

Employers and Service Mentors for Interns

All programs requiring internships evaluate the intern students on the effectiveness of the education and training that they have received in their program of study. Internship packets are developed for all technical programs, and while they may vary slightly in content and student assignments, all require students to communicate with the supervising Intern instructor during the Internship. The writing of reports and the keeping of journals is standard practice. The methodology varies from paper, to email, to even a few mentors in the Industry posting through D2L.

Advisory Groups

Each industry-specific program has an advisory group comprised of business leaders in that occupational field. These advisory groups meet regularly with administration and faculty to review the program’s curriculum and its relevance to today’s workplace, as well as to observe the students and equipment. These advisory groups recommend change based on observation, program evaluations, and knowledge of the work field. In addition, advisory groups often request presentations from groups across campus. For example, the Ethics faculty have presented on workplace ethics and the incorporation of ethics into the program of study.

Core Component 4d
The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

“Oklahoma State University Institute of Technology is committed to creating and maintaining a productive living and learning community/environment which fosters the intellectual, personal, cultural and ethical development of its students.” - Student Rights and Responsibilities Governing Student Behavior, 2009 Edition.

POLICIES AND PROCEDURES TO ENSURE ETHICAL CONDUCT

Academic Dishonesty

All OSUIT syllabi contain an Academic Dishonesty statement similar to the following: Academic dishonesty or misconduct is neither condoned nor tolerated at OSUIT. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action. Academic dishonesty and/or misconduct includes, but is not limited to, the following actions: (1) Plagiarism: the representation of previously written, published, or creative work as one’s own; (2) Unauthorized collaboration on projects; (3) Cheating on examinations; (4) Unauthorized advance access to exams; (5) Fraudulent alteration of academic materials; (6) Knowingly cooperating with another person in an academically dishonest undertaking. Students are required to actively protect their work against misuse by others.

Student Rights and Responsibilities Governing Student Behavior

“The purpose of the Student Rights and Responsibilities Governing Student Behavior is to inform the student body of the standards of behavior expected of students in the OSUIT community, the processes in place for enforcing the rules, and the University’s response to violations.” The Student Rights and
Responsibilities Governing Student Behavior document is updated yearly, and is made available to all students via the website and in print in different departments around campus. For details, refer to The OSUIT Student Handbook available online at http://www.osuit.edu/handbook/.

Student Handbook

The Student Handbook provides students with information about Residential Life, Computer Usage Policies, Financial Aid, University Services, and other campus policies. (See http://www.osuit.edu/campus_community/student_handbook/)

Employee Handbooks

Employee handbooks are available in three different categories: Faculty, Administrative and Professional (A&P) Staff, and Classified Staff. Needed resources and policies pertinent to one’s employment classification may be found in these documents, which are available on the employee website as “print on demand.”

OSU Institute of Technology Policy & Procedure Manual

The OSU Institute of Technology Policy & Procedure Manual serves as an operational guide for employees. The Classified Employee Handbook, Administrative/Professional Employee Handbook and Faculty Handbook also provide general information about OSUIT. (All are available on the employee website as well as in the Resource Room.)

Computer Usage Policy

The Computer Usage Policy states that “anyone who accesses, uses, destroys, alters, or damages University information resources, properties or facilities without authorization, may be guilty of violating state or federal law, infringing upon the privacy of others, injuring or misappropriating the work produced and records maintained by others, and/or threatening the integrity of information kept within these systems. Such conduct is unethical and unacceptable and will subject violators of this Policy to disciplinary action by the University, including possible termination from employment, expulsion as a student, and/or loss of computing systems privileges. (See http://www.osuit.edu/campus_community/cis/computer_usage.php)

Co-curricular and Curricular Activities

OSUIT provides several activities that promote social responsibility. Each year Student Life hosts Alcohol Awareness Week. The following are examples of some of the co-curricular activities they’ve hosted: Victim’s Impact Panel; Faces of Meth; Alcohol Effects Simulations; Free Men’s Lunch and Free Ladies Lunch to gather facts and ammunition to help friends make responsible decisions, while exploring the potential consequences of irresponsible drinking; and a Luau to show that it is possible to have fun without drinking alcohol. Each year, Student Life also hosts a Voter Registration Day in conjunction with Constitution Day on September 17.

Some of the curricular activities include taking students to work at the Health Department last summer to help with an immunization fair. In a Comparative Cultures class, students have a project where they
must “walk a mile in other people’s shoes.” One instructor assigns a project in which students are to devise a use for throwaway items (plastic bottles, plastic shopping bags, etc.) that not only exhibits entrepreneurial thinking, but also promotes environmental awareness. Another instructor has her students conduct an Ethics Professional Interview by selecting a professional from their area of specialization. They use an Ethics Professionalism Questionnaire to interview the individual concerning his/her professional practices and ethical behavior. The ultimate purpose of this assignment is to promote ethical responsibility and social awareness in the workplace. One last example is one of the Ethics classes, which has a service learning component worth 15% of the student’s grade. They choose a project at an approved agency, must complete 10 clock hours, then make a class presentation on their experience.

**Intellectual Property Rights**

The Library Director provides general library instruction and includes a section on intellectual property rights. The Library also includes the following as part of the Interlibrary Loan Policy:

*The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyright materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy is not to be “used for any purpose other than private study, scholarship, or research.” If a user makes a request for, or later uses a photocopy or reproduction for purposes in excess of “fair use” that user may be liable for copyright infringement. The Learning Resources Center of OSU Institute of Technology reserves the right to refuse to accept an Interlibrary request if, in its judgment, the request would involve violation of the copyright law.*

OSUIT’s Computer Usage Policy also states the following: “Access to the information resource infrastructure both within and beyond the University campus, sharing of information and security of the intellectual products of the community all require that each and every user accept responsibility to protect the rights of the community”.

**Strengths in Meeting Criterion Four**

- The release time that the institution provides makes it possible for many employees to seek higher degrees. OSU Graduate School advisors come to campus for the convenience of faculty and staff seeking advanced degrees. There are also professional development opportunities that assist in keeping employees current in the use of technology.

- OSUIT has incorporated quality, transferrable general education curricula into each of its degree programs.

- Since the implementation of core campus assessment, there has been a wide-spread effort for cooperation and integration between the general education courses, the industry-specific courses, and their respective instructors.

- The internship format provides students with not only the knowledge required for their chosen field, but also experience within that field in a work environment.
The advisory groups utilized by the technical programs provide additional feedback that allows the programs to remain current in the field. Students are able to enter the workforce with current skills that will make them valuable employees.

Modern, well-equipped and state-of-the-art labs provide exemplary learning opportunities for students.

The Capstone experience ensures student skills and abilities culminate in the desired outcomes of each program.

The convenience and accessibility of important campus documents now available on the website, including the Catalog, student and employee handbooks, and Policies and Procedures, is a major accomplishment.

**Challenges and Recommendations**

- OSUIT does not yet reward Staff for the acquisition of higher degrees. Some form of recognition to those employees who have completed higher education degrees is needed.

- Students need to be more widely informed of the opportunities for financial assistance that are available to them both at OSUIT and as they transfer to other higher education institutions. Workshops could be developed to provide this information.

- More information on intellectual property rights needs to be made available on the OSUIT website. The library, in conjunction with an updated webpage, can provide applicable information concerning intellectual property rights.

- Mandatory course evaluations would provide the faculty, staff, and administration of each program valuable information and recommendations for improving each degree program. In addition, mandatory course evaluations would allow for programs to compare student responses across disciplines.

- While the amount and variety of professional development has increased a great deal in the last decade, there is still a need for much more to be offered.

- The number and percentage of faculty and staff who participate in the various professional development offerings is low.
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CHAPTER SEVEN
CRITERION FIVE
ENGAGEMENT AND SERVICE
Criterion Five
Engagement and Service

Core Component 5a
*The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

A Capacity to Serve

OSUIT has a unique role in higher education in Oklahoma. The institution serves a diverse multicultural population of students through programs in technology and the service industry. Educational programs are guided by the institution’s core objectives, which include the teaching of broad-based workplace skills through application-focused learning which includes the teaching of quality communications skills; problem-solving techniques; personal, social, and professional ethics; heritage and government classes and how they pertain to the industry and one’s field of study; and appropriate technology skills.

First Generation Students

Approximately 52% of OSUIT’s students are first-time, first generation in college. Nationally, these students have a lower retention rate (are more likely to drop out) than other student categories because they do not know how to access services, and family members are unfamiliar with college processes, and are unable to help. At OSUIT there is a 12 percentage point higher retention rate than the national average—56% compared to the national average of 44%. The figure below is from a 2008 retention report from the Office of Institutional Research.

**Figure 6. Retention Rate by Family Education Status**
Wide Range of Academic Capabilities

As an open door institution, OSUIT serves a wide range of students and student abilities. Based on fall 2009 demographics, the following information describes OSUIT’s student body:

**Table 57. Educational Background of Fall 2009 Students**

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Graduate</td>
<td>Attended</td>
</tr>
<tr>
<td>1199</td>
<td>1431</td>
</tr>
<tr>
<td>Concurrent HS</td>
<td>Graduated</td>
</tr>
<tr>
<td>94</td>
<td>46</td>
</tr>
<tr>
<td>GED</td>
<td>No College</td>
</tr>
<tr>
<td>44</td>
<td>1541</td>
</tr>
<tr>
<td>HS Graduate</td>
<td></td>
</tr>
<tr>
<td>1681</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong> 3018</td>
<td><strong>TOTAL:</strong> 3018</td>
</tr>
</tbody>
</table>

The average ACT composite on the OSUIT campus is 18.5, a number that has fluctuated very little during the past few years.

**Table 58. ACT Composite Distribution of Fall 2009 Students**

<table>
<thead>
<tr>
<th>Composite Score</th>
<th>Male Students</th>
<th>Female Students</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>11-15</td>
<td>235</td>
<td>119</td>
<td>354</td>
</tr>
<tr>
<td>16-20</td>
<td>544</td>
<td>294</td>
<td>838</td>
</tr>
<tr>
<td>21-25</td>
<td>260</td>
<td>142</td>
<td>402</td>
</tr>
<tr>
<td>26-30</td>
<td>42</td>
<td>26</td>
<td>68</td>
</tr>
<tr>
<td>31-</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>1086</strong></td>
<td><strong>585</strong></td>
<td><strong>1671</strong></td>
</tr>
</tbody>
</table>

Special Programs and Services

The M-POWER and ABE (Adult Basic Education) programs are a part of the Workforce Development division and provide education and job internship skill-building classes for individuals who are seeking high school equivalency diplomas and/or skills leading into a career.

The Adult Basic Education program at OSUIT assists adult students to obtain lifelong learning skills for home, community, work, and/or college; assists adult parents to achieve skills necessary in the educational development of their children; and assists adults in the completion of a high school education (GED).

The ABE program is for adults who have not earned a high school credential. The classes enable them to work toward passing the GED test, which is a step toward a better future. Passing the GED test can mean a better job, further training, or higher education. Achieving the goal to earn a high school diploma can also improve an individual’s self-image, and parents then encourage their children to finish school. The lifetime earnings of a person with a high school diploma are about $1.2 million.

The purpose of M-POWER (Oklahoma State Department of Human Services’ TANF program) is to set forth a process designed to provide vocational education and/or other necessary skills needed to gain
employment for eligible recipients. Programs must provide a minimum of 35 hours per week as they provide the necessary training and support services to meet local employment needs.

Diversity and Demographics

The campus works diligently to improve ethnicity among its students, faculty and staff. However, the numbers differ considerably from the city of Okmulgee where the percentage is nearly equal in its split into three groups: Caucasian, Native American, and African American. The following depicts the current demographics of OSUIT’s student body:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1891</td>
<td>62.7</td>
</tr>
<tr>
<td>Indian</td>
<td>744</td>
<td>24.7</td>
</tr>
<tr>
<td>Black</td>
<td>220</td>
<td>7.3</td>
</tr>
<tr>
<td>Asian</td>
<td>29</td>
<td>1.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>71</td>
<td>2.4</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>0.4</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>32</td>
<td>1.1</td>
</tr>
<tr>
<td>Unknown</td>
<td>18</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Linked to Needs of Employers

Because of the strong partnership agreements, collaborations, and participation with more than 600 advisory committee members, the College is inextricably linked to the needs of employers. For students in the automotive and heavy equipment areas, the manufacturer-specific programs testify to the strong industry ties. Other programs, such as those in the Construction and Engineering Technology divisions, host job fairs where employers come to campus to meet that semester’s graduates and internship candidates with a goal of hiring the best and most.

Responding to Changing Needs of the Stakeholders

The institution conducts environmental scanning periodically to ensure it remains a leader in technical education. OSUIT’s mission, for example, was “tweaked” slightly in 2005 as a part of the OSU system-wide strategic planning process, to more closely describe the focus of the campus programs and services.

Economic and budgetary concerns may have slowed the institution’s addition of new degree programs during the past few years, but scanning has occurred just the same. Niche markets and technologies have been identified, and resulted in new degrees such Precision Agriculture Technology and Power Plant Technology, for example. Some forward thinking industries, such as Aggreko and Manitowoc, have realized the workforce shortages they’ll soon be facing, and have partnered with OSUIT for new programs for their industries. In other cases, advancing technologies have influenced existing degrees such as Engineer Technologies at the A.A.S. level where NanoScientific Technology was added as a fourth degree option.
CHAPTER SEVEN

Allied Health Sciences

The Nursing A.A.S. degree was added within the past decade as a response to a local, state and national shortage. Graduates may sit for licensure at the Registered Nurse level. While Nursing programs are definitely more expensive to operate, the payback in terms of students and credit hour generation is notable. Scanning has resulted in research completed on potentially new programs such as Radiology Technician, Allied Health, and Respiratory Therapist, just to name a few. In fact, with the design and completion of the new Allied Health Sciences Center, additional open space was built in hopes of later filling it with a new health program.

Bachelor of Technology Degrees

Much has already been written regarding the Bachelor of Technology degrees, but it is important to note that their addition was in response to the needs of business and industry for more technical graduates with baccalaureate level credentials. These three BT degrees have certainly proved their value, based on employer input and student interest. Currently, and in response to an identified need, OSUIT has submitted a proposal to the State Regents for approval of a fourth BT degree, that in Advanced Manufacturing Technology.

A.S. Degree Serves Local Needs

At the time of the comprehensive visit in 2000 OSUIT did not have the BT degree, but it only received approval to offer the Associate in Science (A.S.) transfer degree in 2001. Until this time the State Regents had restricted the function of the OSUIT campus to technical education, which resulted in the A.A.S. degree.

Through public request, a great deal of needs analysis and local legislative delegation support, the State Regents did approve a function change resulting in approval for the first three A.S. degrees: in Pre-Education (with options at the elementary or secondary level), Business and Information Technology. Local support has been overwhelming, with slightly more than 10% of the fall enrollment attributed to A.S. majors. More significant, however, is that during the 2008-2009 academic year, the 150 A.S. graduates accounted for 26.3% of total graduates (569).

College of the Muscogee Nation

Another example of OSUIT’s responsiveness to its constituencies is found in the partnership with the developing College of the Muscogee Nation (CMN). OSUIT offers a variety of general education and tribal-specific courses on behalf of the CMN. The CMN offers degrees in Gaming (approved through the Oklahoma State Regents for Higher Education for awarding through OSUIT), Tribal Services, Native American Studies, and Police Science (offered through a partnership with the OSU-Oklahoma City campus). A joint steering committee of OSUIT and CMN leaders meets monthly to ensure cooperation and provide oversight.

Attention to Diversity

As previously indicated, there is a diversity of persons and races within Okmulgee County and the City of Okmulgee where the three major groups are Caucasian, Native American and African American. OSUIT recognizes the importance to proactively seek opportunities for education and interaction of all in
numerous ways. A strong emphasis has been placed on international student exchanges, resulting in several students each semester being enrolled and residing on campus.

Multicultural activities occur each semester, with some of the larger ones being community luncheon events such as “A Taste of Africa” and “A Taste of Mexico.” The International and Multicultural Student Association, MISA, was chartered in 2007, and is quite active as well as NASA – the Native American Student Association.

A multiculturalism course, HUM 2563 Comparative Cultures, was created to emphasize diversity, and promote multiculturalism and tolerance among students. The Diversity Self-Study was developed in 2006 and is scheduled for revision during the 2009-2010 academic year.

**Outreach Programs**

OSUIT and its employees are active in numerous local and statewide activities and organizations. Currently one staff member is the President of the local Chamber of Commerce. Another individual recently participated in Leadership Oklahoma. Still another sits on the Governor’s Council on Workforce and Economic Development. The President currently sits on the Okmulgee Area Development Corporation board, Okmulgee County’s overseer for the recruitment of Economic Development to the area. Several OSUIT faculty mentor area high school technology clubs through the nationally recognized *First Robotics* program that endevors to enlighten young people in the ways of engineering and technology.

During the summer of 2009, the State Regents began an initiative, *Making Place Matter*, which focuses heavily on regional stewardship, which means boundary-crossing to build sustainable places and focuses on the imperatives of an innovative economy, livable communities, collaborative governance, and social inclusion. The concept is gaining traction nationwide, as communities come to the realization that their greatest opportunities and most daunting tasks cross geographic, political, and economic lines. To be successful the concept demands sustained commitment and dialogue from a wide range of leaders. The primary goal of the *Making Place Matter* project is to provide tools and practical insights to community and campus leaders as they seek to build and deepen their relationships to create more vital and viable places.

A great deal of collaboration also exists with the Creek Nation in terms of the College of the Muscogee Nation, Green Country Technology Center, with the area high schools for concurrent enrollment of their students, and with the Oklahoma School of Science and Mathematics for their local satellite program housed on the OSUIT campus.

**Extending Education Off Campus**

Coursework and academic services are often provided off campus for the convenience of OSUIT constituents. Two key examples include high school concurrent courses offered at various county high schools as well as ACT Prep workshops. Online course delivery also provides access for individuals who do not wish to travel to campus or are place bound. The local satellite of the Oklahoma School of Math and Science provides accelerated coursework for county juniors and seniors who wish to remain at their high schools rather than commit to the residential campus in Oklahoma City.
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Service learning and volunteerism projects undertaken by OSUIT students serve the community in various ways. CarniFall is a Student Life-sponsored event held prior to Halloween to provide safe activities for the children of students, employees, and even the Okmulgee community. Likewise, the annual Children’s Christmas Party provides gifts and photos with Santa for some 400 children ages 0-12.

EDTC Programs

The Economic Development and Training Center (EDTC) is the arm of OSUIT, positioned to assist small- and medium-size businesses and organizations in improving their quality and productivity by providing assistance, training and resources including industry specific employee training programs. Programs may be designed as credit or noncredit programs and are most often short-term intensive courses.

One example of economic outreach also includes OSUIT’s Quality Lab which is an ISO-9001-2008 certified lab as well as a teaching classroom. The institution does third-party inspections for customers within a one to three day turnaround. The lab has the ability to check both Rockwell and Brinell hardness, liquid penetrant and magna-flux. The lab also has a computerized optical comparator with a 30” screen and a Brown & Sharp Micro Val coordinate measuring machine along with an electronic height gage on a 4’ X 6’ granite surface plate.

As well as the inspection equipment, OSUIT also offers classes for partners that can be customized to fit their requirements. The institution can offer classes in all of the inspection equipment or processes in the lab or at the customer’s site including classes in Geometric Dimensions and Tolerances.

Another long-standing program is the CATT project, which also assists small- and medium-size manufacturers who wish to be certified to meet specifications for government and military contracts. In this case, the CATT program assists individuals as they learn reverse engineering for making parts for aging aircraft. Their sequence includes making a prototype, testing it, and gaining “first article approval” through a certified Quality Lab. They are, then, eligible to bid on government military contracts.

Core Component 5b
The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Alternative Course Delivery

In an effort to continually strive to meet the ever-changing needs of our student-base, an alternative delivery format for technology-based courses has been proposed by the Distance Learning Committee as an Internet Hybrid program. That recommendation which would better market technology-based courses to potential students follows:
Table 60. Alternative Course Delivery Methods

<table>
<thead>
<tr>
<th>Registrar’s Section</th>
<th>What we call the course</th>
<th>Description</th>
</tr>
</thead>
</table>
| NT                   | Internet or Online      | ▪ NO expectation for the student to be on campus  
▪ 100% online  
▪ Student pays the $25/credit hour electronic service delivery fee |
| NH                   | Internet Hybrid         | ▪ Majority of the course is delivered online  
▪ May require no more than 1-3 trips to campus  (including orientation, any presentations or tests)  
▪ Student pays the $25/credit hour electronic service delivery fee |
| BL                   | Blended                 | ▪ Student attends 1-2 days per week on campus  
▪ Remainder of time for the course is done electronically by the student on his/her computer at any location  
▪ NO $25 electronic service delivery fee  
▪ The class schedule shows only the specific days and times that the student must attend the course on campus |

Extension of Learning

In December 2006, the HLC Institutional Actions Council voted to extend the college’s accreditation to include a new degree site in Pryor at the Mid-America Industrial Park where it had offered 1000 and 2000 level courses since 2000.

Transfer agreements are also in place with students who wish to pursue OSUIT’s BT degree in Information Assurance and Forensics. Two at this time are the most notable: with Rose State College in an Oklahoma City suburb and with Richland College in Dallas, TX. Distance learning and the advances in online course delivery also add to OSUIT’s capacity to serve multiple constituents.

Outreach Resources

Various workshops are offered each semester. These are utilized as resources for PK-12th grade teachers, students on campus, and some from off-campus, as well. Additionally, a Comparative Cultures class is taught each semester through the Arts and Science Division. Outreach resources include:

▪ An annual Arts and Science Division Open House  
▪ Financial Aid workshops  
▪ Campus tours  
▪ Statehood Day  
▪ Welcome Back Lunch (each semester)  
▪ Job Fairs  
▪ College Fairs  
▪ Active participation on a Principal/Counselor Advisory Board
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OSUIT also provides youth programming each year by several means. An Upward Bound grant annually contracts with OSUIT for instructors and student housing. Summer Youth Academies, funded each summer by the Oklahoma State Regents for Higher Education, introduces teenagers in grades 8 – 10 to the world of technology. Success Camps are administered each summer by the College Readiness Center. These camps are for students intending to enroll at OSUIT who need to review basic academic skills and avoid curricular deficiencies.

Student Leadership Opportunities

The organization’s co-curricular activities engage students, staff, administrators, and faculty with external communities. Whether through student clubs and organizations or events offered on campus to the community at large, OSUIT is living proof of the value placed on this expectation.

The Student Life division provides students the opportunity to interact through student organizations. There are currently 18 active clubs registered on campus. Not only does this unit help them to get organized, but assists with the financing of many programs. During the 2008-2009 academic year, OSUIT clubs and organizations participated in 83 documented activities, 34 of which were done in the community.

This unit is also in charge of administering the President’s Roundtable, which allows representatives from the organizations to keep others abreast of what is going on in their organization and is used for planning purposes, as well. Additionally, Student Life prints and distributes a Student Calendar each semester that includes all extracurricular activity dates, as well as important campus dates.

Student Senate’s sponsor is the Director of Counseling Services. This extremely important organization is designed to give students a voice that will be heard by administration and a governing body at the student level.

Two other leadership organizations are available to OSUIT students. Beta Alpha Alpha, OSUIT’s Phi Theta Kappa’s two-year honor society chapter, was chartered in the mid-1990s and has maintained its 5-Star status from the beginning. Twice recently it has had the distinction of being named a “Top 100 Chapter.”

The Student Ambassadors is the third student leadership organization on campus, with a goal to serve as student ambassadors to the community from the college.

Service Learning on Campus

Service Learning and volunteerism has always been a part of OSUIT’s culture. Over the past couple of years, however, it has become a formal part of the education process and is shared in by both the campus and outside community. The Service Learning mission is to provide leadership for OSUIT students by offering interactive and meaningful service-learning activities, providing research opportunities and connecting with society to promote the general welfare of its citizens. The vision for service learning is to provide opportunities for students to utilize learned technologies and processes to aid various constituencies in the community.
The Service Learning Committee was convened on May 8, 2007. The group was tasked with the goal of creating a Strategic Plan for the OSUIT campus. As planned, community partners with which to work were identified.

The first major event was the Service Learning Expo held on May 21st, 2008. Approximately 153 faculty, staff, and students attended this event to meet with community partners to learn about service activities in the Green Country area. Within this group, a trial population served 15 hours of community service over the summer and completed reflective discussion boards regarding their service experience. The faculty and staff were asked to find additional avenues for service for their fall coursework.

Another project planned for the 2009-2010 academic year is in conjunction with the United States’ Census 2010 project. The application to be a partner in the program was completed during the summer. One distinctive point of the 2010 Census will be the counting of college students living in residence on a campus at the college location as of April 1st.

Opportunities for Service

The organization’s educational programs connect students with external communities in a variety of ways. Several times annually the Student Life unit hosts a Blood Drive on behalf of the Oklahoma Blood Institute. Student Nurses actively participate in the annual Flu Shot clinic held on campus by the Okmulgee County Health Department. Student Ambassadors represent the college at various campus and community functions.

On an academic note, as a part of the Visual Communications Division’s capstone class projects, a team of students accept graphic design and photography projects for a multitude of agencies and occasions. A tour through the division’s hallways will yield insight into the variety and sophistication of projects, logos and identity pieces.

Availability of Campus Facilities

OSUIT supports effective programs of engagement and service through its many physical resources. Many of the facilities are designed for a variety of uses, e.g., the Student Union, State Room, Covelle Hall, Pavilion, and “Kite” area.

On the OSUIT campus, facilities include 57 buildings, 23 of which are academic, 19 buildings that serve as various sized residence halls, six maintenance buildings, one activity building, one building totally dedicated to administration, six community- and student-oriented buildings and a motor pool. Currently none are scheduled to be demolished. The newest additions to campus include High Voltage and Natural Gas Compression storage buildings, and the Allied Health Sciences Center, completed in August 2009.

OSUIT owns 213 acres with an adjacent 30 acres included in a 100 year lease to Green Country Technology Center. In early 2009, the University also sold 15 acres to the College of the Muscogee Nation to ensure the entities continue to work closely on behalf of students and the community.

Also located on the campus are two ponds. Covelle Hall houses a gymnasium with a regulation size basketball court, volleyball court, two racquetball/handball courts, a weight room, an aerobic area, auditorium, men’s and women’s locker rooms and a coed sauna. Students with a current student ID and/or spouse and children (under the age of 21) are eligible to use the facilities, which open at 6:00...
a.m., and to check out the recreational equipment. Children under the age of 18 must be accompanied and supervised by a parent.

Outdoor facilities include a softball field, a flag football field, a basketball court, a children's playground and the Recreational Trails System which includes a 1.5 mile exercise trail with a series of exercise stations and a 1/4-mile observation garden trail.

**Availability of Consulting Services**

Often employees of OSUIT are called upon to lend their expertise to various community and statewide ventures, such as providing consulting services, or leading activities such as Strategic Planning for a non-profit agency. Enrollment Management has assembled a speaker’s bureau, and regularly offers guest speakers to schools, service clubs and conferences.

**Core Component Sc**

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

**Academic Collaborations**

There are many examples of academic collaboration on the OSUIT campus, although one primary example would be that of the Culinary Arts program with the Food and Agricultural Processing Center (FAPC) on the OSU-Stillwater campus. This was an experimental project designed for Capstone Culinary Arts students on the Okmulgee campus. They were given non-prime beef cuts that typically sell about 50% least than prime cuts. The muscle in these cuts was “knifed” in multiple ways and the culinary students created a variety of recipes to prepare the cuts. An outcome of the experiment was value-added cuts that yield a more positive income for the producer by making more marketable cuts for the consumer. The initiative was of sufficient success that additional experiments are ongoing with different types of food products.

**Articulation and Alliance Agreements**

The premier example of OSUIT demonstrating responsiveness to its constituencies is in its cooperative alliance agreements. These agreements allow high school and adult students to receive college credit for courses taken at a Technology Center and apply that credit toward an Associate in Applied Science (A.A.S.) degree at OSUIT. The student enrolled at the Career Technology Center is treated as a college student as credit is transcripted immediately upon the completion of each course. While there is an $8.00 per credit hour fee for these classes, students pay no tuition for these classes.

Another example is seen in the number of courses that are taught at other locations as a result of an invitation or partnership. For Information Technologies this includes at the OSU branch campus in Tulsa, and at Rose State College near Oklahoma City. Previously courses in the Construction, Engineering Technologies and Culinary Arts disciplines have traveled. (Oklahoma colleges and universities do have geographic region responsibility by assignment, so these courses offered at remote locations have been approved through some type of agreement.)
Grant Participation

While OSUIT participates in a number of federal grants, two in particular reveal true partnership involvement. The longest running is an NSF Cyber Security Grant awarded to the University of Tulsa, of which OSUIT is one of the charter members. The Information Technologies division and its various programs, faculty and students are active participants. The second example is an agricultural grant funded by FIPSE and supported by the Precision Agriculture Technology program. OSUIT is the applicant agency and provides the PI, and includes co-PIs from Oklahoma State University, University of Arkansas, Oklahoma Career Tech and colleges in Brazil.

Thanks in part to the Course Equivalency Matrix supported by the Oklahoma State Regents for Higher Education, all general education courses on the OSUIT campus are transferrable to other colleges and universities. This is extremely helpful to OSUIT students, as many of them graduate with an A.A.S. degree, which traditionally does not transfer as a whole to upper division programs at senior institutions.

Transfer Policies

The organization’s transfer policies and practices create an environment supportive of the mobility of learners. First of all, Oklahoma’s policy on transfer requires that any Associate in Arts (A.A.) or Associate in Science (A.S.) degree be accepted in whole as the freshman and sophomore requirements of any senior institution in Oklahoma. Because the majority of students graduate with A.A.S. degrees, it is even more important that general education coursework follow the State Regents’ Course Equivalency Matrix (also called the “transfer” matrix).

Part of the attractive allure of the Bachelor of Technology degrees on this campus is the recognition of the A.A.S. as a fundamental first half of the BT degrees. Consequently, as the institution’s 3 BT degrees mature, more and more 2 + 2 agreements are being forged with colleges with strong A.A.S. academic preparation of technical students.

Advisory Committees

One of the benefits of a technical college such as OSUIT is the ready availability of community leaders who would testify to the usefulness of the organization’s programs of engagement. All programs at OSUIT have an advisory committee, and the linkages these advisors provide for faculty, staff, and students are incredibly valuable. These include those on-campus with outside contacts for networking assistance, sources for service-learning, internships, job placements, and grant and scholarship opportunities, as well as advise the institution on current trends to be considered in curriculum revisions. The Executive Vice-President’s office maintains an Advisory Master Calendar for scheduling purposes.

Evidence of the close working relationships and the usefulness of OSUIT’s programs are readily found in the minutes of the various Committees. Examples of these will be available in the Resource Room.

Community Leaders and Agencies as Benefactors

OSUIT has benefitted over the decades from a great deal of private community dollar support for projects. In 1988, with the announcement that the campus would be constructing a much-needed
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Student Union, community support was integral to the funding of the project. To this day, a tour of “the Union” indicates room names such as the PSO Lounge, Viersen Lounge, First National Room, Citizens (Bank) Room, Harlan Room, and the Pat Hannigan Dining Room – all named in support of major donors.

That same level of community support is shown in the Donald W. Reynolds Technology Center, in recognition of the $8.1 million dollar contribution by the namesake’s foundation. A look through OSU Foundation records will also show further support by The Sam Viersen Family Foundation as well as the George Kaiser Family Foundation.

Programs Which Bridge Among Diverse Communities

A number of programs provide evidence that OSUIT works to benefit diverse groups. Some programs are national in scope, others federally funded, but all designed with the belief that positive intervention will make a lasting difference in the lives of everyone involved. One notable program with which the campus works is Turning Point, a state-wide parent organization of the Okmulgee County Wellness Coalition.

The primary goal of the Making Place Matter project is to provide tools and practical insights to community and campus leaders as they seek to build and deepen their relationships to create more vital and viable places.

Three other programs and/or activities also tie closely to the above. For several summers, the campus has been an integral part of an Upward Bound grant, with students residing on campus for five weeks as they study and gain direction for their lives. The campus’s many multicultural activities spread over the year, often including these students as well as a number of K-12 teachers and counselors who participate to gain professional development points toward certification renewal.

Partnerships Which Focus on Shared Goals

OSUIT is a recognized partner when it comes to being recognized for its involvement with educational, economic and social projects. In January 2009, the campus served as one of Okmulgee’s watch party sites for the Crystal Darkness telecast, then in March, participated in the March on Meth follow-up.

One of the more active groups in Okmulgee County at this time is the Okmulgee County Wellness Coalition, an organization which targets health, wellness, and the general quality of life, and whose membership includes more than 50-60 representatives of every agency and/or organization in the Okmulgee area.

Okmulgee County is also fortunate to have an active Drug Court with an extremely proactive Judge-Advocate at its helm. Through early intervention, this Drug Court has shown positive results with offenders and their families. OSUIT’s involvement is primarily limited to enrollment and counseling services, however, known felons with drug convictions are not permitted in campus housing.

Finally, the Okmulgee Area Development Corporation (OADC) serves as the Economic Development Board for the greater Okmulgee area. OSUIT works actively with the OADC as well as Okmulgee’s Chamber of Commerce and Okmulgee Main Street to educate potential firms about the availability of a well-trained work force or training programs custom-designed by the college.
Partnerships and Contractual Arrangements

OSUIT is well recognized throughout the state and region for its many partnerships and contractual agreements, many of them spanning nearly two decades. Educationally, one of the first was with Toyota USA who in 1986-87 established the first manufacturer agreement through Automotive Service Technology. This led the way for countless others, including GM, Ford, Chrysler, Aggreko, Caterpillar, and Komatsu, just to name a few.

Until 1990, Okmulgee County was the last whole county in the state in which there was not a designated vocational-technical district. OSUIT hosted a series of Town Hall Meetings and actively supported the vote to establish Green Country Technology Center (GCTC). As an indication of the sincerity of the support, 30 acres of land was provided to GCTC through a one hundred year lease.

In the late 1990s, following the federal legislation of the Workforce Investment Act, OSUIT contracted with the local Workforce Oklahoma coalition for the lease of a campus building in which various agencies could reside, either in whole or part. These included Department of Human Services (DHS), Oklahoma Rehabilitative Services, Oklahoma Employment and Security Commission, WIA and many others. This agreement continues today, with the Okmulgee County Workforce Oklahoma Center located just south of the Grady W. Clack Student Center.

Also in the late 1990s, with excess student housing, the campus made a long-standing agreement with the Creek Nation Health Services unit for use of all rooms on the three floors of South Lackey Hall.

Similarly, as the partnership with the newly forming College of the Muscogee Nation emerged, OSUIT showed its support by working to make available the sale of 15 acres of land for the CMN campus. Construction started in November of 2009.

Finally, the support and collaboration between the Mid-America Industrial Park (MAIP) and OSUIT is truly an exemplary model of a public private partnership committed to improving economic wealth in rural America. This agreement began by the MAIP Trustees recognizing the need to prepare a highly-skilled workforce in northeast Oklahoma by investing in technologically-oriented higher education. In 2000, the Trustees fully funded a 12,500 square foot technical training facility at a cost of $1,000,000. In addition, the Trustees provided $300,000 for the purchase of instructional equipment. In 2005, the Trustees provided an additional $600,000 to expand the facility by an additional 12,000 square feet by adding a four-bay small business incubator unit. Then, for three years they also provided an additional $250,000 per year for a grand total of $750,000 to operate the incubator unit.

Education Partnership Program

Early in 2009, Enrollment Management initiated an Education Partnership Program to provide resources to compliment classroom instruction, college and career planning, and magnet and technical school programs.

The resources identified include:
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- OSUIT faculty advisory interaction in magnet schools and technology centers in programs such as Restaurant, Lodging and Health Management, Broadcast and Digital Media, and Scientific and Technological Utilization
- Guest speaking services for classes, special events, and meetings
- Customized professional development workshops and seminars
- Student workshops on such timely topics as Scholarship Search, Technology Implementation, and Free Application for Federal Student Aid (FAFSA) offered on site or at OSUIT Campus
- On-site ACT Test Preparation or at OSUIT
- Cooperative Enrollment through Career Technology Centers
- Free testing for major/career selection for postsecondary education offered on-site or at OSUIT
- Planning and organization for college visit trips for administration, educators, and students
- Other services as requested or needed, i.e., student mentoring in low performing schools

Core Component 5d

Internal and external constituencies value the services the organization provides.

Validation

The OSUIT campus is often recognized by external funding agencies. All grant funding must flow through the Grants and Contracts Office on the OSU-Stillwater campus, and in collaboration with the (Stillwater) OSU Foundation Office. The Foundation Office has a 501-(c)3 non-profit status.

In the use of Carl Perkins funds, for example, the dollars are provided by formula by the Oklahoma Department of Career Technology, based on an approved work plan and annual application. OSUIT serves as the fiscal agent for a consortia comprised of four technology centers: Green Country (Okmulgee), Central Tech (Drumright and Sapulpa), Meridian (Stillwater) and Autry (Enid). Desk audits occur annually and on-site reviews periodically. The Grants and Contracts office has financial oversight.

Annual reviews in the form of desktop and on-site also occur with OSUIT’s M-POWER (Oklahoma State Department of Human Services’ TANF program) program, whose purpose is to provide vocational education and/or other necessary skills needed to gain employment for eligible recipients. Programs must meet a minimum of 35 hours per week as they provide the necessary training and support services to meet local employment needs.

OSUIT’s Registrar annually submits “unitized data” to the research office of the State Regents, and on occasion, the State Regents contract with an auditor to visit campuses statewide to verify the accuracy of submissions. The Boards who provide OSUIT with certifications, licensure and/or accreditation, likewise, have on-site review processes to assure compliance.

The various Advisory Committee members also share the roles of advisor and evaluator when visiting campus. The majority of the information is anecdotal, and captured in the written and distributed minutes of each meeting. However, from time to time, the Institutional Research office does survey the membership on their impressions and expectations.

Surveys are used in a number of ways on the OSUIT campus and include both environmental scanning and formal evaluation techniques. Examples of these can be found in the Resource Room and include:

- Diversity survey
- Student engagement survey
- Health surveys
- Suicide prevention survey
- Wellness Coalition survey
- Service Learning Survey

**Volunteer Activities**

The nature of human beings is to appreciate good service and value things done on one’s behalf. This is especially true of the various services provided by students, faculty and staff. One example is that of the campus Blood Drives held on behalf of the Oklahoma Blood Institute. Student Nurses actively participated in the annual Flu Shot clinic held on campus by the Okmulgee County Health Department. Student Ambassadors represent the college at various campus and community functions.

Each fall the campus takes involvement in the Greater Tulsa Area United Way drive, and few years go by that a faculty or staff member is not on the organization’s Board of Directors. Service learning activities are observed by students, faculty and staff. Participation in the Okmulgee Chamber of Commerce and Okmulgee Main Street, and their various committees, is strong. The Chamber’s annual Legislative Forum series held every spring has been moderated by an OSUIT administrator for more than a decade.

**Economic and Workforce Development Activities**

The organization’s economic and workforce development activities are sought and valued by civic and business leaders. The Economic Development and Training Center (EDTC), as the arm of OSUIT, is positioned to assist small- and medium-size businesses and organizations in improving their quality and productivity by providing assistance, training and resources including industry specific employee training programs. Programs may be designed as credit or noncredit programs and are most often short-term intensive courses.

Employers have long recognized the value of a close affiliation with this college. Many of those specialty industries who have realized the majority of their employees will retire within the next few years have invested in manufacturer options within existing degree programs. While the associate degree will get the well-educated “technical-professional” the job, employers now recognize that OSUIT’s Bachelor of Technology degrees may be the vehicle for promotion into management within their industries.

**Programs Open to the Public**

As a public institution, OSUIT recognizes the importance of sharing its facilities, programs and services with the community. Activities open to the public are far too great to even begin, but evidence abounds with a review of the institution’s web site, including its news stories and archives. Events such as the Welcome Back Lunch, Cowboy Connection (new student orientation), and Service Learning Job Fairs provide opportunities for local merchants to make contact with students.

**Facilities**

The organization’s facilities are available to and used by the community. Facility usage by outside entities is accomplished in a number of ways, but utilization is typically through the Director of the Student Union. Located in the center of campus, the Student Union houses a Cafeteria, Bookstore, Post
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Office, Student Health Services, a new Veteran’s Lounge, and the Copy Center. In addition, the Student Union has two lounges available for general use. The PSO Lounge has an attached solarium and both indoor and outdoor seating. Students use the PSO Lounge as a meeting place in between classes or as an alternative eating location. The Viersen Lounge, more removed from activity, is quiet and perfect for studying or quiet conversation.

From time to time, based on the needs of the community, Covelle Auditorium may also be leased for a short-term event. Annual leases provide office space on campus for the various agencies who comprise Workforce Oklahoma, as well as for the Creek Nation Health Services unit, which houses its office complex in South Lackey Hall.

Occasionally groups will contract with the State Room for banquets for their organizations. The same holds for Covelle Hall, which annually contracts with the East Central Electric Cooperative for their annual meeting. The Pavilion in the Donald W. Reynolds Technology Center is occasionally the location of choice for update training, such as provided technicians of General Motors Corporation. The same holds true for the ISO 9000 Quality Lab.

Because of the sophistication and size of various facilities, other events are scheduled on an ad hoc basis. These special activities include Boy Scouts, Girl Scouts, and the annual Creek Nation Pow Wow.

Continuing Education Needs

OSUIT provides programs to meet the needs of licensed professionals in the community. Both graduate and undergraduate coursework is delivered on campus to internal and external audiences via interactive television (T-1) lines from the main campus and other universities. Orthotics and Prosthetics technicians often travel to OSUT for short workshops on the latest pedorthic footwear techniques.

Professional land surveyors (PLS) have recently recognized the value of updated training from OSUIT, as their industry has enacted new regulations for continuing licensure.

Safety training for internal and external audiences is provided by cooperative agreements between Green Country Technology Center and OSUIT. The Okmulgee County Health Department and the Creek Nation Domestic Violence Task Force both interact regularly with employees and/or campus facilities. Online NIMS certifications are available to OSUIT employees who wish to participate on the Crisis Management Team or work with Homeland Security. Information Technologies students and industry professionals alike benefit from the many CISCO certifications available to them through the college.

Strengths in Meeting Criterion Five

- OSUIT expanded its ability to serve its constituencies by proposing and gaining approval to offer the bachelor of technology degree. At the present time, the institution has three such degrees with plans to expand to five to seven based on the needs of those served. Also, OSUIT did add an associate in applied science degree in registered nursing in order to meet a growing need for nurses in the greater Okmulgee geographic area.

- OSUIT is making progress to become a more inclusive institution by recruiting a more diverse student body including a significant initiative to re-build its international student enrollment.
OSUIT, along with Green Country Technology Center and the College of the Muscogee Nation, work in a cooperative fashion on an array of initiatives all designed to better serve all of the constituencies.

OSUIT provides an invaluable service to many small- and medium-size firms by sponsoring an ISO-9001-2008 testing laboratory. Many of the firms who use the services of the lab could not afford these services if there were not provided by OSUIT in an inexpensive fashion.

Oklahoma’s Cooperative Alliance initiative provides an opportunity for students enrolled in vocational and technical programs offered by the state’s Career Technology Centers to earn college credit for pre-approved technical courses. These courses are transcripted immediately upon their completion and also appear on the course equivalency matrix maintained by the Oklahoma State Regents for Higher Education.

The student clubs and organizations sponsored by OSUIT are extensive and provide a broad array of non-academic learning experiences for the institution’s students.

The Economic Development and Training Center (EDTC) offers a wide variety of short-term constituency customized training programs and services for business and industry.

Challenges and Recommendations

- The diversity among the faculty members and the A&P staff needs to come much closer to matching the demographics of the institution’s student body. The institution will hold Unit Leaders accountable for following the approved Employment Guidelines.

- OSUIT faces an ever-increasing level of competition from proprietary and for-profit technical and trade schools. The institution must become more innovative and aggressive in its marketing program in order to counter-act the claims of these competitors. Continually disinvest in print media, and reallocate more resources to the web, social networking, and other digital media.

- OSUIT’s learning site located in the MAIP lacks consistent support and cooperation by administrators and other on the Okmulgee campus. This operation serves a wide array of constituencies and deserves better support. Hold administrators accountable for regular on-site visits to the MAIP Learning Site.

- Expanding extension and outreach activities in a time of significantly declining resources is a major problem for OSUIT. Reinvent EEL training programs and other revenue-generating initiatives.

- Recruiting and retaining a diverse faculty that is competent in both technical and pedagogy is an ever-increasing challenge for OSUIT. Invest more heavily and strategically in the recruitment and professional development of new faculty hires.
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Summary of Assurances and Request for Continued Accreditation

Oklahoma State University Institute of Technology has a rich history of technical education spanning seven decades. In this Self-Study, numerous individuals across the campus participated in discussions and took introspective looks at the programs, processes and services provided by the institution. While the format for the Self-Study used the five criteria as organizing principles for the report, likewise, the HLC’s four themes provide a strong foundation on which to provide the Commission OSUIT’s summary of assurances.

Orientation to the Future

Everything that the institution does is based on the mission statement and on the four core values: people, jobs, learning and technology. Since 1946, we have documented 36,063 graduates as of summer 2009. In the rich tradition of land grant colleges, countless hundreds of thousands of students have benefitted as a result of their coursework taken at OSUIT.

OSUIT is unparalleled in its commitment to and partnerships with business and industry. Environmental scanning and data analysis is utilized in determining viable technical programs for the future, both at the associate and baccalaureate degree levels. Strategic planning underscores the importance placed on looking ahead to the future, whether programmatic in nature or related to enrollment management. Technology is widely embraced. Despite economic and budgetary downturns, OSUIT has the sustainability to remain a lead institution committed to educating students who desire a viable future in fields of advancing technology.

Focus on Learning

Major progress has occurred since the HLC Focus Visit in 2002, with regard to a “focus on learning”, including the assessment of student academic achievement. The HLC team in June 2004 believed the College was well poised to offer three Bachelor of Technology degrees in curricular areas where strong and long-running A.A.S. degrees provided a solid foundation. They also verified the institution’s progress toward assessment with two comments: “it appears that considerable progress is being made” and “faculty and staff close to the assessment initiatives have good understanding of what needs to be done and work is underway”. In 2006 OSUIT was one of the first ten institutions to be selected to participate in the HLC Assessment Academy program.

Business and Industry alike have determined that OSUIT is an institution of choice when seeking talented new employees. The investments in equipment for the many laboratories on campus total into the many millions of dollars. In several programs, graduate employment placement approximates 100%, due to a comprehensive and current curriculum, as well as to the job readiness made possible through the college’s Internship and Capstone courses. Since 1993 the College has confidently boasted of Oklahoma’s first Graduate Performance Guarantee.

Slightly more than 50% of OSUIT students are first-time first-generation college students, who thrive because of the small college atmosphere and the personal attention given to each student. For those students who lack sufficient academic preparation, OSUIT’s College Readiness Center can document it has one of the highest remediation rates in Oklahoma, as verified by State Regents’ data.
CHAPTER EIGHT

Through *Desire to Learn* (D2L), the instructional platform of choice, students receive supplemental coursework for most of the courses on the campus. While the majority of OSUIT’s technical coursework is traditional and hands-on in the sense of a face-to-face delivery, taken further, D2L allows for nearly all of the general education coursework to be available for online or blended delivery. Modern, up-to-date computer labs are available for student access across campus, and a wireless network provides students and employees convenient access anywhere on campus with the exception of student housing.

The Library budget, while not funded at an ideal level, is well-utilized and provides the maximum amount of instructional materials to support OSUIT degree programs. Electronic databases are a high priority, as is the use of technology. OSUIT’s Library was the first in Oklahoma to incorporate RFID technology to secure its holdings. And, realizing that student comfort has a high correlation to the amount of time spent at the Library, the furnishings and décor (including Jah Jah’s, a trendy coffee shop) reflect that understanding.

**The Connected Organization**

OSUIT is very much a “connected organization”. Some 600 individuals, representing all facets of business and industry, annually serve on one of the various Advisory Committees. Faculty and staff alike hold membership in many organizations and serve on their boards. Demand remains high for OSUIT employees to serve as guest speakers to classes and organizations. Many faculty and staff also serve as advisory committee members to the local technology centers.

The Cooperative Alliances between local technology centers and OSUIT are strong, with OSUIT serving as the primary partner for seven consortia across the state. More than a dozen other agreements are in place for OSUIT to work with other colleges as the secondary partner. As an extension of the original “cooperative enrollment agreements” originated in 1992, these Alliances now provide dual enrollment for high school students.

Some 100 high school juniors and seniors with appropriate ACT composite scores participate each fall and spring semester in Concurrent High School enrollment and pay only for fees and books. In an attempt to increase the number of eligible students, the College Readiness Center provides free ACT Prep Workshops both on campus and throughout the county at the local high schools. In the summer, free Summer Success Camps provide quick refresher programs for students preparing for academic placement testing using ACT’s Compass program.

The Learning Site at Mid-America Industrial Park (MAIP) in Pryor, OK serves not only the industries located in the Park, but also the surrounding community with needed update and technical training along with leadership. The LEGO® program has matured into a year-round event and during the 2008-2009 academic year, OSUIT/MAIP served almost 900 K-12 students. In addition, almost 200 K-12 educators participated in summer programs during the past two years, educating them on Technical Careers and Education in the manufacturing sector. While OSUIT/MAIP operates with a very lean staff, the Manager has earned a number of different recognitions for his accomplishments:

- "Business Leader of the year for NE Workforce Investment Board/Area"
- Governors Commendation for leadership in Workforce Development initiatives
- Awarded over $500K in grant dollars since 2006 for Workforce development programs.
- Selected by Oklahoma Department of Commerce as one of three “Centers for Manufacturing Excellence” in the State
Recently awarded ABE grant for Mayes County

Community involvement activities on the part of the Manager are:

- Workforce investment Board Member since 2002
- Northeast Oklahoma Executive committee since 2007
- Northeast WIB Youth Council member since 2004
- Chairman, for Northeast Youth Council since 2007
- Board member, Thunderbird Challenge Incorporated since 2006
- Board Member, Pryor Area Chamber of Commerce since 2005
- Member, Oklahoma State Youth Council 2009

Service Learning in the form of volunteerism, through the various student clubs and organizations, has long been a major characteristic of the OSUIT campus. For years, the Student Senate has annually sponsored the Children’s Christmas Party which features Santa and gifts for some 400 disadvantaged youngsters from the Okmulgee community. The OSUIT Alumni Association, likewise, sponsors the long-running Easter Egg Hunt for the children of OSUIT students and employees. Academic service learning is in its early stages, but fast becoming an accepted requirement for many classes. OSUIT is a member of Oklahoma Campus Compact.

OSUIT, as a branch campus of a major land-grant university, has a state-wide mission, with many of its programs and services of a regional or nationwide influence. Within this decade, however, OSUIT has become a connected organization in a global sense. MOUs with multiple foreign countries have been signed, delegations hosted, and students exchanged. At any time more than a dozen international students call OSUIT home, and the number continues to grow.

The above examples provide evidence that strong partnerships are built through collaboration.

**Distinctiveness**

“Institutions are known, not for their similarities, but for their differences” is a long-time favorite statement of OSUIT President Klabenes. Certainly “distinctiveness” is a label that fits OSUIT quite well. There are no similar colleges in Oklahoma, and few in the nation. In fact, in 2005 when the Oklahoma State Regents requested institutions to name their “top ten” peer institutions for *Brain Gain 2010* comparisons, OSUIT had a very difficult task at hand. (Details on peers are contained in Chapter 9, Federal Compliance, question 1.)

Approval for OSUIT to offer the three Bachelor of Technology degrees beginning in 2004 was certainly a distinctive feature for OSUIT in Oklahoma higher education at that time. OSUIT strategically plans to position itself to offer some 5-7 BT degrees at maturity.

The fact that many of OSUIT’s A.A.S. degrees range from 84 to 90 semester credit hours is also a distinctive feature of this campus. In more recent years, the college has referred to this as a “hire” advantage, as evidenced by the many employers who eagerly recruit our graduates. This vision has paid dividends many times over, as OSUIT is readily recognized in the state, regionally, nationally, and even internationally for its intensely technical preparation of graduates who are job ready.
CHAPTER EIGHT

Request for Continued Accreditation

Oklahoma State University Institute of Technology has made continuous progress since the last accreditation visit in 2000. The current self-study process has provided the College an occasion to reflect on past accomplishments, document challenges, and consider opportunities as it prepares for the future. Evidence provided in this report, supportive documents, and materials available on-site, confirm that OSUIT has met all the criteria required for accreditation from the Higher Learning Commission of the North Central Association. Accordingly, OSUIT respectfully requests continued accreditation, with the next comprehensive visit scheduled for 2019-2020.
CHAPTER NINE
FEDERAL COMPLIANCE
Federal Compliance

1. Credits, Program Length and Tuition

Address relationship between credits, program length and educational goals

All degree program and options have been approved by the Oklahoma State Regents for Higher Education who have closely examined the

 A. Centrality of the program to the institution’s mission
 B. Curriculum
 C. Academic Standards
 D. Faculty
 E. Support Resources
 F. Demand for the Program (including program approval for online delivery, if applicable)
 G. Unnecessary Duplication
 H. Cost and Funding of the proposed program (by funding sources as well as by breakdown of budget expenses and requirements)
 I. Program Review and Assessment

Degree programs are approved on a conditional basis, with a “Post Audit” review occurring after the fourth year of operation. At that time, institutions must document that they have achieved minimum performance goals for enrollment and graduation rates. All OSUIT degrees conform to requirements of State Regents policies on credits and program length.

Student educational goals are a part of the enrollment and advisement process at OSUIT. A campus tour of the instructional programs of interest is a highlight for most students prior to enrollment. Any undecided student may participate in Career Profiling services provided through the college’s Assessment Center. The mental health counselor also provides personal one-on-one career advisement for students.

Because OSUIT operates on a trimester calendar system, students who are willing to attend college on a year-round basis are easily able to complete their associate degrees in four to seven semesters. Best of all, the time-to-completion for the Bachelor of Technology degrees may only be nine to ten semesters rather than four full years.

For students declaring a technical major, their Career Cornerstone course is normally taken in their first semester. At least once during an academic year, students have an opportunity to interact with advisory committee members on campus. Many departments host some type of Employment/Industry Days program each year where students have an opportunity to visit with potential employers. All programs but Watchmaking require students to participate in one or more student Internships. These opportunities ensure that students are well aware of the fit of their chosen profession to their career goals.

Compare quarter/semester hours earned for major programs with good practice in higher education

OSUIT operates on a trimester calendar system, and all course work is transcripted in semester credit hours. The three Associate in Science degree programs range in length from 60 – 63 credit hours,
consistent with A.S. transfer degrees at other institutions. The college’s three Bachelor of Technology programs range in length from 124-128 credit hours, consistent in length with other baccalaureate degrees at other colleges.

OSUIT’s Associate in Applied Science (A.A.S.) degrees range from 60 – 90 credit hours. Table 56 found on pages 138-139 as a part of Criterion Four provides a clear breakdown of each degree by total number of hours as well as required general education hours.

The AAS degree in Office Information Systems requires only 60 hours, the least possible, but serves the purpose of being a workforce degree program that is available only to students who begin and receive the major amount of coursework from a Career Technology Center as a part of a Cooperative Alliance enrollment. The AAS degree in Gaming is the second shortest, and is a workforce degree offered by OSUIT on behalf of the newly emerging College of the Muscogee Nation.

The associate degree programs of Nursing at 72 hours and Orthotics and Prosthetics at 73 hours reflect expectations in length based on their national accreditations by NLNAC and NCOPE, respectively.

The Associate degree programs of Information Technologies at 74 and Engineering Technologies at 75 reflect a change from a previous high of around 90 semester credit hours down to these numbers because OSUIT now offers the Bachelor of Technology degree in these disciplines. (OSUIT expects its coursework to be seamless in the transition from A.A.S. to B.T., which includes a required minimum of hours taken at the upper division.)

The depth of technical coursework within OSUIT’s technical degrees, which range upwards towards 90 semester hours, are based on a White Paper (developed by President Klabenes in 1987 and accepted by the Oklahoma State Regents for Higher Education) indicating that OSUIT wished to “restructure its curriculum to reflect true college level technical education sharply focused on advancing technologies” if it was to be successful and distinguish itself from the curricula of the state’s numerous Career Technology Centers.

Rather than the typical 60 credit hour AAS at most community colleges which is half general education (e.g., 30 hours) and half technical (e.g., 30 hours), OSUIT’s AAS adds an additional 30 hours of intensely technical coursework at a much higher level.

Compare length of major programs with good practice in higher education

In 2005, as a part of the Oklahoma State Regents’ “Brain Gain 2010” initiative, OSUIT was asked to identify peer institutions throughout the United States. A listing follows which includes a few of the more recognized institutions who are known for their excellent technical education programs.

At the associate level:
- Fox Valley Technical College (WI)
- Moraine Park Technical College (WI)
- North Dakota State College of Science – Wahpeton (ND)

At the baccalaureate level:
- Farris State (MI)
- Pittsburg State (KS)
Justify program-specific tuition with good practice in higher education

On the OSUIT campus, four divisions have a “differentiated” tuition charge:

- Culinary Arts
- Engineering Technologies
- Information Technologies
- Nursing

In 2004, when the Engineering Technologies and Information Technologies divisions were to be approved by the Oklahoma State Regents for Higher Education to offer the three Bachelor of Technology degrees, it was made very clear that the Institution would not receive additional state funds simply because it was requesting to offer degrees at a higher level. (In Oklahoma, the Legislature appropriates higher education dollars for distribution through formula; OSUIT is recognized as a line-item institution.)

At first, the differentiated tuition was to be in the form of upper division coursework vs. lower division. However, as the discussion ensued, it was evident that this practice could result in more problems than solutions. For example, two students could possibly be sitting side-by-side in a course, and because one had sufficient hours to be determined a “junior” versus a “sophomore”, their charge amounts could be different. Additionally, both upper division courses and lower division courses would likely be utilizing the same labs. In the end, it was determined that the additional charge of $8.50 should simply be charged based on course prefix. Therefore, all ITD or ETD prefix courses are charged the higher amount.

For years, courses in the OSU system with high-cost consumable supplies were permitted to have an “academic service fee” attached to it. These were recommended by the college, approved by the OSU and A&M Regents, and then approved by the State Regents. Approximately three to four years ago, OSU administrators and Regents requested that no more academic fees be submitted. One reason was that the fees were/could be considered somewhat “hidden”, but a second more specific reason was because many scholarships (such as Oklahoma’s OHLAP – Oklahoma Higher Learning Access Program, now called Oklahoma’s Promise) would cover tuition but not fees.

The higher tuition rate for Culinary Arts students is used to offset consumable and rising food costs; Nursing students are provided access to various licensure test-prep services including the Kaplan Review.

The amount of tuition to be charged any student, regardless of program, is found in the institution’s catalog as well as on the web.

Resource Room

The Resource Room will contain the following:

- Tuition/fee information for each program
- List of major programs, credits per course, length of the program, contact hours per program, overall credit hours required; differences between similar programs offered on and off campus
CHAPTER NINE

2. Student Complaints

The Student Complaint Log is maintained in the office of the Executive Vice President. In table format, information collected and on file includes

- Date
- Individual Filing Complaint
- Nature of Complaint
- Disposition (how, who, where)

The Student Complaint Log will be available for review by the team at the time of the visit.

3. Transfer Policies

All policies related to transfers

Oklahoma has a statewide transfer agreement whereby any student who graduates from an Oklahoma college with either an Associate in Science (A.S.) or Associate in Arts (A.A.) degree has satisfied all freshman and sophomore general education requirements at the four-year university level.

The State Regents have also developed and maintain an online Course Equivalency Matrix found at http://www.okhighered.org/student-center/transfer-stdnts/CESearch.aspx that outlines like-type courses that will transfer among Oklahoma's public colleges and universities. In addition, each bachelor's degree-granting university lists the requirements for each of its bachelor's degree programs and publicizes those requirements for use by all other colleges and universities. The Student Transfer Hotline at 1.800.583.5883 is also available.

Explanation of how institution discloses its transfer policies

Transfer policies are currently available via the OSUIT catalog and website. Transfer policies are discussed in length with transferring students by the enrollment advisors. Students with associate degrees transferring to the bachelor of technology degree programs also receive additional assistance through the respective division offices.

Analysis of how the policies contain a “statement of criteria established by the institution regarding transfer of credit earned at another institution”

Undergraduate semester credit hours earned at another college may be applied toward a degree program at OSUIT. The credit must have been earned in courses offered at a college or university that has been fully accredited by one of the regional accrediting agencies.

Credit will be evaluated from each individual college transcript. Credit for military training will be determined from official documents or completion certificates in accordance with the Guide for the Evaluation of Educational Experiences in the Armed Services published by the American Council on Education. Military credit posted to a previous college’s transcript may be re-evaluated by OSUIT.
Transfer Students with Less than a 2.0 Grade Point Average

Students who are accepted for admission with a retention/graduation grade point average below the retention standards will be admitted on academic probation. Academic status following the entry semester of probation will be determined thereafter according to the institutional probation and suspension regulations.

Students Who Transfer To OSUIT

Once an official transcript has been received, the enrollment team evaluates the transcript. This process is done by consulting the State Regent’s Matrix and by researching the catalog of the institution from which the transcript is received. The transcript is inputted on the SCT system once evaluation is completed. Evaluation of particular departmental courses is referred to the student’s intended department. The department will then contact the registrar’s office with transferability information.

The Registrar’s Office will make the determination of acceptance of any course to be accepted for transfer to OSUIT. The number of credit hours to be accepted and the applicability of such evaluated credit will also be determined at that time. Applicability of evaluated courses to a particular program at OSUIT is made by the academic division of the specific curriculum in accordance with the recommendations for transfer from the Office of the Registrar.

Students Who Intend To Transfer Elsewhere

The Enrollment Advisors discuss with each student the processes for a student to transfer to another university. The advisors also assist the students with researching which colleges offer the degree in which the students wish to major.

Resource Room

The Resource Room will contain examples of the following for the team's review:

- Samples of transfer policy disclosures
- Catalog, student handbook, mailings or communications to transferring students, etc.

4. Verification of Student Identity

Description of delivery of courses and programs, if not provided elsewhere

While the majority of coursework at OSUIT is “land” or “seat-based”, several general education courses may also be taken via distance. The Information Technologies division also has a number of courses developed for online instruction. Other technical programs utilize the online course management system to post course information, but the courses are conducted in the traditional on-campus format. Currently no degree programs are approved for distance or alternative delivery. Table 60 in Criterion Five describes the three different formats used for alternative course delivery.
CHAPTER NINE

Explanation of current mechanism for verifying identity of students in distance and correspondence courses and programs

The institution takes very seriously the responsibility of ensuring that the student who registers in the distance education course is the same student who participates in and completes and receives the academic credit. This is ensured by several means including:

- Physical proctoring for exams through the Assessment Center
- On-line course management system (D2L); students must sign in with university email address and password. A violation will result in revocation of email account and possible suspension from the institution.

Plans for improving verification in the near and distant future

Challenge questions (e.g. personal history) are currently under consideration as an additional means of authenticating student identity.

Resource Room

The Resource Room will contain the following:

- samples of log in or verification software
- sample documents

5. Title IV Program and Related Responsibilities

Summary remarks about Title IV program (e.g., total dollar amount, number of students involved, etc.)

OSUIT received notification on July 1, 2009 from the Dallas School Participation Team with the Department of Education that it continued to meet the requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in 34CFR Parts 600 and 688 to participate in Title IV, HEA programs until March 31, 2015.

The following table shows the total dollar amount and number of students involved in Title IV for the Fall 2007 and Fall 2008 semesters.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>PELL #</th>
<th>SEOG #</th>
<th>ACG #</th>
<th>SMART #</th>
<th>PERKINS #</th>
<th>SUB LOAN #</th>
<th>UNSUB LOAN #</th>
<th>PLUS #</th>
<th>FWS #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>893</td>
<td>241</td>
<td>60</td>
<td>9</td>
<td>181</td>
<td>791</td>
<td>550</td>
<td>77</td>
<td>169</td>
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<tr>
<td></td>
<td>$962,654</td>
<td>$109,696</td>
<td>$16,840</td>
<td>$12,005</td>
<td>$178,000</td>
<td>$972,106</td>
<td>$697,481</td>
<td>$222,208</td>
<td>$145,473</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>954</td>
<td>266</td>
<td>103</td>
<td>6</td>
<td>229</td>
<td>874</td>
<td>752</td>
<td>95</td>
<td>177</td>
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<tr>
<td></td>
<td>$1,221,977</td>
<td>$125,750</td>
<td>$31,143</td>
<td>$8,002</td>
<td>$227,465</td>
<td>$1,111,457</td>
<td>$102,747</td>
<td>$386,821</td>
<td>$149,736</td>
</tr>
</tbody>
</table>
One process changed during the two semesters shown. In Fall 2008, OSUIT began having its PLUS loans disbursed via Electronic File Transfer (EFT). Prior to that, PLUS loans came in the form of a check. If there was not a balance, the practice was to endorse the check to the parent, so it is possible it was not placed on the student’s award.

OSUIT participates in the following Title IV programs:

1. **Pell Grant:**
   Pell grants are available to eligible undergraduate students who do not have a bachelor’s or professional degree.

2. **Federal Supplemental Educational Opportunity Grant (SEOG):**
   SEOG is a campus-based award program. The Department of Education provides OSUIT an annual amount to award undergraduate students with exceptional financial needs as determined by the Student Financial Services office. Priority is given to Federal Pell Grant recipients.

3. **Academic Competitiveness Grant (ACG):**
   ACG is a grant made available for first-year college students who graduated from high school after January 1, 2006, and for second-year college students who graduated from high school after January 1, 2005.

4. **National Science & Mathematics Access to Retain Talent Grant (National SMART Grant):**
   The SMART grant is available to Junior and Senior students who are eligible for the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, engineering or a critical foreign language, or non-major single liberal arts program.

5. **Perkins Loan:**
   The Federal Perkins Loan a campus-based award program and is available to eligible students who need a loan to help meet educational expenses. The Department of Education provides OSUIT an annual amount to loan to undergraduate students.

6. **Federal Stafford Loans (Subsidized/Unsubsidized):**
   Federal Stafford loans are available to eligible student who need a loan to help meet educational expenses. Students must be enrolled at least half-time status (6 hrs).

7. **Federal PLUS Loan:**
   Federal PLUS loans are available for parents who need to borrow funds to help pay for their student’s education. As these loans are credit based, should a parent be denied a PLUS loan based on their credit, the student is offered an additional unsubsidized Federal Stafford loan amount.

8. **Federal Work Study:**
   Federal Work Study is a campus-based award. The Department of Education provides an annual amount to offer students in order to assist them with earning a part of their educational expenses.
CHAPTER NINE

Default rate and corrective plan, if any

The following table provides information on OSUIT’s Title IV default rate.

Table 62. OSUIT Default Rates FY 2007, 2006, 2005

<table>
<thead>
<tr>
<th>OPE ID</th>
<th>School</th>
<th>Type</th>
<th>Control</th>
<th>PRGMS</th>
<th>FY 2007</th>
<th>FY 2006</th>
<th>FY 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>003172</td>
<td>Oklahoma State University Institute of Technology – Okmulgee 1801 East 4th Street Okmulgee OK 74447-3901</td>
<td>Bachelor’s Degree</td>
<td>Public</td>
<td>Both (FFEL/FDL)</td>
<td>11.4</td>
<td>14.3</td>
<td>12.1</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>84</td>
<td>109</td>
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<td></td>
<td></td>
<td>731</td>
<td>762</td>
<td>691</td>
</tr>
</tbody>
</table>

Note: The above table is reprinted exactly as it appears on the Department of Education website at ed.gov

While not required to have a default management plan, there are still activities the OSUIT’s Student Financial Aid office requires.

OSUIT participates in the Perkins Loan and FFELP loan programs. The institution contracts with OSU-Stillwater Bursar’s Office for the billing and collection services for the Perkins loans. OSUIT notifies all students who are not longer enrolled of their obligation to complete exit counseling if they have received student loans. A hold is placed on the student’s records until notification of exit counseling is received. In addition, OSUIT provides the students with a Borrower Debt Management Statement with early repayment information which is provided by the Oklahoma Guaranteed Student Loan Program (OGSLP).

OSUIT also utilizes a Default Prevention School Tool (DPST) program developed by OGSLP which generates letters to those students who are at risk of entering default status. OSUIT’s Student Financial Aid office is currently partnering with OGSLP to analyze the data of students who have currently entered default status to determine a pattern.

Significant findings from recent USDE program audits and fines or corrective actions, if any, and how institution plans to address the actions

There has not been a USDE program audit since 1996. There are no fines or corrective actions. The recertification letter of July 1, 2009 indicates the following: “Our analysis of the materials which you submitted indicates that the Institution meets the minimum requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in 34 CFR Parts 600 and 668.” This letter will be available to the team in the Resource Room.

Significant findings from financial audit review (A-133) and repercussions for the institution, if any

No significant findings.
Results from review of the financial ratios and repercussions for the institution, if any

None.

Significant findings related to USDE review of campus crime or consumer information or other mandated compliance activity

No significant findings.

LST (limitation, suspension, termination) actions by USDE, reasons and outcome

None.

Findings from any USDE Inspector General reviews, discussion of fines and corrective actions, if any, and repercussions for the institution

None.

Other items from academic policy: (a) satisfactory academic progress

The satisfactory academic progress of students is tracked at the end of each semester. Students are notified of their status. An Academic Progress statement may be found on the college’s website and was approved through in a July 2009 Recertification Audit. An appeals process is in place and followed. A five-member committee (a quorum is required to meet) makes decisions on all financial aid appeals.

b) attendance

Attendance is tracked, following the end of the first ten days of each semester (the free drop and add period). The Student Financial Aid office monitors the campus’s Early Alert System and accepts referral information regarding student attendance. In the event of absences, a student’s aid is appropriately adjusted.

c) contractual relationships

Student financial aid consortia agreements are considered on an individual basis as requested by the student. OSUIT does not contract any services to a third party vendor.

Resource Room

Contained within the Resource Room at the time of the team’s visit will be:

- Letters from the Department to OSUIT related to Title IV participation/eligibility
- Program Participation Agreement (PPA)
- Eligibility and Certification Approval Report (ECAR)
- Recent program audits
- USDE review of A133 audit
- USDE review of the financial ratios/composite score
- Samples of mandated consumer information
- Contracts related to contractual relationships reported/DOE
CHAPTER NINE

- Default rate management plan
- Inspector general reports

6. Institutional Disclosures, Advertising and Recruitment Materials

Outline institutional policies for maintaining accuracy and completeness of information for students including policies on grading, transfer, academic calendars, other student policies including grievances, complaints.

Information regarding institutional policies for students may be found in the Catalog, revised annually and available on the college’s website, as well as in the Student Rights and Responsibilities Governing Student Behavior document, revised annually, and available in both print and web formats.

Explain institutional policies related to producing advertising and recruitment materials and ensuring fairness and accuracy.

Institution policies related to advertising, recruitment and other related issues are thoroughly explained on the OSUIT website: [http://www.osuit.edu/marketing](http://www.osuit.edu/marketing). Tabs include Guidelines (for clothing and print), Logo Downloads, Marketing Standards, Oversight and Compliance, and Web Publishing Policies. Oklahoma State University is extremely strict in its policies regarding fairness and accuracy of information.

Explain institutional policies related to oversight of third party contractors who conduct advertising or marketing.

In addition to the website noted above, Oklahoma State University is extremely strict with regard to third party contractors. Employees who misrepresent the University may face a myriad of penalties ranging from the loss of purchasing privileges and confiscation of non-franchised logo items to employment sanctions. Only licensed franchise vendors who have signed countless documents of assurance are permitted to provide services to the University.

Explain institutional policies related to disclosing Commission status, sanction, etc.

OSUIT maintains the format of Commission disclosure as recommended by the Commission. In the Catalog and in other documents, the following wording is used:

OSU Institute of Technology is accredited by The Higher Learning Commission and a member of the North Central Association (30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504; 1-800-621-7440; [http://www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)).

Resource Room

The Resource Room will contain the following:

- Samples from the catalog, website, ads, demonstrating how the institution addresses disclosure of HLC accreditation information
- Samples related to disclosure of key policies, academic calendar, grading and transfer policies
- How the institution uses the mark of affiliation
7. Relationship With Other Accrediting Agencies and With State Regulatory Boards

OSUIT is an operationally separate branch of Oklahoma State University and an agency of the State of Oklahoma. The college is supported by state appropriations and is under the jurisdiction of the Oklahoma State Regents for Higher Education. The State Regents constitute the coordinating board of control for all Oklahoma institutions of higher education supported wholly or in part by direct legislative appropriations.

The Board of Regents for Oklahoma State University and the A&M Colleges is the governing board for OSUIT. This governing board determines management policy, employs personnel and has responsibility for the general governance of its institutions as they operate to carry out their roles as member institutions of the Oklahoma public system for higher education.

Three degrees enjoy the privilege of specialized program accreditation:

1. Information Assurance and Forensics, a Bachelor of Technology degree program, is accredited by the Computing Accreditation commission (CAC) of ABET.
2. Nursing, an Associate in Applied Science degree program, is accredited by the National League of Nursing Accrediting Commission (NLNAC) as well as the Oklahoma Board of Nursing (OBN).
3. Orthotics and Prosthetics, an Associate in Applied Science degree program, is accredited by the National Commission on Orthotic and Prosthetic Education (NCOPE).

Copies of specialized accreditation materials will be available in the Resource Room at the time of the visit.

8. Public Notification of an Evaluation Visit and Third Party Comment

In accordance with Higher Learning Commission policy, a public notification of the evaluation visit and request for third party comment will be issued in January 2010 and remain posted through the end of March. Notices will be published in the Okmulgee Daily Times, which serves the city and county of Okmulgee, as well as on the campus website: www.osuit.edu
TO REALLY EXPERIENCE WHAT OSU INSTITUTE OF TECHNOLOGY HAS TO OFFER, YOU HAVE TO EXPERIENCE IT FIRSTHAND.

www.osuit.edu