

Assurance Argument

Oklahoma State University Institute of Technology-Okmulgee - OK

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Introduction

OSU Institute of Technology (OSUIT) was established as a technical branch campus by the Oklahoma State University (OSU) system in 1946. OSUIT is a public higher education institution located in Okmulgee, OK. The campus is in rural, eastern Oklahoma, located 40 miles south of Tulsa, OK, and 107 miles east of Oklahoma City, OK. The university is also an Oklahoma state agency. It is governed by the OSU/A&M Board of Regents with oversight from the Oklahoma State Regents for Higher Education. The university is an associate and baccalaureate degree-granting institution that offers degrees in cybersecurity, engineering, nursing, and many other technology-related degrees.



The stakeholders of OSUIT include students, parents, alumni, advisory committee members, faculty, sponsors, employees, community, business partners, grant-giving organizations, and the employers that hire its graduates. OSUIT provides a variety of services to the public. Most notably, OSUIT provides education to its students. It provides assurance to the students' future employers that the students have met the requirements of graduation. OSUIT also offers custom employee training to industry as specialized continuing education for their employees.

OSUIT is a full-service institution supporting students through the complete educational lifecycle with effective enrollment management, academic advisement, financial aid counseling, bookstore services, dining services, payment planning, technical support, learning management support, and housing. Coursework can be completed using multiple modalities including face-to-face, blended, and fully-online. This allows our students the flexibility they need to work and still earn a degree, from virtually anywhere in the world.

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

Oklahoma State University Institute of Technology (OSUIT) was established in 1946 to uniquely focus on the vocational and technical education needs of post-WWII Oklahoma. Since then, the institution's purpose has evolved just as industry and technology have continued to advance. Our current mission reflects a determined focus on student outcomes, response to the state's economic development, and the demand for a technologically-sophisticated workforce. The mission statement, articulated and reiterated in various official documents and publications, is the foundation for the campus's vision, curricular development, services provided, outreach efforts, and budgeting priorities.

The Mission

OSU Institute of Technology's mission is to serve as the lead institution of higher education in Oklahoma and the region providing 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.

1.A.1 The OSUIT mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

The current iteration of [OSUIT's mission statement was adopted in 1993](#) as an outgrowth of the [first in-depth strategic planning process](#) undertaken by the institution. Facilitated by Dr. Robert E. Taylor, an internationally recognized scholar and founding director of the Center for Research and Leadership in Vocational and Technical Education at Ohio State University (now known as the Center on Education and Training for Employment), OSUIT developed its first comprehensive review of its stated values and guiding principles. The two-year process engaged [hundreds of stakeholders representing campus, community, government, and industry leaders](#) from all over the state.

[Institutional goals related to the mission and a statement of values](#) were also developed, along with a [philosophical position](#). Subsequent to the 1993 adoption of the current mission statement, Oklahoma State University developed a system-wide strategic plan in 2004 in which OSUIT's mission was articulated and [approved by the Oklahoma Agricultural & Mechanical Colleges Board of Regents](#) in September 2004.

When OSUIT's current President, Dr. Bill R. Path, took office in 2011, one of his first priorities was to initiate a new campus planning process which began in January 2012 and produced the [2012-2017 Strategic Plan](#). Input from stakeholders was solicited through structured meetings, email notifications, and [listening sessions](#). Community collaboration was encouraged through program advisory committee meetings, as well as notices, emails, and meetings with local government, tribal, and civic organizations. The 2012-2017 Strategic Plan was unveiled and distributed to faculty and staff on August 28, 2012, a day set aside for professional development.

During the first year under this strategic planning model, more than fifty separate Priority Action Items were completed. Progress on each of these items was monitored throughout the year using an internal reporting document titled "[OSUIT Ongoing Initiatives and Action Items](#)." The president and other administrators provided regular updates on the status of Priority Action Items during Administrative Council meetings and Faculty/Staff Council meetings throughout the year. The completion of action items was also routinely shared with employees via email communications.

Developed as a rolling five-year plan, the mission and corresponding strategic goals are reviewed and updated annually by the President's Cabinet to ensure the vision and goals are in alignment and to make adjustments for progress and goals achieved. The plan is distributed by the president via [campus-wide email](#), and direct feedback is encouraged by email response and through a variety of face-to-face engagements, including Faculty/Staff Council, Academic Council, Administrative Council, and small workgroups or committees.

The [Strategic Plan](#) has consistently and overtly declared the institutional mission statement as its fundamental touchstone by which all goals and initiatives are measured. [Core Indicator](#) data has been compiled each year and reviewed. The status of Priority Action Items has been closely analyzed each year, and budget considerations have been studied before setting any new action items.

1.A.2 OSUIT's academic programs, student support services, and enrollment profile are consistent with its stated mission.

OSUIT's academic programs, student support services, and enrollment profile are consistent with its mission statement.

Academic Programs – Responsive to Workforce Demand

Each technical degree program (Associate in Applied Science and Bachelor of Technology) has its own [advisory committee](#) comprised of industry representatives who hire interns and graduates of its programs. Our Associate in Science programs have one advisory committee comprised of high school and Oklahoma Department of Career Technology Center representatives including superintendents, principals, and counselors.

The curricula for OSUIT academic programs are regularly reviewed, at least annually, through the advisory committee meetings and revised to reflect changes in the workplace such as technologies, processes, and industry standards so that graduates continue to achieve and surpass industry

workforce standards. OSUIT advisory committee members often provide professional development to faculty, provide equipment and supplies, and technical manuals for use in the classrooms.

[Goal C of the 2019-2024 Strategic Plan](#) focuses on academic programming to promote quality education and emerging technologies. There are four initiatives with three-to-four strategies to meet those initiatives. OSUIT offers 6 Associate in Science degrees, 26 Associate in Applied Science degrees, 3 Bachelor of Technology degrees, and 2 certificates. In accordance with Initiative 4, Strategies a & b, two certificates were a recent addition in Fall 2018 in response to the demand for basic culinary skills training for entry-level food service employees where the highest turnover occurs. Offered in “boot camp” format, incumbent workers attend classes on campus for two weeks every summer, and spend the time in-between sessions in online classes, applying knowledge gained on the job. Future certificate offerings are under review by the individual advisory committees.

OSUIT’s newest degree program – the [Bachelor of Technology in Applied Technology Leadership](#) (BT in ATL)—was designed in response to alumni and industry partner requests. The BT in ATL will enable A.A.S. degree holders to pursue a bachelor’s degree without losing any technical credits or having to start their college degree over again. Student cohorts were accepted into the program for the Fall 2019 trimester.

Enhancing the rigor and quality of academic instruction is achieved through a continuous program review process to ensure course, degree, program viability, and instructional excellence. [Program reviews](#) are conducted regularly and submitted to the Oklahoma State Regents for Higher Education (OSRHE). Programs with low enrollment, low completion, or are financially unsustainable are [reviewed and removed](#).

Student Support Services – Responsive to Diverse Population

OSUIT is racially diverse, with Native Americans as the largest minority [population](#) at 12.43%. Okmulgee is the capital of the Muscogee (Creek) Nation, and OSUIT is a proud partner of the College of the Muscogee Nation. Other ethnicities include Blacks at 3.5%, Hispanics at 7.3%, Asians at 1%, 14.6% indicate multiple races, and a very small international population of 1%. Whites comprise 55.3% of the total enrollment.

OSUIT resembles the demographics of its geographic location, with the largest number of students coming from Okmulgee and Tulsa counties. In-state students comprise 90.6% of the enrollment, and in descending order, out-of-state students coming primarily from the contiguous states of Texas, Arkansas, and Missouri. Three quarters of our students are commuters, and nearly 63% are enrolled full-time. Veterans of the armed forces make up 5% of the enrollment.

The [2019 Institutional Fact Book](#) details OSUIT’s enrollment profile. Data illustrate that OSUIT draws heavily from counties within a three-hour distance of OSUIT, and out-of-state students are generally in sponsored programs (e.g. transportation and heavy equipment) through which employers send prospective employees to OSUIT and support the students financially.

OSUIT provides a full range of services to meet the comprehensive needs of this diverse student population. Examples of support services include tutoring, disability services, veteran services, financial aid, mental health support, and placement testing.

[Goal B of the 2019-2024 Strategic Plan](#) is to improve services to augment student success. OSUIT has expanded its portfolio of student support services. Initiative 1, promote student persistence and

completion, has been aggressively pursued.

In September 2015, a [Retention Task Force](#) was appointed by President Path, and recommendations have been implemented over the past few years with resources specifically set aside for this purpose. A variety of [tutoring services](#) are available at no charge to students through the LASSO Center for general education classes, and over the past two years, [tutoring in technical classes](#) has been added. In addition, peer mentors, student clubs such as International Society of Automation and Phi Theta Kappa, and school faculty also offer tutoring in various locations across campus, in subjects and at hours of operation not always covered by the [LASSO Center](#).

The Office of [Academic Accommodations](#) provides a variety of resources to self-reported students with disabilities or disadvantaging conditions. Services include but are not limited to note-taking assistance, alternative testing accommodations, assistance in obtaining texts in alternative formats, interpreter services, classroom accessibility, accessible parking permits, assistive technologies, and equipment loan. Each student receives an individualized plan.

Because OSUIT was established to assist veterans transitioning into civilian life after World War II, we share a [special commitment to military service personnel](#) and their dependents. As a recognized Military-Friendly School, OSUIT has Certified Veteran Service Providers on campus who act as advocates for all veterans and their families. A dedicated full-time veteran services coordinator processes all veteran education benefits and military transcripts. The university also provides free counseling opportunities with a certified counselor who specializes in working with veterans.

OSUIT also has a chapter of the Student Veterans Association, which is active year-round on campus, as well as a dedicated Veterans Lounge available for veterans to do homework, meet for study sessions together, or just relax between classes.

To assist students with overcoming barriers, OSUIT provides [Hoonuit](#), an online classroom that integrates with its student learning platform, with videos on numerous issues for just-in-time support in areas ranging from career services to financial management to sexual harassment/stalking to time management and testing skills.

In 2013, OSUIT was accepted to the Higher Learning Commission Academy for Student Persistence and Completion, Open Pathway Quality Initiative. Its project was [Gateway to Completion](#), with additional activities taking place campus-wide. [HLC Plans 1.0 through Plan 8.0](#) detail the activities and successes from 2014 through 2018. During this time period, OSUIT improved its first year cohort retention rate from 55% for 2010-2011 to 64% for 2016-2017. Other examples, including future strategies, include:

- [Multiple Measures](#)
- [Co-Requisite Remediation](#)
- [Peer Mentoring](#)
- [Math Pathways \(Fall 2019\)](#)

1.A.3 OSUIT's planning and budgeting priorities align with and support the mission.

OSUIT's mission is woven into the fabric of all operations as evidenced by our strategic planning and budgeting processes. The mission, through its execution as outlined within the Strategic Plan, serves as the key determining factor of all resource allocations campus-wide.

With the decline in state funding, OSUIT transitioned to a blended budgeting model using incremental budgeting for personnel and [zero-based budgeting](#) for other operating costs. This change allowed OSUIT to continue offering high-quality advancing technology programs and services despite its fiscal challenges.

Detailed discussion of this subcomponent is addressed in Criterion 5.C.1.

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1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

At Oklahoma State University Institute of Technology (OSUIT), the mission is articulated and displayed in many areas around campus, on the institutional website, and in various publications. While our mission has not changed since 1993, review of the mission statement occurs annually and is fulfilled with intention through the Strategic Plan. The mission statement informs the long-range planning process for all campus operations. Thus, the mission is expressed verbatim through a host of publication avenues.

1.B. 1 OSUIT clearly articulates its mission through one or more public documents.

OSUIT's mission statement can be found on the institutional [website](#), the academic course [catalog](#), the [President's Report](#), [New Employee Orientation](#), and in office buildings around the campus through [digital signage](#).

The mission is also demonstrated in the [2019-2024 Strategic Plan](#) and expressed through [recruitment collateral](#).

1.B. 2. The mission document is current and explains the extent of the institution's emphasis on the various aspects of its mission.

OSUIT's mission statement reflects a determined focus on student educational and vocational outcomes while simultaneously addressing the economic and workforce issues of our state. This focus is reflected in OSUIT's communications, both internally and externally.

Creating a Mission-Driven Culture

Faculty and staff are introduced to the historical background that informed the institution's purpose and original programming as part of the on-boarding process and new employee orientation. As our value statement declares, "*We value excellence and integrity in people, technology, jobs, and learning.*" One of the primary reasons why OSUIT is so successful at placing graduates directly into the skilled labor workforce is because we hire the right *people* to teach our courses and the right *people* to support our students.

The Office of Marketing & Communications produces a weekly employee e-newsletter known as "[The Circuit](#)" which shares campus news, events, and feature stories about students, faculty, staff, and alumni. This content is repurposed for external use in the form of web content, social media, and publicity. These storytelling efforts highlight student success through scholarship and career placement while illuminating both the workforce needs and the potential outcomes for students pursuing their degrees.

The president and senior administration consistently deliver messaging and engage employees in discussions that will support the goals of the strategic plan and define their relationship to OSUIT's mission. More detailed discussion about internal communications can be found in Core Component 2B.

Public Relations and Promotion

Public awareness of OSUIT's mission is generated by both [press coverage](#), branding, and paid advertising. Through [press releases](#) and media relations, OSUIT presents the case for its role in workforce development and the production of talent beneficial to the state's economy.

In 2018, OSUIT commissioned [consumer research](#) to learn more about the motivations of our students in choosing OSUIT and their program of study; to better understand the value propositions that resonate with our constituents; and to analyze OSUIT's perception within the surrounding community.

The report defined four distinct [audience profiles](#) which include the Mature Go-Getter, the Determined Careerist, the Hometown Wanderer, and the Enthusiastic Dreamer. Each of these profiles shows a direct correlation to our mission. Having this important psychographic data assisted in the development of an advertising campaign that could target specifically these segments and connect them with the essential programs and services that will lead to their educational success and career pathways.

The "[Be the One They Call | Be True to You](#)" [brand campaign](#) reflects a commitment to *preparing and sustaining a diverse student body as competitive members of a world-class workforce and contributing members of society.*

Our students' interests lead them to OSUIT where they can be the hero in their own story and be true to who they are, what they can accomplish, and the future they envision for themselves and their families.

1.B. 3. The mission document identifies the nature, scope, and intended constituents of the higher education programs and services the institution provides.

As primarily a two-year technical institution, the nature and scope of OSUIT's programs and services are designed to *"prepare competitive members of a world class workforce and contributing members of society"* through the pursuit of career placement and/or to further their education.

In its opening, the OSUIT mission statement sets forth the scope of the institution's overall responsibilities by stating that OSUIT *"is to serve as the lead institution of higher education in Oklahoma and the region."* As part of the OSU System, OSUIT has a state-wide mandate to serve constituent needs.

The mission statement further defines the nature and scope of OSUIT's work as *"providing*

comprehensive, high-quality, advancing technology programs and services...” The term “*programs*” refers to all academic majors offered at OSUIT, and the term “*services*” refers to all academic support services offered by the institution. The employment of every faculty and staff member of OSUIT is for the purpose of providing these “*programs and services.*”

The mission statement concludes by identifying how the nature and scope of OSUIT benefits its primary constituent group, when it says that OSUIT is providing “*programs and services to prepare and sustain a diverse student body as competitive members of a world-class workforce and contributing members of society.*”

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1.C - Core Component 1.C

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

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

Argument

Response to 1.C

Oklahoma State University Institute of Technology (OSUIT) takes pride in its role as a workforce preparation institution and the role it plays in preparing its graduates to thrive in a multicultural society. It is reflected in our mission statement, "*...to prepare and sustain a diverse student body as competitive members of a world-class workforce and contributing members of society.*"

1.C.1 OSUIT addresses its role in a multicultural society.

Employee Profile

To best prepare students for effective functioning in a multicultural society, the university should reflect those demographics in its employee base. Creating a foundation for diversification was critical and began with cabinet buy-in for [incorporating diversity and inclusion strategies](#) throughout the strategic plan. Cabinet meetings now regularly include diversity and inclusion as a topic of discussion to ensure it remains always at the forefront. A list of [professional organizations](#) serving multicultural and diverse populations has been compiled and shared with the President's Cabinet so that OSUIT may broaden the applicant pool when seeking persons to fill open positions an effort to promote diversity and inclusion. Since 2014, OSUIT has successfully improved its employment of:

- women from 48.2% to 50.3%
- African-Americans from 8.1% to 8.6%
- Native Americans/Alaskan from 7.8% to 9.9%

Knowing where our employees currently stand on their understanding of diversity is an important first step. The Diversity & Inclusion Committee distributed a [D&I survey](#) to all employees and used the feedback to develop its initiatives. [Training](#) is currently being developed for faculty to assist with incorporating diversity into the curriculum and to improve cultural competency.

Student Profile

OSUIT understands that a diversified student body is critical to preparing students to be part of a multicultural workforce.

- OSUIT was ranked second on the [Almanac of Higher Education](#) for its racial and ethnic diversity.
- Respondents to the Student Satisfaction Inventory rated OSUIT highly for its [cultural diversity](#).
- [Student demographics](#) show improvements since 2015 to 2019 in the enrollment of:

- Hispanics from 4.97% to 7.32%,
- Multiple Races from 9.41% to 14.6%, and
- International from .61% to 1.04%.

1.C.2 OSUIT's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Human Diversity in Education

Preparing students to handle multiple perspectives, engage in civilized dialogue with persons of different backgrounds, and manage disagreements begin in the curriculum and continue outside of the classroom. [Technical](#) and [general education](#) classes emphasize the importance of diversity and acceptance in today's society. Diversity is a core objective, and the evaluation of outcomes that measure the successful integration of diversity into the curriculum is included in program assessment plans.

The Student Satisfaction Inventory [survey](#), distributed to enrolled students, indicated high satisfaction with the preparation they received to help them successfully work in a multicultural society. Ways in which diversity is incorporated into the curriculum are:

- Making writing gender-neutral
- Reading, writing about, and discussion on issues that deal with cultures, diversity, and tolerance
- Through diversity topics assigned, help students learn to identify and address biases and stereotypes

OSUIT is located in a federal opportunity zone--an economically distressed community with a high illiteracy rate low high school graduation and postsecondary attainment rates. Through its [adult basic education](#) program, OSUIT serves a highly diversified population. And, OSUIT works closely with the Oklahoma Department of Career & Technology Education to offer college credits to students completing its programs through [prior learning assessment](#). College classes are also offered to 12th grade students with no tuition for up to 18 credit hours.

Human Diversity in Student Support Services

Providing resources, events, and activities for students to develop their cultural competencies is critical. As such:

- [Diversity and inclusion](#) is discussed in new student orientation.
- Through the student government association, OSUIT addresses challenges through [Town Hall forums](#).
- - Black History Month [Speaker](#) Series
 - Black History Month [Book Club](#)
 - [Field trips](#) to historic cultural sites
 - [Open forum](#) discussions
 - Student involvement in [cultural events](#) hosted at OSUIT
 - [Hispanic Heritage](#) Month
 - [Native American](#) Heritage Month Co-curricular programs and offerings such as student organizations, cultural events, guest speakers and study abroad opportunities:
- Creating [safe zones](#) for LGBTQ was implemented and employees of the university attended

and received a decal to place on their door.

- [Residence Life](#) follows recommended guidelines for handling room changes for transgender students and providing support services.

Human Diversity in the Workforce Development

Advisory Committees are critical to OSUIT's programs and curriculum remaining relevant. In addition to the curriculum, committees make OSUIT aware of trends, challenges and help with environmental scanning. The advisory committees have made it clear that they need diversity in their workplaces, and they expect OSUIT to produce. OSUIT has been successful in bringing more [women](#) into programs that have been historically male-dominated and has experienced increases in the enrollment of ethnic minorities.

Examples of OSUIT's responsiveness to industry needs and expectations are provided in Criterion 5.C.5.

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1.D - Core Component 1.D

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

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

Argument

1.D.1 Actions and decisions reflect an understanding that in its educational role Oklahoma State University Institute of Technology (OSUIT) serves the public, not solely the institution, and thus entails a public obligation.

The employees of OSUIT understand that they serve the public good. To this end, they explore ways to improve services, identify gaps in service, and determine how to promote to their communities.

OSUIT serves the public and its decisions and actions reflect that understanding. As an example, The Assessment Center pursued [certification](#) through the National College Testing Association (NCTA) to offer exams through some of the Nation's largest testing providers. OSUIT offers thousands of tests through [Pearson Vue](#) and [Castle Worldwide](#), filling a gap for test takers in the southeast portion of Oklahoma. Services are promoted through school administration, on the websites of our testing partners, and through professional organizations whose membership benefit from the testing we offer. In addition, OSUIT operates an [Adult Basic Education](#) program, offering free educational and other preparatory services for workforce/career readiness, higher education, or basic skills. Classes are offered in three counties.

OSUIT's [Workforce & Economic Development](#) department fosters relationships with the [community](#) and [industry partners](#) and assists in the areas of [customized training](#), technology deployment, applied research, strategic planning, best practices and coordination.

1.D.2 OSUIT's educational responsibilities take primacy over other purposes.

OSUIT has been recognized as one of the most [affordable](#) institutions in Oklahoma. OSUIT is dedicated to teaching as its primary role and responsibility. In FY20 63.6% of its [General and Educational Budget Part I](#) was allotted to academics. As a publicly-funded institution, and although it is within the OSU system as a technical constituent, OSUIT remains independent from its parent organization both in governance and funding, and operates under the guidance and policy framing of the [OSU/A&M Board of Regents](#) and the [Oklahoma State Regents for Higher Education](#). As a public institution, OSUIT does not generate, nor does it provide financial returns for institutional partners. External partnerships are educational in nature, limited in scope, and of benefit to the community, students, and the university.

Recognizing education is our primary responsibility, OSUIT [reorganized](#) its academic schools in July 2019 to more effectively serve, and be more responsive to, the needs of its students, industry partners, and other stakeholders (see 3.A.1).

1.D.3. OSUIT engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

OSUIT has numerous [business and industry partners](#). Faculty and staff regularly meet with private sector partners to identify their workforce training needs and to develop both credit and noncredit curriculum to meet the needs of industry. Every technical education program at OSUIT has an active [academic advisory committee](#) made up of [leaders from business and industry](#) who are invested in OSUIT and hire our graduates. These relationships help to ensure the curriculum and instructional methodology at OSUIT remains relevant and continues to satisfy employer needs for the modern workforce.

OSUIT also engages with its local community. For instance, college officials currently volunteer their time to serve on the Okmulgee Area Development Corporation, the Okmulgee Chamber of Commerce, and on the Okmulgee Mainstreet Board. OSUIT actively seeks opportunities for students, employees, and other stakeholders to volunteer in [community-sponsored events](#) and community-building activities on an individual level and as a part of an organized group. The [Student Government Association, Phi Theta Kappa, and numerous other student clubs](#) participate in volunteer work in the community. Service-learning and volunteerism are an integral part of the culture of OSUIT and many students proactively seek out [service-learning projects](#) under the advisement of their instructors.

Additionally, these services/facilities are open to the public:

- Student Union Facilities and university grounds are open for use by the public and can be reserved for special use, complying with federal and state regulations governing public forums
- [Child Care Center](#)
- Library
- Cowboy Cafe provides a discounted meal rate to the campus and community
- University Bookstore provides a monthly 20% discount on OSU & OSUIT logoed items
- Select [student life activities](#) are open to, and specifically designed for, the public including Carnifall and children's Christmas party.

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1.S - Criterion 1 - Summary

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

Summary

Oklahoma State University Institute of Technology's (OSUIT) mission statement and official documents clearly articulate to both internal and external stakeholders the institution's commitment to student outcomes and the demand for a technologically-sophisticated workforce. The very name -- Oklahoma State University Institute of Technology-- is the overt and public reinforcement of our mission.

As the state's only post-secondary institution of applied technical education, OSUIT is leading the way in providing comprehensive and high quality advancing technology programs and services.

OSUIT is committed to inclusiveness and provides a full range of support to meet the comprehensive needs of our diverse student population. As a result, graduates are prepared to enter the global workforce, progress in their careers, and contribute to society.

OSUIT prioritizes its role as a corporate citizen within the communities we serve; through its investment and sharing of resources, the city and surrounding counties have benefited and improved.

All programmatic and fiscal decisions are aligned with and guided by the mission statement. The mission is carried out through the goals and initiatives outlined in the strategic plan.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

2.A Oklahoma State University Institute of Technology (OSUIT) operates with integrity in its financial, academic, personnel, and auxiliary functions.

OSUIT specific policies that establish and support university integrity and ethical conduct on the part of all employees can be found in OSUIT's [Policies and Procedures](#).

Integrity in Financial Operations

OSUIT follows the policies of the governing board, the [Board of Regents of Oklahoma State University/A&M Colleges](#), that relate to integrity and [ethical conduct](#). The Board of Regents delegate, to the president and administration of member institutions, the authority to [create institutional policies](#). To ensure financial integrity, institutional policies and processes are audited by the OSU A&M Board of Regents' Office of Internal Audit. Examples include:

- [Payroll internal audit](#) helped refine OSUIT's processes.
- [Internal audit of Bursar processes](#)
- Additional audit findings can be found in 5.A.1 and 5.D.1.
- OSUIT policy on [outside compensation](#)
- OSUIT policy for reporting on potential areas of [conflict for senior leadership](#)

OSUIT follows recommended standards of the National Association of College & University Business Officers (NACUBO). As an example, OSUIT operates with an acceptable [debt-burden ratio](#). For instance, the university has one revenue bond issue outstanding which requires additional reporting to external entities. It was issued in 2004 and will be retired in 2024. The other borrowings by the university are through a master lease program administered by the Oklahoma State Regents for Higher Education. The borrowings of the university are managed by the Office of Administration and Finance Operations of Oklahoma State University. The university's [bond rating](#) is similar to other small public institutions of higher education. The revenue bond issue of 2004 covenants require reporting to U.S. Securities and Exchange Commission through the [EMMA reports](#) and the [Internal Revenue Service](#) in the form of arbitrage rebate reports. The annual [audits](#) of OSU contain required disclosures about the institution's debt.

The investment policy of OSUIT is administered by the OSU Office of Administration and Finance

Operations. This office ensures adherence to the investment policies set forth by the OSU Board, the OSRHE and the [Oklahoma State Treasurer](#). The compliance with these policies is evidenced by the annual external audits (see 5.A.1).

The internal budget control policies [document](#) the relationship with the strategic plan of the university. The requests are combined and adjusted as needed to meet revenue constraints. The financial accounting system prevents purchases from departments that do not have sufficient budgets. Employees with purchasing authority are required to sign [conflict of interest](#) reporting acknowledgment forms annually that affirm that they have read and will follow OSUIT ethics and conflict of interest policies. OSUIT [senior leadership](#) is required to report any conflict of interest.

Integrity in Academic Operations

OSUIT ensures integrity in its academic operations through a variety of means. The institution's [Syllabus Attachment](#) includes statements regarding academic dishonesty and fair use of copyrighted materials. The institution's OSUIT Library electronically publishes information regarding the [fair use of copyrighted materials](#).

OSUIT's [academic catalog](#) is published electronically so it is equally available to all constituencies. The institution's [catalog](#) and [syllabi](#) also contain course grading policy information. OSUIT's curriculum change process involves a [broad cross-section of OSUIT representatives](#), and changes to workforce-oriented programs are implemented following direct feedback from [programmatic advisory committees](#). [Program reviews](#) are conducted at least every five years of all of OSUIT's academic programs which are not reviewed as part of a specialized accreditation process.

All OSUIT employees are required to adhere to its [Family Educational Rights & Privacy Act](#) (FERPA) policy, and the institution requires that [students give their explicit permissions](#) for OSUIT representatives (e.g., academic advisors) to communicate with parents and/or other parties regarding students' academic records.

The institution's [faculty employment offer letter](#) explicitly states that faculty must be fair in their interactions with all institutional stakeholders. OSUIT's academic leaders also adhere to the institution's [Faculty Credentials policy](#) to ensure consistency in the application of its requirements. [Evaluations](#) are conducted of all OSUIT faculty and for-credit courses during the fall, spring and summer semesters.

Integrity in Personnel Operations

OSUIT monitors and investigates complaints, comments, and recommendations from faculty, students, and staff. The Federal Compliance Document details this process. Grievances filed by [students](#) and [employees](#) are settled fairly through grievance procedures. The Board of Regents provides an anonymous and confidential website application branded as [EthicsPoint](#) allowing students, employees, and other stakeholders to report ethical issues or [concerns](#) including misconduct and violations of the law or university policies and procedures. The OSUIT Director of Human Resources is notified when grievances are filed. In the last nine years, no grievance has escalated to the point that would require a hearing.

Integrity in Student Services Operations

Departments in the Student Services Division operate under the guidelines of OSUIT and as directed

by professional organizations such as:

- Association of American College Registrar & Admissions Officers
- Oklahoma Association of College Registrar & Admissions Officers
- National Association of Student Financial Aid Administrators
- Oklahoma Association of Student Financial Aid Administrators
- National College Testing Association

The Registrar's office, which also oversees admissions, has created audit reports, like [concurrent enrollment eligibility](#), to ensure appropriate actions are completed for each student's file. In addition, the OSU A&M Board of Regents and Oklahoma State Regents for Higher Education (OSRHE) also contracts with internal and external auditors. Additionally, veteran students' records are audited annually by the Veterans Administration, which contracts with the [Oklahoma State Accrediting Agency](#). International student reporting to SEVIS is done every semester.

The Office of Financial Aid and Scholarships complies with the Higher Education Act, posting the required information including its Code of Conduct, Statement of Ethical Principles, and [Code of Conduct for Student Loans](#). The office adheres to each of these codes of conduct and statement of ethical principles.

The OSUIT Counseling Office is staffed by one licensed professional counselor. This counselor follows the ethical guidelines set by the [American Counseling Association \(ACA\) Code of Ethics](#).

With regard to auxiliary operations, each month several auxiliary units review their respective [financial reports](#) and provide responses to their immediate supervisor, which includes any action to be taken, adjustments in personnel, and inventory control processes. On a quarterly basis, the Vice President for Fiscal Services, Dean of Students, and the Director of Student Union Operations review the financial reports for the auxiliary areas of child care, bookstore, copy center, food service, and Student Union operations to review managers' recommendations and approve actions. For residential life, the Director of Residential Life meets with the group mentioned above.

To ensure consistent operations practices, and provide for continuous feedback, written policies and procedures have been created for the [bookstore](#), [child care center](#), [C-Store](#), [copy center](#) (closed in 2019), [food/dining services](#), and [post office](#). These policies are reviewed annually, modified as necessary, and distributed.

The staff of the Assessment & Career Services Center, an additional auxiliary unit, adhere to the professional guidelines of the [National Association of College Testing Centers \(NCTA\)](#). Furthermore, the individual guidelines established by independent retailers like [Castlewide Testing](#) are also followed.

Standards of ethical behavior for students are included in the [Student Rights and Responsibilities](#) document and the [Student Conduct policy](#). Alleged violations are resolved through an informal or formal hearing process administered by the Student Conduct Office. The Student Conduct Office provides a fair and impartial process for deciding cases. This process reinforces the ethical values of the institution related to student academic conduct.

OSUIT believes that the evidence presented above demonstrates integrity in all of its operations.

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2.B - Core Component 2.B

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

Argument

2.B Oklahoma State University Institute of Technology (OSUIT) presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

OSUIT presents itself clearly and completely to its students, employees, and the general public through multiple channels, including the website, printed materials, digital signage, and through social media.

Award-winning videos are regularly produced as an entertaining means to introduce new employees, programs, or services. The docuseries "[A New Path](#)" showcased President Path's first 100 days as he toured programs and facilities. "[Inside OSUIT](#)" is a current interview series that highlights people and places on campus for both an internal and external audience. Videos are shared on [OState.TV](#), Oklahoma State University's video channel, and OSUIT's own YouTube channel.

"Lighting the Path Ahead" was a [weekly Q & A column](#) in the Okmulgee Times newspaper written by President Path. It was published between June 7, 2015 and May 31, 2019. Along with several topics related to community improvement, it also gave the president a strong platform to directly communicate the story of OSUIT and its mission to the community at large.

President Path also addresses every program [advisory committee during their routine meetings](#) to provide a campus update that covers operational issues, fiscal matters, and other areas of focus. He and/or designated senior administrators also provide an institutional update to [Faculty/Staff Council](#) every month.

Once a year, the president addresses all OSUIT employees in a town hall setting with a "[State of the Campus](#)" presentation in which he reviews the current budget, higher education trends, and upcoming initiatives for the new fiscal year as informed by the strategic plan.

About OSUIT

The website is the primary means for communicating who OSUIT is to prospective students and the public and is maintained by the Office of Marketing & Communications. Information about OSUIT's [mission, goals, and values](#) is readily available from its [website homepage](#). Visitors may access information on:

- Breaking news, events, and calendar of activities
- Costs of attendance and financial aid
- [Academic catalog](#)
- Academic programs

- Cowboy Alert time-sensitive notifications such as weather-related school closures
- Featured faculty/staff research, honors, and recognition
- Videos
- The [HEA Consumer Information Website](#) with links to information used most often by consumers as required by the Higher Education Act of 1965 as amended by the Higher Education Opportunity Act of 2008.

Visitors may complete the following actions directly through the website:

- Schedule campus visits/tours
- Request information
- Apply for admissions
- Apply for Housing

Employees may complete the following actions directly through the website:

- Access policies and procedures
- View [faculty](#), [classified staff](#), and [administrative-professional](#) handbooks
- Review articulation agreements
- See the schedule of events
- Contribute to enrollment campaigns
- Access the secure student information systems portal
 - Banner
 - DegreeWorks
 - Transcripts
 - Canvas learning management system

[Reports, surveys](#), and other documents are available through the Institutional Research Website. The OSUIT [Institutional Fact Book](#), for example, provides general information about OSUIT, as well as demographic information broken down by various segments of the OSUIT student population. This document contains years of information for easy comparison to historical trends and is used by administration to monitor various demographic areas that may need additional services or support.

Programs and Requirements

Academic programs, including general requirements, are published online, in marketing materials, and through the [academic catalog](#). Additional resources students will find helpful include:

- [Program guides](#) with information on tools, supplies, industry support, etc.
- [Plans of study sheets](#) detailing technical and general education courses taken term-by-term.
- Course [syllabi](#)

Information on Faculty & Staff

- The academic catalog lists the credentials of [faculty](#) and [staff](#).
- Contact information for employees is accessible through [directories](#) for the OSU System. Directories are searchable by campus, title, department, and name. Phone numbers, emails, and campus addresses are provided.

Costs to Students

Students will find information on [tuition and fees](#), [meal plan rates](#), charges for [catering services](#), [copy center charges](#) (center closed in 2019), and [childcare center rates](#) readily available and easy to understand on the website, in marketing materials (digital and print), at the physical location of each Student Union and auxiliary services unit, as well as in the Grady Clack Administration Building.

Control

Information about the control structure of the university is available on the website. The OSUIT president, the president's cabinet, and the leadership team is located on the OSUIT website.

Accreditation Relationships

OSUIT acknowledges its accrediting body, the Higher Learning Commission, with the [HLC Mark of Affiliation](#) on its website. This links to information regarding OSUIT's accreditation status on the HLC website. Accreditation information such as self-study documents, comprehensive evaluation reports, and the [HLC Academy for Student Persistence and Completion Reports](#) and are posted publicly on the OSUIT website.

In addition to regional accreditation by the Higher Learning Commission (HLC), OSUIT has [discipline-specific accrediting bodies](#) including:

- Computing Accreditation Commission of ABET (ABET-CAC);
- Engineering Technology Accreditation Commission of ABET (ABET-ETAC);
- Accreditation Commission for Education in Nursing (ACEN);
- Oklahoma Board of Nursing (OBN);
- Commission on Accreditation of Allied Health Education Programs (CAAHEP);
- National Commission on Orthotic & Prosthetic Education (NCOPE);
- Associated Equipment Distributors (AED) Foundation; and
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2.C - Core Component 2.C

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

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

Argument

2.C.1 The governing board's deliberations reflect priorities to preserve and enhance the institution.

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

The Board has [nine members](#) including the president of the State Board of Agriculture (who serves in an ex-officio capacity. Eight members are [appointed by the Governor of Oklahoma](#), with the advice and consent of the state senate. Except for the president of the State Board of Agriculture, board members are appointed for eight-year terms to positions that represent the five Oklahoma congressional districts, with three at-large appointments.

The Board's powers to govern are constitutional, and include those enumerated in [Title 70, Oklahoma Statutes, Section 3412](#), and other laws and judicial decisions of the State of Oklahoma. Its functions are legislative in the establishment of all general policies affecting the institutions it governs, their relationships with one another, and prescribing rules and regulations to enact policies. Judicial functions are limited to acting as a court of final settlement for matters that cannot be successfully adjudicated by the presidents of the colleges.

The Board has established [policies and practices](#) that delineate the Board's expectations, responsibilities, and accountability. The Board has [final judgement](#) in matters involving its supervised institutions and their interactions including: the approving of the [university's strategic plan](#), mission and vision, annual budget, major financial expenditures, annual external audit, hiring of contractors for major projects, tuition and fees, institutional policies, and academic programs. While day-to-day operations are delegated to the president and the administrative team, the president consults with Board members as appropriate. The Board uses the institution's approved [strategic plan](#) and annual budget to guide decisions that preserve and enhance the institution. [Minutes](#) reflect the

Board's deliberations and priorities in decision-making.

All meeting [agendas](#), [meeting locations](#), and [minutes](#) are available on the OSU/A&M Board of Regents' website.

2.C.2 The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Board [policies and practices](#) provide opportunities for external constituencies to actively engage with the Board and to present their interests and needs. In accordance with the [Open Meetings Act](#) in the State of Oklahoma, agendas are published prior to meetings and meetings are open to the public, with the exception of those portions of meetings dealing with personnel issues and active legal actions. The Board provides the public with the opportunity to make comments at the end of each of their meetings.

The Board recognizes the different needs of research institutions and [technical colleges](#). The Board [visits the individual campuses routinely and holds their board meetings](#) during these visits. To ensure thorough consideration of agenda items, the Board has four standing committees to review select items prior to the Board meeting. The college presidents and/or college representatives meet with the committees to present relevant agenda items and answer questions. The committees present their recommendations during the full Board meeting. Board members discuss the agenda items and engage in further discussion with the college presidents prior to voting on items requiring approval. Committees include: Academic Affairs, Policy and Personnel, [Fiscal Affairs and Plant Facilities](#), Audit, Risk Management and Compliance Review, and Planning and Budgets.

The Board also posts meeting information with the agenda and detailed minutes on their website after the minutes are approved. The [Board's meeting minutes](#) illustrate how its decisions take into consideration the varied interests of internal and external stakeholders.

2.C.3 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

Despite the fact that board members are appointed by the Governor, the Board exhibits independence from the excessive influence of elected officials, donors, and other interests that might not be consistent with the mission of the individual institutions. The Board has established [policies and practices](#) that preserve its continued independence and autonomy from undue influences. One critical university system practice that assures the independence of the Board from donors is the establishment of the OSU Foundation. The OSU Foundation independently reviews all monetary and in-kind donations to the university.

[Board Policy 3.05](#), part 2 addresses the responsibility of ethical conduct. The Board recognizes that with authority comes the responsibility of personal conduct that strengthens trust. The Board also recognizes that their behavior reflects on the OSU/A&M System; therefore, they endeavor to be fair and honest in all interactions. By agreeing to never use authority to inappropriately pressure others to violate laws, regulations, or policies, the Board polices behavior and choices in order to uphold the responsibility of ethical conduct and to reflect well on the OSU/A&M System.

To maintain credibility, the Board monitors potential conflicts of interest and/or commitment. The organization defines a conflict of interest as an occurrence when someone who might benefit, either directly or indirectly, is in a position to influence a policy, purchase, program, or other decision. The

Board considers a conflict of commitment to be when an individual's participation in an outside activity interferes with their responsibilities to the OSU/A&M System. Policy requires full disclosure of any potential conflict and steps to be taken to alleviate the conflict.

The [Board Policy on Ethics](#) (3.05 approved March 1, 2013) specifically applies to not only members and staff of the OSU/A&M Board of Regents, but also to all "employed, or acting on the behalf of" member institutions. [Policy 1.08](#) empowers the Office of Legal Counsel to investigate any complaints.

2.C.4 The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Board of Regents [policy 1.03](#) delegates the daily responsibility of university management to the individual university presidents and their administrations.

The Board is responsible for final approval of personnel actions, instructional programs, budgets, financial matters, contracts with outside agencies, construction, and has full responsibility and authority to the extent specified by law for the control and administration of OSU and its constituent budget agencies. Its executive power is delegated to the president of the OSU System and to the presidents of its constituent budget agencies. This delegation of authority provides the OSUIT president with the authority to manage campus affairs as evident in the [realignment](#) of the academic schools.

The curriculum at OSUIT is the purview of, and initiated by, faculty, including new curriculum and curricular revisions. The [OSUIT Curriculum Committee](#) is comprised of individuals who represent an academic division, have a particular interest or knowledge in curriculum, or who are designated by the nature of their role on campus.

Sources

- §70-3412. Board of Regents
- 1.03 Governance Philosophy
- 1.12 Structure of Institutional Agendas for Board Meetings
- 3.03 Policy Statement to Govern Appointment
- 3-038 Financial Conflict of Interest
- AA.AA.OSUITAcademicProgramRealignmentProcess.200203.pdf
- AA.CUR.CurriculumCommitteeMembership.200107.pdf
- Board of Regents info
- board.policies.all
- board.policy.ethics
- FS.ACCT.OSU A and M Board minutes 2017 through 2019 September.191120
- OpenMeetings act
- OSU AM Policy 1.08 Authority of Legal Counsel
- OSU foundation
- PRES.BOR.GOPO.150123
- Schedule of Board Meetings
- strategic-plan-19-24
- TS.Board Meeting Minutes.AcademicReorg.2019.01.25

- TS.Board of Regents Bios.2020.01.06
- TS.BoardAgendas.2020.01.30
- TS.BoardSelection.2020.01.06
- TS.OSU.Foundation2020.01.30

2.D - Core Component 2.D

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

Argument

2.D Oklahoma State University Institute of Technology (OSUIT) is committed to freedom of expression and the pursuit of truth in teaching and learning.

OSUIT faculty, staff, and students are committed to freedom of expression and the pursuit of truth in [teaching and learning](#). There are several ways in which employee voices may be heard:

- [Faculty/Staff Council](#)
- [Administrative Assistants'](#) Meeting
- [Administrative Council](#)

Employees are actively encouraged to inquire and participate on various committees, informing the policies and processes of OSUIT. To ensure employees understand and actively encourage free and open inquiry, OSUIT established a First Amendment [committee](#) to plan and promote training and develop a [handout](#) that can be used for easy reference. Students and employees were invited to the [half-day workshop](#) led by Dr. Lee Bird, a nationally recognized expert on first amendment rights.

The Dean of Students presented information and provided handouts at the December 2019 [Roundtable](#) to student leaders and club advisers, pointing out applicable areas in the [student rights and responsibilities document](#), clearly outlining that students are guaranteed freedom of inquiry, discussion, assembly, and expression--necessary conditions for student learning. Students are made aware of their rights and encouraged to express themselves through [new student orientation](#), as well as at [town hall](#) meetings which are open forums where student government leaders bring up topics of concern to the general student body.

Complaints are outlined in our policies. [OSUIT policy 4-007](#) outlines student [grievance procedures](#). Grievance procedures for employees are set forth in [OSUIT policy 3-015](#). These grievance policies are established based on the foundational principles of the pursuit of truth, freedom of expression, and the right to diverse opinions. The university's [Course Section List](#) allows students a range of options in their general education choices. [OSUIT's appropriate use of digital technology policy 6-001](#) and diversity statement reaffirm the university's commitment to freedom of expression, [peaceful assembly](#), and [diversity](#). OSUIT does not allow censorship on its [website](#) or in [email](#). Employee evaluations and the OSUIT website stress the importance of the principles of truth and honesty in teaching and learning.

Faculty have academic freedom in evaluating and commenting on textbooks before adopting. Textbook lists are then provided to the university store for purchase.

Sources

- 3-015 Grievance Procedures
- 4-007 Student Grievance Procedures
- 6-001 Appropriate Use of Digital Technology Resources
- 6-002 Use of Email
- AA.CUR.CourseSectionListFall2019.200118
- diversity index ranked 2nd
- PRES.PRES.AdminCouncil-IR.191030
- SS.DS.1A Townhall Email to all students
- SS.DS.Freedom of Expression.190901
- SS.DS.Roundtable 1A meeting minutes
- SS.DS.Slides from Cowboy Up1A
- SS.REG.AdminAssistantsMtgAgendas.200131
- SS.SL.CovelleHallGuestPass.180912
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- SS.SS.Free Speech Training Powerpoint.170112
- SS.SS.MINUTES OF THE FIRST AMENDMENT COMMITTEE.291105
- TS.DiversityIndexRanking.2020.01.29
- TS.Faculty.Staff.Council.Constitution.2020.01.29
- TS.FreedomOfAssembly.2020.01.29
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- TS.NoCensorship.2020.01.29
- TS.Student.Grievance.docx
- TS.UseOfLibraryResources.2020.01.29

2.E - Core Component 2.E

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

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

Argument

2.E.1 Oklahoma State University Institute of Technology (OSUIT) provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Although, OSUIT is not a research institution, the parent campus of the OSU System maintains an [Institutional Review Board \(IRB\)](#) that oversees and assures the integrity of any research done by OSUIT faculty, staff, and independent researchers using the university for research purposes.

Any research or scholarly endeavor at OSUIT is required to follow ethical research practices and standards to protect the rights of participants and the confidentiality of information. The Office of University Research Compliance (URC) at OSU-Stillwater administers research compliance programs to promote and facilitate safe and ethical research. The URC provides guidance for all areas of research activity whether the area involves equipment, animal, or human subjects. The policy for training in [Responsible Conduct in Research \(RCR 4-0201\)](#) requires that all personnel involved in research complete training.

[OSUIT's policy on Conflict of Interest, 3-014](#), which is related to research, requires employees to disclose Significant Financial Interests that would reasonably appear to be affected by or to affect their duties.

2.E.2 Students are offered guidance in the ethical use of information resources.

Students at OSUIT are instructed in the ethical use of others' writings and works in several different teaching and learning settings. Proper citation of sources and avoidance of plagiarism are taught in gateway composition courses and reiterated throughout the students' undergraduate careers. Avoidance of plagiarism and ethical use of source material is reinforced in the [common course syllabus](#). The learning management system is equipped with the automatic plagiarism detection software, TurnItIn, which has been in use at OSUIT for over a decade. Every new student, transfer and first-time, is required to complete "Cowboy Up!" New Student Orientation. [Students' Rights and Responsibilities](#) is a document in which policies that govern ethics in academic, student conduct, and other areas are discussed. In addition, sessions also cover campus police services and reporting, registrar services, FERPA, academic honesty policy, and appropriate use of technology services. [Academic dishonesty and the academic penalties](#) resulting from academic dishonesty are addressed in the Student Rights and Responsibilities document.

2.E.3 OSUIT has and enforces policies on academic honesty and integrity.

According to the Student Rights and Responsibilities document, “students are expected to exemplify honesty, honor, and respect for truth in all of their actions.” This document speaks to the expectations of student behavior with respect to academic dishonesty, the categories of this academic misconduct, the sanctions imposed for acts of plagiarism, the evidentiary standards regarding academic dishonesty, and the appeals process. The sanctions for academic dishonesty are determined by the instructor of record. These include one or more of the following: requiring the student to complete a substitute assignment, a reduction of the grade on the assignment, awarding a zero grade of “F” for the assignment, awarding a failing grade for the course, or recommendation of a student conduct hearing. A [student conduct hearing](#) may result in probation, suspension, or expulsion. The philosophy of the Student Conduct office is to create a learning opportunity instead of taking punitive measures. In the event of a student conduct hearing the school dean will request that the Registrar withhold any transcripts until a final determination can be reached.

Sources

- 3-014-outside-activities-conflict-of-interest
- 4-001 Student Conduct
- AA.SYL.CommonSyllabusGuidelines.191019
- OSU Institutional Review Board
- Requirements for Training in the Responsible Conduct of Research
- SS.DS.Student Code of Conduct Academic Dishonesty.190901
- SS.DS.Student Conduct Cases and Outcome
- SS.DS.StudentRightsResponsibilities2019

2.S - Criterion 2 - Summary

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

Summary

The preceding argument documents that the institution acts with integrity and conducts itself in an ethical and responsible manner. Oklahoma State University Institute of Technology (OSUIT) employees and students, and other stakeholders behave ethically, exhibit integrity, value freedom of expression, pursue the truth, and operate in a way that provides transparency. Policies and procedures are in place that provide clear guidance as to the processes and procedures in place to deal with conduct in conflict with these values. Employees and students are required to review and affirm the policies, procedures, and practices put in place to ensure that ethical standards of behavior are maintained. The OSU/A&M Board of Regents retains oversight of the institution while delegating the daily operations of the campus to the president and administration of the university.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

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

Argument

3.A.1 Courses and programs offered by Oklahoma State University Institute of Technology (OSUIT) are current and require levels of performance by students appropriate to the degree or certificate awarded.

As the state's only university of applied technology, OSUIT has a rich history of working closely with corporate partners in the development and delivery of [specialized degree programs](#). OSUIT is primarily recognized for its role in providing industry-driven programs in the form of [bachelor of technology and associate in applied science](#) programs that serve [local, state and regional](#) needs through the production of skilled technicians who fill a continued demand for highly qualified industry professionals. In an effort to position the institution to be more responsive to the needs of its current and future students, industry partners and other stakeholders, OSUIT reorganized its academic programs in July 2019 from [ten previously existing schools](#) into [four new schools](#). It is anticipated that this [realignment of OSUIT's academic programs](#) will lead to the creation of innovative programming and more effective utilization of institutional resources by eliminating departmental silos, promoting interdisciplinary collaboration and cross-disciplinary utilization of faculty, and consolidating redundant training facilities.

The [programs of study](#) offered by OSUIT are approved by the [Board of Regents for the Oklahoma Agricultural & Mechanical Colleges \(OSU/A&M Board of Regents\)](#), the [Oklahoma State Regents for Higher Education \(OSRHE\)](#) and the [Oklahoma State Accrediting Agency](#). The institution employs multiple processes to ensure the currency, relevance, rigor and quality of [programs](#) and [courses](#) that conform to commonly accepted practices in higher education and meet the academic standards identified by [OSRHE](#), requirements of the institution's [specialized accrediting agencies](#), and needs of OSUIT's [industry partners](#).

[OSRHE Policy 3.15 Undergraduate Degree Requirements](#) establishes guidelines, criteria and standards to be utilized by [State System](#) institutions in developing academic degree programs. This

policy aligns with [HLC's Assumed Practices](#) and identifies standards of education addressing criteria and requirements such as total degree credit hours, minimum overall GPA, general education coursework, programmatic coursework, computer proficiency, and residence credit. As described in [OSRHE Policy 3.4 Academic Program Approval](#), OSRHE staff evaluate all new program proposals and program modification requests for degree and certificate programs submitted by State System institutions prior to granting final approval, thereby ensuring programmatic compliance with these criteria and standards.

The quality and rigor of OSUIT's [general education courses](#) and other coursework included within the institution's transfer degree programs are validated through the institution's participation in the OSRHE [Course Equivalency Project \(CEP\)](#) created to facilitate student transfer among the colleges and universities in the State System. Developed by the OSRHE in accordance with [OSRHE Policy 3.11 Undergraduate Transfer and Articulation](#), the CEP is a system-wide electronic course transfer matrix developed and maintained by working discipline-specific curriculum committees. Courses are evaluated by a committee of faculty from two-year and four-year institutions across the State System for consensus as college-level and of proper rigor to be accepted as general education courses at any Oklahoma State System institution of higher education. Courses contained within a single equivalency group, or common grouping of courses (e.g., English Composition I), are guaranteed to transfer as equivalent among institutions that sponsor courses in that group. For the 2019-20 academic year, 79% (73/92) of OSUIT's [general education and transfer degree courses](#) are listed on the [CEP Matrix](#).

OSUIT has a rich history of working closely with industry partners in the development and delivery of specialized degree programs designed to produce highly skilled technicians that excel in industry. Program advisory committees play a key role in supporting the institution's [mission](#) by engaging in the university's continual improvement processes and [providing ongoing support](#) to ensure OSUIT continues to provide *"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."*

OSUIT [policy](#) establishes expectations and processes to support the effectiveness of the university's advisory committees. [Membership](#) includes program stakeholders whose experience and abilities represent a cross section of industry, educational and/or community partners relevant to the particular academic program or discipline. Committee members work closely with program faculty and administrators to ensure that the program is relevant, viable and sustainable, meets current industry standards, and aligns with appropriate certification and/or licensure requirements. In addition to providing input and assistance in the areas of curriculum and instruction, program development, program review, community and public relations, and resource development, these individuals and their employers often also directly support student success by [hiring program graduates](#), serving as [internship or clinical sites](#), mentoring students, and providing [sponsorships](#) and [scholarships](#). Advisory committees are indispensable in identifying not only current and emergent industry technologies, but also the academic competencies and employability and technical skills required for graduates to be successful in their future employment or academic endeavors. The level of rigor and student engagement of OSUIT's programs are reflected in the [2018 CCSSE Report](#), in which the institution [exceeded national benchmarks](#) in Active and Collaborative Learning, Student Effort, Academic Challenge and Student-Faculty Interaction.

OSUIT's advisory committees meet on a [bi-annual basis](#) to discuss [topics](#) such as current industry trends, student recruitment and retention, intern and graduate performance, program accreditation

and current program and campus initiatives. Program curriculum and student learning outcomes are reviewed at this time, and committee members provide [feedback and input on proposed curricular changes](#).

As stated in [OSRHE Policy 3.4 Academic Program Approval](#), “*Program initiation is one method by which the State Regents and the institutions keep the academic curriculum current and relevant in terms of meeting present and future needs of the state and the region.*” OSUIT's commitment to meeting the needs of its stakeholders through the delivery of innovative, applications- and industry-based programming is demonstrated through the institution's recent implementation of the [Bachelor of Technology in Applied Technical Leadership](#), which showcases the role of the institution’s students, alumni and industry partners in the identification and implementation of new programmatic needs.

Following submission to and approval from the OSRHE, degree and certificate programs added to university offerings undergo a post-audit program review three years after implementation. The post-audit program review serves to assess the program’s quality and effectiveness in meeting productivity benchmarks and goals prior to receiving final approval from the OSRHE. All approved programs follow a [five-year program review schedule](#) in accordance with [OSRHE Policy 3.7 Academic Program Review](#). Select programs follow additional standards and review processes established by [specialized accrediting agencies](#) unique to the program or profession. These program review processes are discussed in detail in Core Component 4.A.

OSUIT employs multiple processes in the assessment of student learning and evaluation of program effectiveness in preparing graduates for success in their future employment and/or academic endeavors. Assessment of student learning is tracked, reported and analyzed by faculty [annually](#) for Core and Program Level Outcomes as an ongoing cycle of continuous improvement. [Course evaluations](#), [licensing and certification exam pass rates](#), and [surveys](#) provide additional measures to assess graduate success and student learning, satisfaction and engagement. These direct and indirect assessment processes, which are discussed in detail in Criterion 4, provide evidence that guides the development and implementation of improvement plans that positively impact OSUIT’s academic offerings and related support services. In addition, contribution margin analysis data provided by [BKD Analytics](#) provides insight into the financial productivity levels of OSUIT’s academic programs, and serves as the [framework to make more fiscally-informed decisions](#) about the success and viability of the institution’s academic offerings and operations.

The linked processes described above ensure that OSUIT’s courses and programs are current, appropriately rigorous, and focused upon supporting graduate success through alignment with key industry and academic standards. The responsibility for implementation and evaluation of these review processes extends to individual faculty, administrators and university leadership. The institution’s internal and external review processes and related feedback loops complement each other and reinforce an organizational culture that prizes excellence in the development and review of its curricular offerings. Input from each of these sources is utilized during the curriculum review process and subsequently incorporated into curricular changes and modifications to OSUIT’s program offerings (such as the recent [retirement of five degree programs](#) and the [phase-out of for-credit offerings](#) and [closure](#) of the additional location at Mid-America Industrial Park in Pryor).

The [curriculum change and approval process](#) is guided by [OSUIT Policy 2-002 Program, Curricular and Catalog Changes](#) in compliance with the policies and procedures set forth by [OSRHE](#). Curriculum requests are generally initiated by faculty, although anyone can submit a request. Development and submission of all curriculum requests are coordinated with the Office of Academic

Affairs to ensure compliance with institutional, OSRHE and HLC standards and requirements. The Registrar maintains a course bank, which provides a complete listing all of current, inactive, and deleted courses, thereby helping to ensure that course numbering conflicts are avoided and that course equivalency issues are considered as new courses and programs go through the review process. Recent [policy updates](#) and standard forms provided for [new program requests](#), [program modification requests](#), [new course requests](#) and [course modification requests](#) are designed to support the development of requests and quality of the related submission.

All curriculum requests must be reviewed and approved by the appropriate academic dean prior to submission to the Curriculum Committee for review. The [Curriculum Committee](#), formed in 2012, is comprised of faculty representing each of OSUIT's academic schools and *ex-officio* membership spanning other key institutional units. This faculty-driven committee meets on a monthly basis and is responsible for reviewing all [institutional requests](#) for new curriculum or modifications to existing curriculum. Curriculum requests approved by the Curriculum Committee are then forwarded to the Vice President of Academic Affairs for review and approval. Requests to [add](#), [delete](#) or [modify](#) courses do not require approval beyond this level; however, all program [addition](#), [deletion/suspension](#) and [modification](#) requests must be approved by the OSUIT President and OSU-Stillwater President before being forwarded to the [OSU/A&M Board of Regents](#), and then to [OSRHE](#), for additional review and approval steps. OSRHE must grant [final approval](#) for all new programs and program modifications before an institution can advertise or implement any of the related changes. This [process](#) supports the currency and relevancy of OSUIT's academic offerings by ensuring complete documentation and accurate implementation of all proposed programmatic changes.

3.A.2 OSUIT articulates and differentiates learning goals for its baccalaureate, associate and certificate programs.

OSUIT's [academic program profile](#) includes bachelor of technology degrees, associate in science degrees, associate in applied science degrees, and embedded certificates. Each of these programs meets the standards and requirements described in [OSRHE Academic Affairs Policy 3.15 Undergraduate Degree Requirements](#). In addition to the institution's [Core Outcomes](#), faculty have developed Program Level Outcomes that are needed by graduates to be successful in the professional environment and are utilized in the program review and assessment of student learning processes described in Criterion 4. In those instances where OSUIT offers multiple stacking credentials in a common program area, there is a clear differentiation in anticipated student learning outcomes between the different program levels, as demonstrated in the program assessment plans for the AAS and BT degrees in [Information Technologies](#) and [Instrumentation Engineering Technology](#) and the certificate programs and AAS degree in [Culinary Arts](#).

The degrees and certificates that comprise OSUIT's program portfolio are designed to meet the diverse needs of a broad range of university stakeholders. As reflected in the [degrees](#) that it awards, OSUIT is primarily recognized for its role in providing applied technical education in the form of bachelor of technology and associate in applied science programs that serve [local, state and regional](#) needs; however, the university also serves local students who wish to complete one of the institution's associate in science degrees prior to transferring to a four-year university. The [curriculum requirements](#) and learner outcomes for OSUIT's academic programs [vary by degree type](#) in alignment with pertinent transfer and/or occupational requirements.

Full descriptions of each of OSUIT's academic programs – including course descriptions and total credit hour, general education, and program-specific curriculum requirements – are provided in the university's [Academic Catalog](#). The Academic Catalog is maintained by the Office of Academic

Affairs, and is updated annually to incorporate course and programmatic changes approved through the institution's [program, curricular and catalog change process](#). Program requirements are also provided on OSUIT's [website](#), and current students can access these requirements – and track their [progress](#) toward program completion – through [DegreeWorks](#), the degree auditing software tool launched by OSUIT in [2018](#).

Faculty are required by [OSUIT policy](#) to utilize a standard syllabus template for the development of all [traditional](#) and [online](#) courses. A standard [syllabus attachment](#) is also provided, which contains information related to student services and other campus resources. Use of these templates ensures that pertinent information, such as course description, class meeting place and time, faculty contact information and office hours, required textbooks, course objectives and related assessments, grading policies, classroom policies and course assignments and schedule are clearly articulated in all course syllabi. [Course expectations and learning objectives](#) are consistent across all sections, regardless of [faculty, course length or modality](#). The Center provides faculty with [guidelines](#) to help ensure that syllabi templates are filled out correctly and ADA compliant. All course syllabi are reviewed by the school's academic dean prior to being posted for student access via [Canvas](#) and OSUIT's online [Syllabus Management System](#).

3.A.3 OSUIT's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, by distance delivery, and as concurrent [dual] credit).

OSUIT received [approval from HLC in 2013](#) for the expansion of distance education up to 100% of the total degree program. The institution offers [programs](#) and [courses](#) in traditional and distance learning formats. Although most of OSUIT's general education courses are offered in both face-to-face and distance (blended, hybrid and/or online) modalities, a relatively small (but growing) percentage of the institution's technical courses are offered in a distance format. Therefore, few of OSUIT's degrees are offered [100% online](#) and, with the exception of the [BT in Applied Technical Leadership](#) – which is only offered online – these degrees serve as an online version of a traditional program offered on the OSUIT campus. OSUIT's [membership](#) in the [National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#) provides a means of quality assurance of its distance offerings. Per the [2019 OSUIT Benchmarking Report](#), Fall 2017 distance learning courses comprised [14.86% of OSUIT's course sections and 18.48% of the credit hours generated](#), and student performance (as measured by distance course withdrawal, completion, and enrollee success and A/B grade rates) [exceeded national benchmarks](#).

[OSUIT Policy 2-003 Standards for Semester Credit Hours](#) defines a semester credit hour and addresses standards for calculating and awarding course credit in theory, laboratory, theory/laboratory and internship courses. This policy, which adheres to [OSRHE Policy 3.19 Academic Calendars](#), also addresses standards for credit offered in summer session courses, short courses, workshops, modular courses, online courses, blended and hybrid courses, independent study and other non-traditional formats.

OSUIT's [year-round academic calendar](#) (three full semesters each year) plays a pivotal role in the institution's ability to deliver intensive applied technology programs that prepare students for success in their chosen careers. Unfortunately - although this model contributes in large part to the success of OSUIT's technical programs - the short breaks between terms present a unique set of challenges, and efforts to balance the needs of the academic programs with those of student services, residential life and the physical plant have resulted in the gradual eroding of OSUIT's academic terms. Full semesters (originally scheduled to meet a full 15 weeks) now include 70 instructional days, and in

many cases the course class periods (originally based upon 15 week schedules) have not been adjusted accordingly. In Fall 2017, an [analysis of course sections](#) delivered in a traditional format revealed that 81.3% failed to meet minimum clock hour requirements, with 26.2% meeting only 95% or less of the required time. As a result, the Academic Council has spent the past two years working with key institutional stakeholders in the development and implementation of a [new academic calendar model](#) that will ensure full compliance with policy. Progress toward completion of this project (as with many current initiatives) was delayed as priorities shifted toward [improvement of the institution's fiscal health](#) and implementation of the [academic program realignment](#). Although a new model has not yet been implemented, increased awareness of these scheduling issues has resulted in [positive shifts toward overall compliance](#), with notable improvements seen in targeted areas.

OSUIT's commitment to quality instruction and academic success is reflected in the mission statement of the institution's [Center for the Advancement of Teaching & Learning](#) ("The Center"), which is "*...dedicated to the attainment of academic excellence, partnering with academic schools and other institutional departments and promoting continuous professional development to advance educational initiatives that maximize student learning.*" The Center, which was established in 2013, supports this mission by providing [professional development opportunities](#), instructional consultation and design services, and [instructional technology support and services](#) for OSUIT's faculty and staff. Since 2013, [The Center has provided service to 11,500+ visitors](#), to include more than 4,500 enrollments in one of the 671 professional development sessions – addressing 168 unique topics – that have been offered, and over 1,500 one-on-one instructional design consultations. Professional development offerings provided by The Center have increased substantially in this time, from 13 sessions spanning 7 topics offered in 2012-13 (with 61 total attendees), to the 139 sessions spanning 57 topics that were offered in 2018-19 (with 891 total attendees).

The institution's [Distance Learning Strategic Plan](#) articulates the university's vision and goals regarding the development, promotion and delivery of its online and hybrid academic offerings. This three-year rolling plan, initially implemented in 2016, serves to support the institution's distance learning vision through its dedication to "*...leveraging its distinctive strengths in extending the university's service to stakeholders and advancing technology through high-quality, nationally recognized distance learning offerings.*" The Distance Learning Strategic Plan is fully aligned with OSUIT's [Strategic Plan](#) and underscores OSUIT's commitment to providing the resources, training, and support necessary to ensure quality and consistency across the institution's distance education programs and offerings. Students enrolled in distance courses are assessed [distance learning fees](#), and revenue from these fees serves to enhance instructional quality and student engagement by providing faculty with professional development, instructional design services, and instructional technology support. [Faculty resources](#) are made available online, and The Center has provided funding for [over \\$54,000 in enrollment fees and completion incentives](#) for faculty who participate in [Quality Matters](#) training.

As stated in OSUIT's [faculty credentials policy](#), all full-time and adjunct faculty teaching for-credit coursework are required to provide [documentation](#) that they meet OSUIT's [faculty credential requirements](#). These requirements, which are determined by and aligned with faculty teaching assignments, are consistently applied for all faculty teaching in that program or discipline, regardless of location or modality. (OSUIT's faculty credential policy and related processes are discussed in detail in Core Component 3.C).

OSUIT offers a limited number of off-site concurrent (dual) enrollment course sections each semester, which are [reported](#) on an annual basis in compliance with [OSRHE Policy 3.10 Concurrent](#)

Enrollment. All concurrent enrollment agreements with area high schools provide guidelines ensuring that concurrent enrollment course sections held off-site at the high schools provide the same quality of instruction and learning outcomes as course sections offered on campus. Off-site concurrent enrollment courses are typically taught by full-time OSUIT faculty who teach the same courses on-campus; however, any adjunct faculty teaching concurrent enrollment course sections must meet the same faculty credentials requirements as full-time faculty. The [course syllabus and student learning outcomes](#) for an off-campus concurrent enrollment course are identical to the course syllabus and student learning outcomes utilized for on-campus sections of that same course. Off-campus concurrent enrollment courses are of the same content and rigor as the courses offered on-campus, and students enrolled in off-campus concurrent enrollment courses are held to the same standard of achievement as students in on-campus courses.

All programs, regardless of delivery mode, must meet the same quality requirements and benchmarks for program reviews and assessment of student learning outcomes. Assessment methods have been standardized to ensure that the same instrument is utilized to measure student learning outcomes in all sections, regardless of faculty, course length or modality. Programs that incorporate both distance learning and face-to-face courses aggregate all student learning assessment results across all modes of delivery when reporting [assessment of student learning](#). Indirect methods of assessment, such as [course evaluations](#) and [student satisfaction surveys](#), are consistently employed across all programs and modalities. (Institutional processes related to these direct and indirect assessment methods are discussed in detail in Criterion 4).

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3.B - Core Component 3.B

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

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

Argument

3.B.1/3.B.2 Oklahoma State University Institute of Technology's (OSUIT) general education program is appropriate to its mission, educational offerings, and degree levels. OSUIT articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements, which are grounded in a framework adopted from the Oklahoma State Regents of Higher Education (OSRHE), impart broad knowledge and intellectual concepts to students, and develop skills and attitudes that OSUIT believes every college-educated person should possess.

OSUIT's general education program is guided by the following [Philosophy of 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 and skills, as well as the analytical and evaluative tools needed to lead productive and fulfilling lives in leadership and community service. This latitude in learning complements each program to enhance students' flexibility and, consequently, provides them with more options in the workplace.”*

The general education program directly supports the university's [mission](#) by contributing 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. The structure and requirements of OSUIT's general education program align with the framework articulated within and comply with the minimum requirements established by [OSRHE Policy 3.15 Undergraduate Degree Requirements](#). As described 3.A.1, in accordance with [OSRHE Policy 3.4 Academic Program Approval](#), OSRHE staff evaluate all new program proposals and program modification requests for degree and certificate programs submitted by State System institutions prior to granting [final approval](#), thereby ensuring institutional compliance with these

criteria and standard practices in higher education. The [general education curriculum](#) is designed so that core requirements can be met with a degree of flexibility through coursework that complements the needs each of OSUIT's academics programs and the students that they serve. Full descriptions of each of OSUIT's academic programs – including course descriptions and total credit hour, general education, and program-specific curriculum requirements – are provided in the university's [Academic Catalog](#). Additional validation of the quality and rigor of OSUIT's general education courses is evidenced through the institution's participation in the State System's [Course Equivalency Project \(CEP\)](#).

The following [Institutional Core Outcomes](#) reflect the goals of the institution's general education program.

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 appreciation of and encouragement for diversity.
4. [History and Government](#): Explain the cultural heritage and primary elements of the history and government of the US and its people, including diversity, especially as these rudiments impact 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: Effectively utilize learned technologies and processes to aid various constituencies in the community.

(As indicated above, there is not a current assessment plan in place for Service Learning. Service Learning, both as service and as a core outcome, has been a challenge for OSUIT to effectively integrate and assess. However, two new co-chairs have recently been appointed to the campus Service Learning Committee, and the definition and scope of service learning are changing. Additional information is provided [here](#) and on the [Service Learning website](#).)

Student attainment of general education outcomes is [measured](#) in alignment with these Core Outcomes and assessed across all of OSUIT's academic programs. The Core Outcomes are articulated in the university's [academic catalog](#) and shared online via the [Assessment of Student Learning](#) website. These outcomes are also integrated into program assessment plans, and program faculty are required to review at least one Core Outcome during the annual program assessment review. Not only does this assure that the general education content and learning outcomes are being articulated to the faculty, this process also verifies that program students are achieving the general education learner outcomes. The institution's Assessment Committee also raises campus awareness of the Core Outcomes by hosting an annual [Mastermind Marathon](#) that promotes the understanding of assessment by involving students in activities focused upon one of the Core Outcomes (selected on a rotating basis).

3.B.3 Every degree program offered by OSUIT engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

The [Institutional Core Outcomes](#) provide the foundation of OSUIT's general education program and are integrated into each of the university's degree programs. Two of those learning outcomes, [Communication](#) (effectively communicate electronically, verbally, and in writing) and [Critical Thinking](#) (demonstrate logical, systematic critical thinking techniques), are focused on engaging students in collecting, analyzing and communicating information, mastering modes of inquiry or

creative work, and developing skills adaptable to changing environments.

The applied nature of OSUIT's curriculum and courses lends itself well to providing students with active learning experiences that promote the development of these key skill sets, as demonstrated by the [frequency of related key words](#) found in the [2019-20 catalog's](#) course descriptions. Experiences such as [applied and hands-on assignments](#), [practicums](#), [capstones and research activities](#), [problem-solving and trouble-shooting exercises](#), [field trips and industry visits](#), [internships and clinical rotations](#), and the development of [portfolios](#) are integrated into every [program](#). Progress toward attainment of these learning outcomes as assessed through the institution's general education and degree program assessment plans is provided in the institution's [Annual Assessment Report](#).

3.B.4 The education offered by OSUIT recognizes the human and cultural diversity of the world in which students live and work.

The advancement of diversity, equity and inclusion among students and employees is an institutional priority, as underscored by the institution's [mission statement](#) and its commitment to preparing and sustaining "*...a diverse student body as competitive members of a world-class workforce and contributing members of society.*" The institution is committed not only to serving and promoting the success of a [diverse student body](#) (composed of individuals with unique perspectives based upon their race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies), but also to preparing its graduates for citizenship in a global society.

In January 2018, OSUIT's [Diversity & Inclusion Committee](#) was tasked with leading the establishment of a "cultural and climate change at OSUIT to benefit all in the matter of diversity and inclusion." The committee reviewed the institution's Strategic Plan, and determined that the plan lacked sufficient emphasis on issues related to diversity, equity, and inclusion. As a result, the [President's Cabinet](#), with input from the Diversity Committee, added several [new strategies](#) to the plan in 2019, thereby providing a basis for the integration of factors related to diversity, equity and inclusion into the institution's decision-making and planning processes.

As previously stated, OSUIT's [Institutional Core Outcomes](#) provide the foundation of the general education program and are integrated into each of the university's degree programs. These outcomes serve to support the integration of human and cultural diversity concepts into the student learning experience via general education and program learning objectives and [assessments](#) linked to the following core outcomes:

- [Ethics and Diversity](#): Develop and display a sense of personal, social and professional ethics, as well as appreciation of and encouragement for diversity.
- [History and Government](#): Explain the cultural heritage and primary elements of the history and government of the US and its people, including diversity, especially as these rudiments impact one's industry or field of study.

Students enrolled in OSUIT's degree programs engage in a number of activities that provide opportunities for exposure to, discussion about, and reflection upon topics related to human and cultural diversity, such as:

- Completion of [PHIL 1213 Ethics](#), required for the majority of OSUIT's AAS programs and focused in large part upon the discussion of topics such as personal biases, sexual harassment, equal protection of the laws, the Civil Rights Act, affirmative action, religion, national origin,

- sexual discrimination, and reasonable accommodation of disabled workers.
- The exploration of diversity topics and multicultural and global perspectives integrated into [general education courses](#) and [program curriculum](#).
- Participation in [internship or clinical](#) opportunities, which acclimate students to diverse working environments and expose them to job-related interactions which may occur due to human and cultural diversity.
- Co-curricular programs and offerings such as student organizations, cultural events, guest speakers and study abroad opportunities.
 - [Educational Exchange and Study Abroad Programs](#)
 - [Black History Month Speaker Series](#)
 - [Black History Month Book Club](#)
 - [Field trips to historic cultural sites](#)
 - [Open forum discussions](#)
 - [Student involvement in cultural events hosted at OSUIT](#)
 - [Hispanic Heritage Month](#)
 - [Native American Heritage Month](#)

Student appreciation of the [importance of diversity](#) – and their expectation of what that entails – is increasing, and feedback from [graduates, alumni and their employers](#) provides evidence that OSUIT prepares graduates to interact with people from diverse backgrounds.

3.B.5 OSUIT's faculty and students contribute to scholarship, creative work, and the discovery of knowledge.

OSUIT is a teaching university, and the institution's resources are focused upon providing comprehensive, high-quality, advancing technology programs. Standard research, like that associated with larger research universities, is not a top priority. However, the university encourages faculty and staff to engage in scholarship, creative work, and discovery of knowledge where appropriate, such as presenting and providing scholarly publications for outside academic and industry groups. Some examples of [faculty and staff contributions](#) include:

- [Mike Madden](#), O&P faculty, recently published in *The Academy Today*;
- [Aliasghar Ghadimkhani](#), Engineering faculty, published in *Chemosphere*;
- [Beth Kieffer](#), OSUIT reference librarian, author of the history book "*Images of America: Okmulgee*";
- [Kathryn Bible, Jamie Diggins, and Jodi Campbell](#), Nursing faculty, Organization for Associate Degree Nursing National Convention presenters;
- [Brian Caldwell](#), Graphic Design faculty, Graphex Award winner;
- [James Quinn](#), Psychology faculty, Executive Director of the National Commission on Rehabilitation Counselor Certifications Board; and
- [Donna Glass](#), Communications faculty, 2019 Patricia Dobler Poetry Award winner.

OSUIT's students also contribute to scholarship, creative work, and discovery of knowledge in various ways. Examples include:

- participation in faculty-led course projects, including the creation of [canine prosthetic devices](#), [Okmulgee's Sesquicentennial Logo](#), Culinary Arts' [Pop-Up Restaurants](#), graphic design [graduate portfolios](#), and [stained glass projects](#);
- engagement in campus and community activities, such as annual [Library Week poetry readings](#), the [Big Campus Little Canvas](#), [Freak Show](#), and [Creativity in the Off Hours](#)

- fundraisers, logo design contests for [Phi Theta Kappa](#) and [Okmulgee Rising](#), and the community's annual [48-Hour Film Festival](#);
- independent projects, such as [designing the cover](#) for a book recently published by an OSUIT faculty member;
 - [Culinary Arts students'](#) regular participation in university and community functions and events, where they work with award-winning chefs to create elaborate meals and sugar and confectionery displays; and
 - participation in regional and national conferences and competitive events, including the [Graphex Awards](#), the [Endeavor Games](#), [All-Oklahoma/All-USA Academic Team](#), [engineering competitions](#), and numerous industry-specific events and conferences (ex: [information technologies](#), [natural gas compression](#), and [automotive technologies](#)).

The applied, hands-on nature of OSUIT's programs provides a fertile environment where students develop valuable critical thinking skills through the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills. [Student satisfaction data](#) shows that the institution [exceeds national benchmarks](#) in Active and Collaborative Learning, Student Effort, Academic Challenge and Student-Faculty Interaction.

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3.C - Core Component 3.C

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

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

Argument

3.C.1 Oklahoma State University Institute of Technology (OSUIT) has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, establishment of academic credentials for instructional staff, and involvement in assessment of student learning.

As shown in the [2018-19 OSUIT Common Data Set \(page 29\)](#), OSUIT employs sufficient full-time faculty to meet the university mission and fulfill the many roles required of faculty. The Common Data Set provides a total number of 150 instructional faculty (111 full-time and 39 part-time), with a faculty to student ratio of 15:1. Ninety-eight percent of OSUIT's course sections – 522/533 sections – enjoyed a class size of 29 students or less (with an average section size of 15 students).

OSUIT takes pride in its [low student/faculty ratios](#) (as reflected in the [2019 Benchmarking Report](#)) which foster an environment that promotes [effective student-faculty interaction](#); however, fiscal responsibility requires that school administrators balance the desire for small course sections with the need to maximize scheduling efficiencies. A [minimum course section enrollment standard](#) of two-thirds maximum enrollment was implemented by the Academic Council in Fall 2018. Initial progress is demonstrated in a [+18.08% change from Fall 2018 to Fall 2019](#) (from 70.65% to 73.54%) in the percentage of course sections meeting the minimum enrollment threshold. OSUIT's [academic realignment](#) was implemented in part to improve consistency of expectations and practices, and it is fully anticipated [additional scheduling efficiencies](#) will result from the ongoing efforts of the institution's new academic leaders.

As stated in [OSUIT Policy 2-001 Faculty Workload](#), full-time faculty are employed to meet “the instructional and non-instructional needs of the academic programs.” In addition to classroom and

laboratory instruction, faculty responsibilities include, but are not limited to, curriculum development and oversight (to include assessment of student learning outcomes and program review), student advisement and mentoring, intern and graduate placement, facilitation of advisory committee meetings, development of industry and/or community relationships, active participation in department, school, and university committees and meetings, and recruitment and retention activities. The majority of OSUIT's faculty are [full-time](#), thereby supporting continuity in instruction, assessment and advisement.

OSUIT's [Faculty Handbook](#) clearly articulates that faculty are given “...the prime responsibility of planning, preparing, and following an approved [course syllabus](#) for each course,” to include the development and delivery of course material. [Curriculum changes or additions](#) typically originate from faculty and are based upon assessment data, program review processes, and input from the program advisory committee. This structure – which leverages the strength of faculty’s subject matter expertise, prior occupational experience and current connections with industry partners – serves to ensure the quality and relevancy of OSUIT’s degree programs.

Faculty play a major role in the program review process, to include initial [post-audit reviews](#) to evaluate the status, sustainability, and viability of the program curriculum, regular [program reviews](#) to ensure curriculum, program content, delivery, and equipment remain relevant and current for the targeted occupation, and [external reviews](#) by specialized program accreditors.

OSUIT faculty are also directly involved in all phases of the assessment of student learning. Faculty determine the Program Level Outcomes, develop course-level assessment instruments, collect assessment data, and review assessment findings and any changes to the assessment process with the Assessment Coordinator. Faculty involvement is evidenced within each [course](#), in [program assessment plans](#), and the [Annual Assessment Report](#).

Faculty are involved in establishing academic credentials through their participation in the hiring process, where they work with the program director and/or school dean to determine the specifics of the open position and participate on faculty search committees.

3.C.2 OSUIT instructors are appropriately qualified, including those in concurrent enrollment (dual credit) programs.

In keeping with HLC Assumed Practices, in June 2017 OSUIT implemented a [Faculty Credentials policy](#) for establishing the credential requirements for faculty of OSUIT and the procedures for their fulfillment. OSUIT’s policy and faculty credential requirements apply to all full-time and adjunct faculty, to include those teaching distance learning and concurrent (dual) enrollment courses for area high schools. Faculty credential requirements are clearly articulated in all [faculty job descriptions](#) and related [postings](#). Qualifications of faculty candidates are reviewed and validated during the [search process](#) by program faculty and the school dean before being presented to the Vice President of Academic Affairs for final review and approval.

The credentials listed in policy reflect the minimum requirements to teach in each type of academic program; however, individual program requirements may be more stringent, dependent upon the nature of the program. The [Faculty Qualifications](#) table provides detailed information regarding the faculty credential requirements for each of OSUIT’s degree programs and teaching disciplines. These program- and discipline-specific requirements – determined with input from faculty, administrators and industry partners – are generally based upon attainment of academic degrees that provide a depth and breadth of knowledge in the teaching discipline, but may also take into consideration other

factors such as related work experience, certifications and/or licensure. Faculty who teach courses as part of a program that maintains specialized accreditation must meet the minimum credentials required by all pertinent specialized and regional accrediting bodies.

Exceptions to these requirements may be made in cases in which prospective faculty can demonstrate a breadth and depth of tested experience outside of the classroom that is relevant to the discipline(s) in which the faculty member would be teaching and equivalent to the credential(s) required to teach in the discipline(s) – as determined by the appropriate peer faculty, school dean, and Vice President of Academic Affairs.

OSUIT is committed to hiring the best, most qualified faculty to meet the educational and programmatic needs of its students. On occasion, there arises the need to fill a faculty position in a technical program with a candidate who possesses a wealth of industry knowledge and experience, but does not meet the required faculty credentials for the program. Recognizing the value of this expertise and the vital role it plays in an instructor's ability to develop a curriculum that delivers relevant training which prepare students for success in their chosen field of study through the use of current real-world scenarios, the university has established an alternate set of "Minimum Requirements for Initial Employment" for faculty teaching in associate in applied science or bachelor of technology programs, as articulated in the [Faculty Qualifications](#) table. Faculty who do not meet the established credential requirements may be hired under these requirements for initial employment; however, these faculty are then required to undertake and make satisfactory progress (as defined by [policy](#) and stipulated in the [employment offer letter](#)) toward completion of a program of study for a degree which will ensure compliance with the credential requirements established for their teaching discipline in order to continue to serve as faculty.

The [Faculty Credentials Certification Form](#) has been designed to ensure all required credentials are part of a faculty member's official personnel file. The school dean is responsible for identifying courses a faculty member is qualified to teach and verifying that his or her degree(s), coursework and/or other credential(s) meet OSUIT's requirements. School deans are responsible for ensuring that these forms and all supporting documentation are on file with the [Human Resources](#) office. A roster of OSUIT's full-time faculty, including their academic credentials, can be found online in the university's [academic catalog](#).

3.C.3 OSUIT's instructors are evaluated regularly in accordance with established institutional policies and procedures.

OSUIT's [Faculty Handbook](#) and [Academic Affairs Policies & Procedures](#) articulate faculty expectations, responsibilities, policies, and procedures for both full-time and part-time faculty. The institution utilizes a variety of measures to evaluate faculty performance and effectiveness. A combination of tools, including instruments such as annual performance appraisals, student evaluations of instruction, classroom observations and student satisfaction surveys, are employed to assess performance, support accountability, identify opportunities for professional development, and provide constructive feedback for continuous improvement.

Full-time faculty are evaluated through the annual performance appraisal process outlined in the [Faculty Handbook](#) and the [Employee Performance Appraisal policy](#). During the [appraisal process](#), faculty are evaluated on competencies required for classroom and non-classroom roles, as based upon evidence of their effectiveness at meeting expectations related to the institution's core values and behaviors, teaching responsibilities and [annual performance and professional development goals](#). While adjunct faculty do not participate in the annual performance appraisal process, supervisors and

hiring managers regularly use student evaluations, classroom observation and other feedback mechanisms to evaluate teaching effectiveness and quality of instruction.

As indicated in the [Faculty Handbook](#), [course evaluations](#) are administered each semester by the Office of Institutional Research. These evaluations are distributed through the [Class Climate](#) system to all students enrolled in traditional and distance learning courses, to include short courses, concurrent (dual) enrollment courses and those taught by adjuncts. [Course evaluation reports](#) are compiled and emailed to course instructors, school deans and the Vice President of Academic Affairs after all grades have been submitted at the end of each term. These reports are used by deans and faculty to improve faculty performance and course content, and serve to inform the work of the [Instructional Quality Initiative](#) committee.

Although not designed to be utilized as faculty evaluation tools, the open ended questions included in [student satisfaction and student engagement surveys](#) often provide additional means of feedback that lend insight into student perceptions of faculty performance. The comments provided through these survey instruments are not included in the publicly-distributed reports; however, they are shared with university and school administrators, as appropriate.

3.C.4 OSUIT has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

OSUIT employs multiple processes for keeping faculty informed, abreast of changes in their discipline, and proficient in the classroom.

OSUIT employs a number of instruments to measure faculty performance, including classroom observations, course evaluations, annual performance appraisals, and student satisfaction and engagement surveys. These instruments provide school administrators and faculty with feedback that assists in the development of course improvement plans and the identification of areas to target for professional growth and development.

As identified in [Goal D of OSUIT's Strategic Plan \("Invest in Human Resources"\)](#), the professional development of OSUIT's faculty and staff is an institutional priority. The university's commitment "to encourage the continuous professional growth and success of all OSUIT employees, to cultivate a culture of lifelong learning, and to support the efforts of individuals as they strive to reach their individual and professional goals and aspirations" is supported by [institutional policy](#), demonstrated through its [investment in employee training and development](#) and articulated in the institution's [Professional Development Guidelines](#). These guidelines establish expectations for professional development activities for all full-time OSUIT employees, which are incorporated into the goals of each employee's [annual performance appraisal](#).

OSUIT provides [financial support](#) for professional development activities, and the university's faculty and staff are encouraged to participate in training opportunities such as professional conferences, industry training, internal training, webinars, and continuing their education. Faculty are expected to remain current in their teaching discipline through engagement with industry partners, participation in professional organizations, and pursuit of scholarly activities. Each department may request specific allocations for travel, association dues and professional memberships, and training and development, and these requests are reviewed annually through the institution's blended budget process.

The institution also offers an employee [Tuition Waiver program](#) which allows employees to [waive](#)

[one-half of their tuition](#) for coursework completed through OSUIT or any of the other Oklahoma State University system institutions. Employees may request this waiver by completing a [Request for Faculty/Staff Tuition Waiver form](#) and submitting it for approval prior to the beginning of the semester. OSUIT encourages university employees to further their education and attain higher degrees during their employment through salary compensation incentives, as outlined in OSUIT [Policy 3-044 Employee Compensation for Degree Attainment](#).

OSUIT established the [Center for the Advancement of Teaching & Learning \(“The Center”\)](#) in 2013. The Center’s [mission](#) is “...dedicated to the attainment of academic excellence, partnering with academic schools and other institutional departments and promoting continuous professional development to advance educational initiatives that maximize student learning.” The Center offers a variety of professional development opportunities throughout the year, as well as individual counseling for faculty to improve their performance in the classroom. Training and development opportunities are shared with OSUIT faculty and staff through mechanisms such as [weekly newsletters](#) and OSUIT’s [Talent Management System](#).

The Center provides several resources targeted at supporting faculty in the development of quality face-to-face and distance learning courses and effective utilization of the Canvas LMS, to include [funding](#) for [Quality Matters training](#), [in-house training sessions](#), and [online faculty resources](#). The Center is also [utilized by OSUIT’s faculty and staff](#) to provide specialized training to address program or department-specific needs. Sample specialized training sessions include topics related to [academic advisement](#), [student conduct issues](#) and [purchasing](#). Best practices are shared in training series such as [Food for Thought](#) and the [Online Learning Community](#).

The Center implemented an [Adjunct Faculty Orientation Program](#) in Fall 2018, designed to support the success of [new adjunct faculty](#) by providing them with information about the institution, OSUIT’s teaching requirements and available university resources. The orientation program also serves to provide adjuncts with experiences that make them feel part of the OSUIT campus community.

Recognizing that faculty are experts in their fields of study but may have minimal training related to effective teaching, The Center facilitates a [comprehensive training program](#) to promote exemplary teaching and effective learning at the university. The purpose of the training is to assist faculty in reaching their full potential as educators and refining their teaching strategies. The program guides [participants](#) in examining how students learn, selecting strategies that target learner outcomes, creating meaningful assessments, and establishing an effective learning environment.

Ongoing peer support for faculty is provided through OSUIT’s [Faculty Mentoring Program](#), which offers in-school and ad hoc mentor tracks. In-school mentors, which are assigned by the school’s dean for a minimum of one semester, support a new faculty member’s integration into the community and culture of a particular OSUIT school. Ad hoc mentors serve to support faculty members’ development of a specific skill set or in a particular professional area. The ad hoc track, which was established in Fall 2018, is administered by the Center and active across all OSUIT schools.

Each year, OSUIT recognizes excellence in teaching and demonstrates its appreciation to faculty and staff for their countless contributions and innovations for the betterment of the institution and increased outcomes for the university’s students through a number of [award programs](#).

3.C.5 OSUIT's instructors are accessible for student inquiry.

Per OSUIT's [faculty workload policy](#), all instructional and program faculty are required to hold a

minimum of 10 office hours per week (some of which may be virtual) for student consultation, with equivalent office hours added for overload courses. Office hours must be posted at the instructor's office and office hours, office location, email, and telephone extension are required to be included in each [course syllabus](#).

The [Canvas LMS](#) provides online tools for communication, such as messaging, discussion boards, and direct links to college email accounts, which facilitate the accessibility of instructors and students to one another. In 2016, OSUIT implemented [Online Classroom Use Expectations](#) for all faculty. Every course – regardless of modality – is supported by the Canvas LMS, and these expectations were created in an effort to promote consistent use of the LMS for all courses and across all delivery modalities. Course instructors are required to post announcements, course syllabi, assignment schedules and assignment-related documentation, accept electronic assignment submissions, and provide students with up to date attendance and grade records through the course's Canvas portal. OSUIT policy also establishes expectations with regards to [faculty feedback and response to student inquiries](#) that apply to all faculty, regardless of full- or part-time teaching status and/or course delivery modality.

Faculty are also involved with the advising process, as outlined on [pp. 30-31](#) of the [Faculty Handbook](#), and meet each semester with advisees to assist with the development of educational plans, ensure that students are on track academically, provide career information, and serve as “*a motivator, mentor, and, at times, problem solver in order to help students achieve their educational objectives at OSU Institute of Technology.*”

Although [CCSSE survey results](#) reflect a high level of student satisfaction in Student-Faculty Interaction in the classroom, feedback provided by the [SSI, PSOL and course evaluations](#) has indicated that lack of timely feedback from faculty continues to be a point of concern with students (and thus an area of focus for the [Instructional Quality Initiative](#) committee).

3.C.6 OSUIT's staff members who provide student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

OSUIT is committed to hiring the best, most qualified staff to support the educational and programmatic needs of its students. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, counseling, veteran's support, and co-curricular activities, are appropriately [qualified](#), trained, and supported in their professional development. Every position has a specific [job description](#) which gives the duties, expectations and qualifications for the position.

OSUIT policy provides guidelines for hiring procedures for all [administrative/professional](#) and [nonexempt staff](#) positions. [Job openings](#) are posted on the Oklahoma State University career site, which utilizes the [Cornerstone](#) online talent management system for position management, recruiting, and faculty and staff searches. Cornerstone provides a low-cost resource that reaches a broad and diverse audience and filters applicants based on qualifications for the position. OSUIT's subscription with [Higher Ed Jobs](#) provides an additional recruitment resource that is scanned by online job aggregators such as Indeed.com and Simplyhired.com. [Traditional print advertisement](#) and [online job boards](#) are also employed, and every effort is made to solicit [highly qualified applicants and promote diversity](#) in the candidate pool. Candidate qualifications are reviewed and validated during the search process by a search committee that is composed of representatives from relevant departments across the institution (including human resources) and serves to provide

feedback to inform the decision of the hiring supervisor.

Not only does OSUIT ensure that staff members providing student support services are appropriately qualified upon hiring, it also recognizes the importance of maintaining a well-trained staff, as reflected in the [Strategic Plan](#). As described above in 3.C.4, OSUIT [invests](#) in the growth and development of its staff, and offers [support](#) for professional development in the form of tuition waivers, in-house training and professional development, and funding to support conference attendance and off-campus training.

Every employee in Student Services must complete a [minimum number of professional development hours each year](#). These activities may be delivered in-house, through the Oklahoma State University A&M System, or by external third parties. All employees have access to, and participate in, professional development activities such as: utilization of [Academic Impressions](#) to access webinars and live casts; [Title IX, Title VII, and supervisor training](#); an [annual student services training retreat](#); the [OSU System Summer Training Series](#); the [Oklahoma Women in Higher Education Conference](#); [suicide prevention training](#); [active shooter training](#); [First Amendment rights](#); and professional development and support provided through the [Center](#). Student support staff also engage in professional development opportunities specific to their respective responsibilities, to include annual policy update conferences related to federal, state, and local regulations. A detailed description of these professional development activities is provided [here](#).

As described in 3.C.4, OSUIT demonstrates its appreciation to faculty and staff for their countless contributions and innovations for the betterment of the institution and increased outcomes for the university's students through a [number of award programs](#).

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

3.D.1 Oklahoma State University Institute of Technology (OSUIT) provides student support services suited to the needs of its student populations.

OSUIT provides a variety of support programs and services for prospective, new and current students. Information regarding the availability of these services, which are provided to both on-campus and distance learners, is communicated to students through multiple sources, such as the [academic catalog](#), the OSUIT website (examples: [Student Services](#), [Academics](#), [Campus Life](#), [HEA Student Consumer Information](#)), the [standard syllabus attachment](#), [Cowboy Up! New Student Orientation](#), and the [ORIE 1011 College Strategies](#) and [GTGE 1111 Cornerstone](#) courses. OSUIT has also implemented a Concierge Service, which delivers [targeted messaging](#) – based upon feedback provided by the student through completion of a [needs survey](#) – to each student throughout the semester to notify her or him of relevant services available for support.

Student Services coordinates the majority of student support services at OSUIT, ranging from the time of admittance through program completion. The [low staff/student ratio](#) is conducive to providing meaningful services and support to the institution's student body. The following offices and departments provide many of the [primary student support services](#) offered by the Student Services team: [Admissions & Enrollment](#); the [Assessment Center](#); the [Financial Aid & Scholarships Office](#); [Military & Veteran Services](#); [Registrar's Office](#); [Residential Life](#); [Counseling Services](#); [Campus Food & Dining Services](#); [Student Life](#); [Wellness Services](#); [Student Clubs & Organizations](#); and the [Student Union & Auxiliary Services](#), to include the [Campus Bookstore](#); [Child Care Center](#); [Campus Health Services](#); and [Post Office](#). [Prospective Student Services](#) serves as the hub for the institution's recruitment activities and coordinates [on-campus tours](#), workshops and recruitment events such as [ACT Prep Workshops and Transition Camps](#), [Advisement Days](#), [Career Encounters](#), [Women in Technology](#), and [Afternoons with Pete](#).

Student Services also provides proactive outreach and intervention to individual students and student populations to identify and address areas of concern. The [Student Success Facilitator](#) provides a one-stop shop for students to get help and advice on where to turn when they have questions and concerns

and connects students with all on- and off-campus services. The [Early Alert System](#) provides a confidential means for faculty and advisors to contact the Student Success Facilitator with concerns regarding student progress. The Student Success Facilitator also connects students in need with services such as OSUIT's [Blessing Box](#), [Single Parent Support Services](#) and the [Deep Fork Community Foundation](#).

Student support services are also provided in collaboration with and/or coordinated by Academic Affairs and Fiscal Services. A sampling of these services includes academic advisement (discussed in 3.D.3), [tuition payment plans](#), [disability and academic accommodations](#), [reference and library resources](#), [campus safety](#), [technology services](#), and [tutoring services](#) and [summer success camps](#). Students may also access just-in-time support through [Hoonuit](#), an online classroom that integrates with OSUIT's student learning platform and provides numerous videos spanning topics such as career services, financial management, sexual harassment/stalking, time management and testing skills.

Students are provided with career placement services in many forms. Students enrolled in [sponsored programs](#) or supported through an individual [sponsorship agreement](#) are recruited by a sponsor prior to entering their programs of study, with permanent employment offers pending successful completion of their degrees. Employer-based [internship or clinical experiences](#) are [integrated into](#) the majority of OSUIT's associate in applied science and bachelor of technology programs, and often lead to offers of full-time employment upon graduation. [Advisory committee members](#) assist students in building their networks and identifying career opportunities. The Assessment Center offers a variety of [career services](#) to help students prepare for the job search process. Career preparation and soft skill development is also integrated into [program curriculum](#) and courses such as Technical Writing (I, II and III) and [Small Group Communications](#). OSUIT hosts multiple [career fairs](#) each year, which provide an invaluable opportunity for students and industry partners alike to network and explore internship and employment opportunities. The cumulative effect of these efforts is evidenced in the university's [92% graduate employment rate](#). The Office of Institutional Research administers annual [graduate](#) and [alumni](#) surveys to solicit job placement information and feedback on graduates' perception of workplace readiness. This strategy is valuable in helping the university track job placement as well as in assisting in aligning programs with workforce needs.

3.D.2 OSUIT provides for learning support and preparatory instruction to address the academic needs of its students and has processes for directing entering students to courses and programs for which the students are adequately prepared.

OSUIT supports student success by preparing students to meet institutional expectations, utilizing effective course placement methods, and providing academic support and developmental course options that facilitate student transition into college-level coursework.

Students are provided an opportunity to remediate basic academic skill deficiencies prior to completing their course placement assessments by participating in annual [Student Success Camps](#). These camps, sponsored by the School of Arts, Sciences & Health and the [Learning & Student Success Opportunity \(LASSO\) Center](#), allow new and prospective students to work at their own pace, making it possible for students to complete remediation in as little as one day. Following completion of their skills remediation, students are given an opportunity to retest for placement in English and mathematics courses, thereby helping to ensure that students are enrolling into appropriate developmental or college-level coursework. The camps are provided at no cost; however, if students wish to stay on campus, they are responsible for the cost of their lodging and food. A total of 140

students attended the [Success Camp](#) from Summer 2015 to Summer 2019 (participation rates have declined as a result of the implementation of multiple placement methods in Fall 2017). Of these participants, a total of 104 (74.29%) successfully removed at least one academic deficiency and were placed into college-level coursework.

The [Cowboy Up! New Student Orientation Program](#) is held prior to the beginning of each term. This mandatory training session - also offered [electronically](#) for online students - helps freshmen, transfer students, and parents learn essential information about OSUIT and campus life. During orientation, students and parents learn about campus services, extracurricular activities, and community life.

[Welcome Week](#) is an introductory event hosted by [Student Life](#) to welcome new and returning students, acquaint them with [Student Life programs](#) and other areas of campus, and provide them a venue to start making connections with each other through a series of social events.

[ORIE 1011 College Strategies](#) is a half-semester transitional course taught by full-time OSUIT faculty designed to provide academic and social support for new students, with a focus upon providing “basic survival skills to meet collegiate expectations.” Course objectives include identifying and accessing student services available on the OSUIT campus, understanding and applying needed study skills, identifying individual learning styles, demonstrating an understanding and application of online services, and demonstrating time and money management skills. Students also complete service learning projects focused upon familiarizing themselves with the resources and needs of the campus community.

In accordance with [OSUIT](#) and [OSRHE](#) policy, all OSUIT students are required to demonstrate [academic proficiency](#) in mathematics, English and reading prior to enrollment in a given subject area. Academic proficiency also determines one’s eligibility to enroll in certain programs of study or placement in developmental courses during the first semester of enrollment. Placement testing is provided by the institution’s [Assessment Center](#) for students who have not previously completed a standardized test (i.e., ACT[®], SAT[®], etc.), or who wish to re-test to improve their scores.

Prior to enrollment, students are required to meet with an academic advisor for an [advisement session](#). During this session, factors such as ACT[®]/SAT[®] scores, high school GPA, [placement assessment scores](#), intervening time span since the student’s last math and/or writing classes, and student’s comfort level with applicable course requirements are evaluated to determine the most advantageous plan of study for the student. Based upon these factors, a student may be placed and/or opt in to one of the following options:

- direct placement into the appropriate gateway mathematics or English course;
- enrollment into appropriate gateway mathematics or English course, plus a [corequisite strategies support course](#); or
- enrollment into an appropriate developmental course sequence.

OSRHE requires that students with academic deficiencies begin remediation of basic academic skills during the first semester of enrollment and continue until prepared for college-level coursework in the respective subject area. Unless otherwise specified, students must remove academic deficiencies within the first 24 semester credit hours attempted.

OSUIT’s robust [Prior Learning Assessment \(PLA\) program](#) provides an additional mechanism by which to determine appropriate course placement in the university’s general education and technical

courses. The institution's PLA program was developed to provide students with [multiple pathways](#) by which to demonstrate college-level learning acquired outside of the classroom and apply that learning to their degree program of choice. These multiple options for the evaluation of prior learning credit offer students flexibility in their assessment methods, while protecting the integrity and rigor of OSUIT's academic programs. A dedicated PLA Coordinator is available to advise potential and current students, to include identification of [PLA opportunities](#), initiation of PLA requests and navigation of related processes, connection with faculty advisors, and development of evidence portfolios.

The institution provides tutoring services for students in a number of formats and venues.

- The [LASSO Center](#) provides professional tutors in general education subjects, i.e., English, math, science, humanities, etc., during regular business hours. Work-study students are also available to provide peer tutoring services in a broad range of disciplines, based upon their area(s) of expertise.
- Peer tutors provide assistance during evening hours, generally 6:00-9:00 p.m., and other times by appointment for many [technical classes](#) and some general education courses.
- [Tutor.com](#) offers one-to-one learning sessions live, on demand, and online 24/7. The services include tutoring, peer coaching, and career assistance. [Services](#) are offered for courses that have been identified as "challenging" due to low pass rates, or are critical to the majority of degree plans.
- [Faculty-led tutoring sessions](#) are offered for specific classes. Time and date are generally established in conjunction with the class' participation.
- [Industry partners](#) volunteer to provide tutoring sessions in their areas of expertise.

OSUIT's Adult Basic Education (ABE) program serves to prepare students for a successful transition from the [General Educational Development \(GED[®]\)](#) and [M-Power](#) programs into higher education or the workforce by providing students with training and support designed to help each individual to meet his or her goals. The ABE program offer adult learners a flexible schedule, with day and evening classes available. Course topics include GED[®] preparation and development of basic writing, reading, and mathematics skills.

3.D.3 OSUIT provides academic advising suited to its programs and the needs of its students.

OSUIT offers a range of general and specialized academic advising services to support traditional and distance learning students as they seek to identify their chosen major, enroll in appropriate courses, and meet their personal educational goals. Students may meet with these individuals in person or contact them via phone or email.

General academic advising for new and undecided students is available from any of four full-time [admissions advisors](#). Course placement services are provided by the [Assessment Center](#) and [Prior Learning Assessment](#) procedures as described above, and the [Office of Academic Accommodations](#) assists students in securing appropriate accommodations prior to the start of term. OSUIT has five full-time [financial aid staff members](#) to assist students in making informed decisions about satisfactory academic progress and a dedicated [Student Success Facilitator](#) that provides outreach and guidance to those students - particularly first-generation college students - who can benefit from additional assistance in successfully navigating their university experience.

Specialized academic advising is available from [faculty members](#) who are assigned as advisors to students and by departmental staff in each of the academic schools, with additional academic support

and retention services provided by the school's [Program Support Specialist](#).

Ongoing [advisor training](#) and [information sessions](#) are provided throughout the year, and academic advisors are supported by a variety of tools and resources, including: the [DegreeWorks](#) degree audit application; access to student records through Banner; [gateway course placement](#) and [PLA](#) guides; and program- and course-specific information provided on the [OSUIT website](#), through the [Class Scheduling](#) and [Syllabi Management](#) systems, and in the [Academic Catalog](#), program [plans of study](#), [information guides](#) and [fact sheets](#), and [quick reference guide](#).

3.D.4 OSUIT provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning.

As the state's only university of applied technology, OSUIT has a rich history of working closely with industry partners in the development and delivery of [specialized degree programs](#) designed to produce skilled technicians to fill a continued demand for highly qualified industry professionals. OSUIT's [goals, values and core objectives](#) and [strategic plan](#) serve to support the institution's [mission](#), and provide a foundation that ensures institutional resources are allocated in a manner that most effectively assists in *"providing comprehensive, high-quality, advancing technology programs and services."* Despite the [fiscal challenges](#) presented by historic multi-year cuts in state appropriations and declining enrollment numbers, OSUIT remains committed to finding innovative ways to [continually improve upon the facilities and resources](#) designed to support effective teaching and learning and the development of *"a world-class workforce and contributing members of society."*

Instructional Facilities

During the development of the 2012-2013 campus [master plan](#), a [space needs analysis](#) was conducted to determine the current capacity of the institution's instructional facilities, project future needs and identify opportunities for increased efficiencies and future growth. The results of this analysis confirmed a surplus of 24,843 assignable square feet (ASF) in the academic program areas in Fall 2012 – even though the space requirements for students in OSUIT's technical training and applied learning programs are almost double the guideline set by OSRHE. Given the [overall drop in enrollment](#) in each of OSUIT's schools, the 2012 guidelines are still applicable and show that OSUIT continues to [operate below the ASF guidelines](#) and provide a generous amount of instructional space on campus. It is anticipated that the [realignment of OSUIT's academic programs](#) in 2019 will lead to even more effective use of this space through the elimination of departmental silos, promotion of interdisciplinary collaboration, cross-disciplinary utilization of faculty and consolidation of redundant training facilities.

The institution's emphasis upon the delivery of highly tactile programs in applied learning environments is reflected in the [allocation of its academic space](#). Eighty-nine percent of nearly 350,000 ASF of classroom and teaching laboratory space is allocated to OSUIT's technical programs, with the remaining 11% split between classroom and laboratory space for general education course offerings. Classrooms are furnished with multimedia presentation capabilities that support the incorporation of the Internet, Canvas, and various presentation and multimedia technologies as integral components of synchronous and asynchronous course facilitation. [Teaching laboratories and outdoor training facilities](#) are fully equipped with simulators, corporate trainers and state of the art technology, machinery and tools – in many cases supplied by the [generosity of OSUIT's corporate partners](#) – that create a seamless classroom to career transition. Applied technology programs such as those delivered by OSUIT are expensive to deliver and maintain; however, financial support from

industry partners and revenue generated from [academic service fees](#) (which were [increased in FY20](#) based upon [analysis of BKD data](#)) help to offset these costs and ensure the long-term health and viability of the institution's programs. OSUIT's instructional facilities are complemented by industry-based [internship and clinical practice sites](#), which serve to further enhance students' education by providing them with real-world experiences that validate classroom and laboratory instruction.

Learning Resources

As evidenced by its [FY15-FY19 ARL statistics](#), the [OSUIT Library](#) provides a wide array of [print and electronic resources](#) that are made available to all OSUIT students, faculty and staff to support effective teaching and learning. The Library also maintains access to [over 100 online databases](#), provides [Interlibrary Loan](#) services, and is a member of the Oklahoma A&M Libraries group, which shares an online automation and public information system, [Ex Libris Primo](#). In 2015, the Library launched a [Tech To-Go](#) program offering students, faculty and staff the opportunity to check out items such as laptops, tablets, smartwatches, cameras and headphones, as well as discipline-specific devices such as blood pressure monitors, induction cooking tops, and studio lighting kits. The [Library's Distance Learning Implementation Plan](#) guides ongoing efforts to increase the library's support of the distance learning community, and [recently renovated facilities](#) provide fully equipped individual computer stations and spaces for quiet study or group collaboration, with over 75 computers and laptops available for patron use.

The [LASSO Center](#), located on the third floor of the Noble Center, is available for both student and faculty support and provides [tutoring and testing services](#) and support for [academic accommodations](#). The LASSO Center is equipped with 30 personal computers that provide Windows, Microsoft Office Suite, and numerous other software packages to assist students in their coursework. Both [professional and peer tutors](#) are available in the LASSO Center to help students, and the LASSO Center contracts with [Tutor.com](#) to offer [24-hour online, on-demand tutoring services](#).

Technology & Instructional Resources

OSUIT possesses a stable and secure information technology infrastructure that supports teaching, learning, and student success. Technology Services (TS) is charged with [securing, supporting,](#) and [advancing](#) the state of technology on the OSUIT campus. TS operates a service desk that offers technical support based on the offerings in its [Technology Service Catalog](#) and supports 80 computer labs, 1200 lab workstations, 500 employee laptops, 101 projectors, and hundreds of mobile devices. The needs of OSUIT's traditional and distance learning students, faculty and staff are supported by a two gigabit network backbone infrastructure, encrypted wireless connections, and storage provided by 25 physical servers, 90 virtual servers, and many cloud-based software solutions. TS also coordinates with [The Center for the Advancement of Teaching and Learning](#) (The Center) to identify and implement emerging technologies designed to increase student engagement and learning opportunities.

Through [The Center](#), OSUIT's faculty have access to a [range of tools and resources](#) available for use in instructional design and facilitation in synchronous and asynchronous learning environments. These resources include such instructional software packages as the Adobe Creative Suite, MovieCaptioner, TurnItIn, and Respondus 4.0, as well as video capture studios and active learning labs which facilitate remote conferencing and collaboration activities. The Center also provides [professional development opportunities](#) to OSUIT's faculty, staff, and students through semester-long courses, seminars, workshops, one-to-one consultations, and virtual learning opportunities.

3.D.5 OSUIT provides students with guidance in the effective use of research and information resources.

The OSUIT Library supports the development of information literacy skills through the delivery of in-class [library instruction sessions](#) each semester. Library staff members collaborate with faculty and utilize [student feedback](#) to develop [customized training material](#) and tailor instruction sessions to individual populations of students (based on program, length of time in school, or other factors). Since 2014, the library has [increased its service capacity](#) by hiring two additional professional librarians, and implemented the use of discipline- and course-specific online [research guides](#) and [database resources](#) to assist students in their individual projects. Librarians - including a dedicated Distance Learning Librarian - are embedded in distance learning coursework and available to help students access and utilize digital learning resources as needed.

OSUIT's students are also provided with guidance in the effective use of research and information resources through the completion of [research projects](#) and utilization of industry-based reference materials in applications-based [problem-solving activities](#) integrated across OSUIT's curriculum.

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3.E - Core Component 3.E

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

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

Argument

3.E.1 Co-curricular programs are suited to Oklahoma State University Institute of Technology's (OSUIT) mission and contribute to the educational experience of its students.

OSUIT provides a rich educational environment, enhanced by robust, co-curricular programming and industry partnerships that support the [mission](#) and provide opportunities for traditional and distance students to gain experiences outside of class, both on- and off-campus. This is evidenced in the following ways:

- [field trips](#) that provide cultural and industry-related learning experiences;
- development of students' leadership skills through involvement in [student-led clubs and organizations](#) (ranging from departmental clubs to service and social organizations), [peer mentoring](#), and the [National Society of Leadership and Success](#);
- [study abroad and educational exchange](#) opportunities that allow students to earn college credit while expanding their educational experiences;
- student engagement in [competitions, external training opportunities](#) and [campus- and community-based projects and events](#);
- [clinicals and internships](#) that enhance students' in-class learning by providing hands-on experiences with [industry professionals](#) in their chosen field of study;
- student engagement in a broad variety of [service learning and community service](#) projects and activities; and
- [Student Life programming](#) that supports [student engagement](#) in leadership, social and recreational activities, to include programming targeting distance students, such as [eSports](#) and [online wellness](#).

3.E.2 OSUIT demonstrates the claims it makes about contributions to its students' educational experience by virtue of aspects of its mission.

OSUIT's [goals, values and core objectives](#) and [strategic plan](#) serve to support the institution's [mission](#), and provide a foundation that ensures institutional resources are allocated in a manner that most effectively assists in achieving the mission. Quantifiable [core performance indicators](#) are used to measure progress toward fulfillment of this mission and guide the identification of institutional priorities, and participation in [benchmarking](#) projects such as the [National Community College Benchmark Project \(NCCBP\)](#) provides additional insight to measure OSUIT's performance against that of its peer institutions. OSUIT's fulfillment of the claims made in its mission statement is demonstrated in the following manner.

OSUIT's mission is...

"...to serve as the lead institution of higher education in Oklahoma and the region..."

OSUIT is [frequently ranked](#) as one of the top institutions at the state, regional and national level. The institution's reputation as a leader in applied technology education reflects the quality of its graduates and their [success in the workplace](#), and serves as a significant factor in [attracting prospective students](#).

"...providing comprehensive, high-quality, advancing technology programs and services..."

As reflected by the [degrees](#) that it awards, OSUIT is primarily recognized for its role in providing applied technology education in the form of bachelor of technology and associate in applied science programs that serve [local, state and regional](#) needs. As discussed in 3.A.1, OSUIT partners with global corporations to develop [academic coursework](#) and [practical training environments using industry-caliber equipment](#) to create a seamless classroom to career transition.

OSUIT's [Workforce & Economic Development](#) department fosters relationships with the [community](#) and [industry partners](#) and assists in the areas of [customized training](#), technology deployment, applied research, strategic planning, best practices and coordination. WFED has leveraged [Department of Defense grant funding](#) to provide support for Oklahoma's defense and aviation industries through projects such as the recently opened Industrial & Aviation Technologies Training Center and cybersecurity training and awareness efforts.

"...to prepare and sustain a diverse student body..."

As evidenced in 1.C and 3.B.4, the institution is committed not only to serving and promoting the success of a [diverse student body](#), but also to preparing its graduates for citizenship in a global society. In 2018, *The Chronicle* [ranked OSUIT No. 2](#) on its [almanac diversity index](#). Although recruiting female students into OSUIT's technical programs continues to pose a challenge, the [needle is slowly moving](#) while the institution [celebrates the successes](#) of women who break into traditionally male-dominated fields. Student appreciation of the [importance of diversity](#) – and their expectation of what that entails – is increasing, and feedback from [graduates, alumni and their employers](#) provides evidence that OSUIT prepares graduates to interact with people from diverse backgrounds.

"...as competitive members of a world-class workforce..."

OSUIT has a rich history of working closely with industry partners in the development and delivery of specialized degree programs designed to produce highly skilled technicians that excel in industry, as evidenced by [high graduate placement rates](#) and [competitive starting salaries](#) provided by the [hundreds of corporate partners](#) that hire OSUIT graduates. [High employer satisfaction](#) and [graduate certification/licensure](#) rates, as well as feedback from [graduates, alumni](#) and their [employers](#), provide additional support to this claim.

"...and contributing members of society..."

OSUIT graduates benefit from completion of an enriched educational experience that is guided by [institutional core](#) and [program-specific](#) learning outcomes, and further enhanced through active engagement in [Student Life](#) and [Service Learning](#). This model introduces students to

broadly based knowledge, skills, and analytical and evaluative tools needed to lead productive and fulfilling lives in leadership and service to the community. [Alumni](#) become industry and community leaders and positively impact Oklahoma's workforce and economy in significant ways.

OSUIT has tracked its overall [economic impact](#) on the Oklahoma economy through an economic impact study from Economic Modeling Specialists, Inc. (Emsi). The FY2016-17 study indicated that the net impact of OSUIT's former students employed in the state workforce in 2016-17 amounted to \$194.9 million in added income. From a social perspective, for every dollar invested in OSUIT educations in FY 2016-17, people in Oklahoma will receive \$7.70 in return, for as long as OSUIT's FY2016-17 students remain active in the state workforce.

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3.S - Criterion 3 - Summary

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

Summary

Oklahoma State University Institute of Technology's (OSUIT) robust, high-quality offerings are the direct result of the institution's established practices of working closely with industry partners in the development, delivery and continuous updating of its unique, primarily workforce-oriented academic programs. Periodic program reviews, academic assessment and specialized accreditation, among other practices, also play critical roles in the successful fulfillment of OSUIT's academic mission.

The institution directs notable resources to the advancement of employee professional development, instructional design and support, and OSUIT's distance learning offerings. While preparations for its comprehensive evaluation have confirmed the institution's strong foundation for instructional quality, the exploration and identification of additional strategies which will improve the quality of student learning opportunities at OSUIT will remain a central, constant focus of the institution's academic leadership team. Recent preparation activities have also yielded valuable insights into opportunities to ensure core institutional policies and practices are current and consistently implemented.

The recent realignment of the institution's academic programs into fewer schools has undoubtedly resulted in some short-term disruptions. However, the change has already begun to pay dividends with respect to increased opportunities for improved collaboration, resource sharing, consistency of expectations and practices, and improved responsiveness to stakeholders.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

4.A.1 Oklahoma State University Institute of Technology (OSUIT) maintains a practice of regular program reviews guided by the Oklahoma State Regents for Higher Education (OSRHE), national and state accrediting bodies and university procedures.

OSUIT emphasizes a culture of continuous improvement that focuses upon utilizing data to improve student outcomes, promote instructional excellence, and ensure the quality and viability of each of its academic programs.

Following submission to and approval from the OSRHE, degree and certificate programs added to university offerings undergo a [Post-Audit Program Review](#) three years after implementation. The [post-audit program review](#) serves to assess the program's quality and effectiveness in meeting productivity benchmarks and goals prior to receiving final approval from the OSRHE. All approved programs follow a [five-year program review schedule](#) in accordance with [OSRHE Policy 3.7 Academic Program Review](#). [Program reviews](#) include [qualitative and quantitative data](#) that facilitate

the analytical evaluation of the quality, sustainability and efficiency of the program. Programs with [specialized accreditation](#) submit [documentation of program review findings](#) from their respective accrediting body to fulfill the OSRHE five-year program review requirement.

These formal program reviews help ensure that programs remain current and viable, stay focused on the institution's mission, and meet the needs of program stakeholders. Examples of programmatic updates and other necessary improvements identified as a result of these program reviews include:

- [AS in Business](#) and [AS in Pre-Education](#): These two most recent program reviews assisted in the identification of the need to a) develop additional programmatic learning outcomes, objectives and methods of assessment, and b) implement additional strategies for improving graduate and alumni survey dissemination to increase participation.
- AS in Information Technologies: Analysis of factors contributing to the program's reported [low productivity](#) resulted in the identification of difficulties in accurately tracking program students in the Banner system.
- BT in Information Technologies: The [2018-19 Final Statement of ABET-CAC Accreditation](#) verifies the implementation of programmatic changes in response to the [2016-2017 ABET-CAC program evaluation](#) requiring a) modification of student outcome performance indicators, and b) development and implementation of a new mathematics course ([MATH 2143 Pre-Calculus](#)) and subsequent [changes to the plan of study](#).
- AAS in Power Plant Technology: The [2013 post-audit program review](#) resulted in a) strengthening relationships with industry partners and increasing equipment and resource donations, b) obtaining and remodeling new classroom space specific to the program, and c) hiring two highly qualified instructors, developing curriculum and providing flexible course offerings. The program's [2016 post-audit program review](#) resulted in increased collaboration with the program's advisory committee and the development of a [new program plan of study](#) better aligning mathematics and science requirements with the knowledge and skills required by the industry. In 2019, the cumulative positive impact of these efforts resulted in [OSRHE granting final approval](#) for the program after completion of its [2019 post-audit program review](#).

The Office of Institutional Research generates [program review data](#) – including key metrics such as enrollment numbers, credit hour generation, employment data, and transfer, persistence, retention and graduation rates – on an annual basis. This report is distributed to deans and academic leaders to utilize in the identification of strengths and opportunities for improvement through the timely monitoring of program performance trends.

4.A.2/4.A.3 OSUIT evaluates all the credit that it transcripts, including what it awards through prior learning assessments and third party examinations. OSUIT has policies that assure the quality of the credit it accepts in transfer.

OSUIT is committed to the quality and integrity of the credit that it transcripts. All credit is evaluated, including that awarded for prior learning, in accordance with OSRHE policies [3.11 Undergraduate Transfer and Articulation](#) and [3.16 Credit for Prior Learning](#). Institutional policies and procedures for the [transfer of credit](#) and [awarding of prior learning credit](#) follow standard best practices and are set forth in the [Academic Catalog](#).

The institution follows the American Council on Education (ACE[®]) recommendations for awarding

credit for [military experience](#), and evaluates military transcripts free-of-charge for application to general education and technical class credits. International transcripts submitted for [transfer](#) must be evaluated by a member agency of the [National Association of Credential Evaluation Services](#), and a copy of this evaluation must be submitted to the Registrar's Office with the applicant's transcript.

The Office of Admissions evaluates all [transfer credit requests](#) on a course-by-course basis, and provides an online [Transfer Course Lookup](#) tool for transfer students that identifies OSUIT course equivalences for coursework already evaluated by the institution. Decisions regarding the award of transfer credit may also require the review of additional documentation – such as program requirements and course syllabi – by program faculty and administrators prior to determining course equivalencies.

Many of the institution's general education and other transfer courses have been validated for inclusion on the state-wide [Course Equivalency Project \(CEP\) matrix](#) (discussed in detail in 3.A), which maps coursework that will be accepted in transfer from one state college or university to another. In addition, OSUIT discloses information regarding [current articulation agreements](#) on the institution's website, and continues to add new agreements on a routine basis.

OSUIT may accept [transfer of technical credits](#) from an Oklahoma technology center toward technical major degree requirements in technical certificates, associate in applied science degrees, and bachelor of technology degrees. Transfer of technical credits from a technology center that is part of the [Oklahoma CareerTech system](#) is evaluated using the faculty-developed [Statewide Technical Course Articulation Matrix](#) maintained by the [OSRHE](#).

[Prior learning assessment \(PLA\)](#) provides a mechanism for individuals to [receive college credit](#) through the demonstration of mastery of course-related knowledge and skills. OSUIT follows [OSRHE policy](#) and the PLA standards established by the [Council for Adult & Experiential Learning \(CAEL\)](#), and the institution participates in OSRHE's faculty-driven process of review and validation of evaluation instruments for inclusion on the system-wide [Technical Assessment Inventory](#) maintained by the [OSRHE](#). Detailed information regarding OSUIT's PLA program is provided on the [university's website](#).

In keeping with the HLC's Assumed Practices, the institution makes no promise to prospective students regarding the acceptance of transfer credit or credit for prior learning until an evaluation has been conducted.

4.A.4 OSUIT maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The Office of Academic Affairs provides oversight of academic programs, the availability of learning resources, and faculty qualifications to ensure compliance with national and state entities. Authority over prerequisites, course rigor, and student learning expectations reside with faculty as evident in OSUIT's course development and modification processes (see 3.A.1).

Submission of the [New Course Proposal Form](#) initiates the review of proposed prerequisite and corequisite courses by faculty, deans and the Curriculum Committee prior to approval. Upon receiving approval by the Curriculum Committee, course prerequisite and corequisite requirements

are reviewed by the Vice President of Academic Affairs prior to implementation. Subsequent changes to course prerequisites and/or corequisites are made through the same process, but initiated by the submission of the [Modified Course Proposal Form](#). Effective Fall 2019, the above mentioned forms were revised and [approved](#) to increase the standardization of the curriculum change process and promote collaboration among faculty and key personnel in the Office of the Registrar and Finance Office.

The Office of Academic Affairs updates and maintains OSUIT's annual [Academic Catalog](#), ensuring approved course prerequisite and corequisite requirements are included in the [catalog's course descriptions](#). Additionally, the Office of the Registrar monitors adherence to these [requirements](#) through the student information system, Banner, and its web-based planning tool, [DegreeWorks](#).

OSUIT maintains high standards for course rigor and expectations of student learning [across the curriculum](#). Course content, type of student work/performance, and amount of knowledge and/or experience required for success in a given course is determined by multiple factors including the: level of the course (1000-4000), learning goals and student outcomes associated with the course, and type of course (e.g., prerequisite, theory, theory/lab, general education or major-specific course). The rigor and level-appropriateness of courses is assured through the assessment of student learning (see 4.B) and program review process (see 4.A.1).

OSUIT's [faculty credentials policy](#) and [requirements](#) also assist in ensuring the rigor of course content and apply to all full-time and adjunct faculty, to include those teaching distance learning and concurrent (dual) enrollment courses for area high schools (see 3.A.1 and 3.C.2). The [course syllabus and student learning outcomes](#) for off-campus concurrent enrollment courses are identical to the course syllabus and student learning outcomes utilized for on-campus sections of that same course. Off-campus concurrent enrollment courses are of the same content and rigor as the courses offered on-campus, and students enrolled in off-campus concurrent enrollment courses are held to the same standard of achievement as students in on-campus courses. In accordance with [OSHRE policy](#), OSUIT's [concurrent enrollment policy](#) establishes [minimum admission standards](#) (based upon ACT[®] scores, SAT[®] scores or unweighted high school GPA) for concurrent students. Concurrent students must complete an [application for concurrent enrollment](#) that includes a signed recommendation from their high school principal or counselor and written permission from a parent or guardian. As articulated in the [Academic Catalog](#), concurrent enrollment students must also demonstrate academic proficiency prior to enrolling, may not enroll developmental coursework, and must maintain a minimum college GPA of 2.0 or above to remain eligible for concurrent enrollment.

4.A.5 OSUIT maintains specialized accreditation, certification and/or recognition for 9 associate in applied science and 3 bachelor of technology programs.

The institution has many programs that have earned specialized accreditation status in their field, and actively seeks appropriate external accreditation for its trade and academic programs. With the exception of the Ford ASSET program, all OSUIT programs with [specialized accreditation](#) are currently approved and compliant with full accreditation, certification, or licensure at this point in time.

- Computing Accreditation Commission of ABET (ABET-CAC): [Information Technologies \(BT\)](#)
- Engineering Technology Accreditation Commission of ABET (ABET-ETAC): [Civil Engineering Technology \(BT\)](#) and [Instrumentation Engineering Technology \(BT\)](#)

- Accreditation Commission for Education in Nursing (ACEN) and Oklahoma Board of Nursing (OBN): [Nursing \(AAS\)](#)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) and National Commission on Orthotic & Prosthetic Education (NCOPE): [Orthotic & Prosthetic Technologies \(AAS\)](#)
- Associated Equipment Distributors (AED) Foundation: [CAT[®] Dealer Prep \(AAS\)](#) and [Komatsu ACT \(AAS\)](#)
- Automotive Service Excellence (ASE) Education Foundation: [Chrysler MOPAR CAP \(AAS\)](#), [Ford ASSET \(AAS\)](#), [General Motors ASEP \(AAS\)](#), [Pro-Tech \(AAS\)](#) and [Toyota T-TEN \(AAS\)](#)

Information regarding each program's specialized accreditation(s) is shared with the [program plan of study](#) in the [Academic Catalog](#), with a [comprehensive list](#) (including contact information for all accrediting bodies) included on pp. 7-8. This information is also provided on the [specialized accreditation page](#) and relevant [degree program pages](#) on OSUIT's website.

4.A.6 OSUIT evaluates the success of its graduates and assures that the programs it represents as preparation for advanced study and employment accomplish these purposes. For all programs, OSUIT looks to indicators appropriate to its mission, such as employment rates, certification and/or licensure rates, and admission rates to advanced degree programs.

OSUIT's [mission](#) drives the institution's focus upon delivering high quality, relevant programs that meet the needs of the university's stakeholders. Evidence of the delivery and relevance is assessed through feedback actively solicited from program graduates, employers, and advisory committees (see 3.A.1). The [Office of Institutional Research \(IR\)](#) annually collects and analyzes [core indicators](#) (as identified in the [Strategic Plan](#)) data specific to career preparation, workforce training and development, student progress, transfer preparation, student satisfaction and engagement, and college participation rates (see 3.E.6).

IR oversees the collection, compilation and analysis of data from [surveys](#), [IPEDS](#), the National Student Clearinghouse, LinkedIn, and [self-reporting tools](#). This information is shared with institutional leaders and other stakeholders through a variety of [institutional reports](#).

- [Alumni Survey Report](#)
- [Benchmarking Report](#)
- [Employer Survey Report](#)
- [Employment Rates Report](#)
- [Graduation Survey Report](#)
- [Program Review Data Report](#)
- [Transfer-In Report](#)
- [Transfer-Out Report](#)
- [Withdrawal Survey Report](#)
- [Community College Survey of Student Engagement \(CCSSE\) Report](#)
- [Survey of Online Student Engagement \(SOSE\) Report](#)
- [Ruffalo Noel Levitz Alumni Outcomes and Loyalty Survey Report](#)
- [Ruffalo Noel Levitz Student Satisfaction Inventory \(SSI\) Report](#)
- [Ruffalo Noel Levitz Priorities Survey for Online Learners \(PSOL\) Report](#)

Although each survey report provides a unique perspective on student progress and satisfaction and

OSUIT's graduate outcomes, much of this information is summarized in the [Strategic Plan Core Indicators Report](#). This annual internal report, first compiled in 2013, provides data-related evidence that evaluates institutional progress toward fulfilling its mission, as measured by quantifiable [core indicators](#) identified in the Strategic Plan. Specifically, this report provides evidence of the success of [transfer students](#) and program graduates based upon [placement data](#), [employer feedback](#) and [satisfaction rates](#), and [certification/licensure rates](#).

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4.B - Core Component 4.B

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

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

Argument

4.B.1/4.B.2 Oklahoma State University Institute of Technology (OSUIT) has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals, and assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

In accordance with [OSRHE](#) and [institutional](#) policy, OSUIT assesses students using criteria approved by OSRHE, to include the following four categories: 1) entry level to determine academic preparation and course placement; 2) general education assessment; 3) academic program learning outcomes assessment; and 4) student engagement and satisfaction. Data in each category of assessment are [reported to OSRHE annually](#) and include detailed information designed to demonstrate the effectiveness of the assessments consistent with the mission and programs of the institution.

Assessment of student learning at OSUIT is driven by the university's [mission statement](#), and is an essential part of the enduring process of enhancing and improving curricular and co-curricular student learning. The faculty in each academic school determine student learning outcomes and then systematically gather, document, analyze, and interpret evidence of student learning. OSUIT's assessment process includes [assessment plans](#) for institutional [Core Outcomes](#) and each academic program.

OSUIT's faculty-driven [Assessment Committee](#) provides guidance to the institution's assessment activities. The institution's appointment of an Assessment Coordinator in 2012 is a reflection of OSUIT's commitment to and support of effective assessment processes. This role is filled by a faculty member who receives release time to chair the Assessment Committee and coordinate execution of the university's assessment processes, and the impact of this coordinator is evidenced by the continual review and refinement of the university's [procedures for assessment](#). The [evolution of this process](#) is reflected in the institution's [annual assessment plans and related planning documents](#).

Entry Level Assessment and Course Placement

The institution's policies and processes for entry level assessment and course placement are discussed in 3.D.2.

OSUIT defines course-level student success as passing a class with an A, B, C, D or P letter grade. Changes to OSRHE assessment reporting requirements in 2016 incorporated analyses and findings of student success in [remedial and college-level](#) courses. These rates are also tracked and reported by Institutional Research (IR) in [DFWI](#) reports. This data is reviewed by course faculty and administrators to determine the effectiveness of placement decisions, evaluate cut scores, and identify changes to be made in the entry-level assessment process or approaches to teaching.

General Education Assessment and Academic Program Learning Outcomes Assessment

Core outcomes are essential, broad-based workplace skills that cut across occupational and academic disciplines. The assessment of student learning is held in high regard at OSUIT and, in alignment with requirements of HLC, faculty have developed six Core Outcomes that are wholly integrated in the curriculum. These Core Outcomes are common to all programs of study and based on reading, writing, mathematics, critical thinking, ethics, diversity, technical competencies and service learning. Student attainment of general education outcomes is measured in alignment with these Core Outcomes, which are also addressed summatively within each of the technical program's assessment plans.

- Outcome #1: [Communication](#) - Effectively communicate electronically, verbally, and in writing.
- Outcome #2: [Critical Thinking](#) - Demonstrate logical, systematic critical thinking techniques.
- Outcome #3: [Ethics and Diversity](#) - Develop and display a sense of personal, social, and professional ethics, as well as appreciation of and encouragement for diversity.
- Outcome #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 these rudiments impact one's industry or field of study.
- Outcome #5: [Technology](#) - Access and use technology appropriate to one's industry or field of study.
- Outcome #6: Service Learning - Effectively utilize learned technologies and processes to aid various constituencies in the community.

(As indicated above, there is not a current assessment plan in place for Service Learning. Service Learning, both as service and as a core outcome, has been a challenge for OSUIT to effectively integrate and assess. However, two new co-chairs have recently been appointed to the campus Service Learning Committee, and the definition and scope of service learning are changing. Additional information is provided [here](#) and on the [Service Learning website](#).)

OSUIT assesses general education measures for associate degree programs prior to the end of the degree program and for baccalaureate degree programs prior to the completion of seventy credit hours of instruction and at the end of the degree program. Measures include those chosen by faculty to improve teaching and learning in areas such as communication, critical thinking, mathematics, reading, and writing. Formative mid-level assessments of general education outcomes are faculty-developed, faculty-driven, and primarily course-embedded to motivate students to participate to their fullest abilities. These assessment methods have been standardized to ensure that the same assessment instrument is utilized in each course section, regardless of faculty.

[Program assessment plans](#) are defined by Program Level Outcomes needed by graduates to be successful working in the professional environment, as identified by faculty teaching courses within the program. In those instances where OSUIT offers multiple stacking credentials in a common program area, there is a clear differentiation in anticipated student learning outcomes between the

different program levels, as demonstrated in the program assessment plans for the AAS and BT degrees in [Information Technologies](#) and [Instrumentation Engineering Technology](#) and the certificate programs and AAS degree in [Culinary Arts](#).

Learning objectives are skills needed by graduates to successfully meet each of the stated Program Level Outcomes. Using the concepts of (I)ntroduction, (R)einforcement and (M)astery, learning objectives are mapped to the appropriate course(s), and each learning objective is listed on at least one [course syllabus](#). The assessment measures vary from program to program, and include items such as portfolios, research papers, persuasive speeches, service learning projects, examinations, laboratory assignments and observation assessments. Program assessment plans are designed to ensure students are assessed at multiple inflection points throughout the program.

Faculty set a uniform institutional benchmark for assessment of student learning: At least 80% of students will complete each assessment at a 70% level of competency or higher (some programs, such as [Instrumentation Engineering Technology](#), and [Nursing](#), require more rigorous levels of competency in alignment with specialized accreditation or industry certification requirements). Faculty [enter the results](#) of these assessments into Banner at the same time as they report student course grades. Results are tabulated based upon faculty reported results in the database and flagged as a numerical score representing “Pass,” “Fail,” or no score for “Non-Applicable.” In addition, individual passing and failing scores are collected in order to utilize the information in revision of assessment processes.

[Assessment scores](#) are compiled by IR and shared with the Assessment Coordinator, program faculty, and school administrators for review during the summer term. Assessment plans are utilized for one academic year, and are then modified for the following academic year during the annual review process. Assessment plan modifications are based on assessment and student outcome data, advisory committee recommendations, classroom observations, and changes within industry.

OSUIT’s annual assessment data for the Core Outcomes ([annual data from 2002 to present](#)) and Program Level Outcomes ([annual data from 2006 to present](#)) are reported each year in the [Annual Assessment Report](#), which is submitted to OSRHE and provided to prospective students and other stakeholders on the [IR website](#).

Until recently, OSUIT utilized WEAVEonline Assessment Management System to track and manage its assessment plans. Unfortunately, when the new Weave platform was released, it was determined after several months of troubleshooting that the new system was incompatible with OSUIT’s assessment structure. As a result, OSUIT terminated this service agreement and is currently exploring other assessment management systems; however, IR was able to retrieve some historical records from the [WEAVEonline system](#). Internal archives of assessment plans, planning documents, and assessment scores are maintained by the Assessment Coordinator and IR.

Student Engagement and Satisfaction (Indirect Assessment Methods)

OSUIT’s [Library](#), [LASSO Center](#), and [Student Services division](#) utilize assessment plans to establish learning outcomes, assessment methods and processes for self-improvement and quality assurance. Data collected via the following instruments are also utilized in the assessment of curricular and co-curricular activities. A summary of analyses and findings related to [course evaluations and student satisfaction surveys](#) is included in the [Annual Assessment Report](#).

Course Evaluations (Curricular) – At the end of each term (based on eight-week or full semester

classes), all students are asked to voluntarily complete a [course evaluation](#) for each class in which they are enrolled. At the end of each term after all grades have been submitted, [course evaluation reports](#) are emailed to course instructors, school deans, and the Vice President of Academic Affairs. IR also produces an [OSUIT Course Evaluation: Participation Rates, Indicators and Trends Report](#) for review by the Academic Council, and school deans and academic administrators have received [training](#) on how to access and request on-demand customized reports from the Class Climate system.

Satisfaction Surveys (Curricular and Co-Curricular) – The institution’s consistent application of these [assessment instruments](#) is reflected in the [survey response data](#) and the sample reports linked below. The results from each of these surveys are incorporated into the annual [Strategic Plan Core Indicators Report](#), and are utilized by faculty, staff and administrators from all university departments to assess the quality of OSUIT’s curricular and co-curricular offerings.

- [Community College Survey of Student Engagement \(CCSSE\)](#)
- [Graduation Survey](#)
- [Noel-Levitz Alumni Outcomes and Loyalty Survey](#)
- [Noel-Levitz Student Satisfaction Inventory \(SSI\)](#) and [Priorities Survey for Online Learners \(PSOL\)](#)
- [OSUIT Alumni Survey](#)
- [Survey of Online Student Engagement \(SOSE\)](#)
- [Transfer-In Survey](#)
- [Transfer-Out Survey](#)
- [Withdrawal Survey](#)

4.B.3 OSUIT uses the information gained from assessment to improve student learning.

Feedback obtained through OSUIT’s [Assessment Plan](#) and related processes plays a central role in the establishment, evaluation and/or revision of any strategic planning items related to [student learning](#) and related services. Assessment data is compiled and distributed by IR in the [Strategic Plan Core Indicators Report](#), [Assessment Data reports](#), and a multitude of [survey feedback reports](#). This information is utilized by campus administrators, program faculty, and student support staff to identify opportunities for improvement and ensure the delivery of high quality academic programs and student services. [Key findings and insights](#) are disseminated at the institutional level via monthly [Administrative Council](#) meetings, and IR personnel are often invited to [Academic Council](#) meetings to analyze results and discuss strategies to increase student participation rates.

The [Annual Assessment Report](#) provides a summary of programmatic changes and key institutional initiatives that have been implemented in response to feedback collected through the direct and indirect assessment instruments described above.

Programmatic Changes

The [2016-2017 and 2017-2018](#) Annual Assessment Reports provide a broad sampling of the types of programmatic changes generally implemented based upon review of assessment and student outcome data, course evaluations and student satisfaction and engagement feedback, and industry trends. A review of these programmatic changes reveal that many of them fall into one of the following categories:

- revisions to curriculum at program and course levels;

- changes to program admission processes;
- facility renovations and updates to training equipment;
- revisions to program learning outcomes, program/course learning objectives, and assessment tools;
- incorporation of teaching strategies to increase student engagement and improve quality of instruction;
- expansion of student access and/or creation of online, hybrid and blended course offerings;
- increased opportunities for interaction between students and industry partners;
- enhancements of co-curricular activities (student club involvement, real-world experiences, field trips);
- improvements to student advisement process; and
- changes to text books.

Institutional Initiatives

The following are examples of procedural changes and new institutional initiatives implemented by OSUIT that were developed and informed based upon analysis of student feedback and student success data.

- Changes to the [course evaluation](#) instrument;
- implementation of [online classroom use expectations](#) for all OSUIT faculty;
- [multiple strategies](#) designed to positively impact the quality of instruction, provide faculty with additional resources and support, and facilitate the collection of feedback related to instructional effectiveness;
- a [variety of assessment methods](#) utilized to guide continuous improvement processes in the Library; and
- an expansion of OSUIT's [tutoring services](#).

Student Support Services

Student Services assesses achievement of the learning outcomes that it claims for its co-curricular programs and uses the information gained from assessment to ensure continuous improvement of student learning, programming, and communication. In its [Strategic Plan and Outcomes Report](#), this division documents its activities, learning outcomes, assessments, use of data to make improvements, and results. The report also includes outcomes directly related to the goals, initiatives, and strategies of the OSUIT [Strategic Plan](#).

4.B.4 OSUIT's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

The commitment of OSUIT's faculty and instructional leaders to a culture of continuous improvement is reflected in the institution's assessment processes. The institution's participation in [HLC's Assessment Academy](#) provided a foundation upon which to re-envision the assessment of student learning, which has continued to [evolve](#) since the institution's initial [2012 planning process](#). As described in 4.B.1-2, the assessment of student learning – to include the development of learning outcomes and assessment instruments, the collection, analysis of, and reflection upon assessment data, and the identification of opportunities for improvement – is driven OSUIT's faculty at both the program and institutional level. A review of OSUIT's academic and co-curricular assessment plans and [Strategic Plan Core Indicator Report](#) reveals campus-wide engagement in assessment and participation of faculty, staff, and institutional leaders in the continuous improvement of student

learning through the systematic refinement of the institution's assessment plans and related planning processes.

The faculty-driven [Assessment Committee](#) guides faculty, staff and administration in the institution's assessment efforts. The group [meets monthly](#) to discuss emergent topics and make decisions related to the assessment process, and committee members serve as liaisons with their academic schools and provide support for program-level assessment processes. The committee also maintains [online assessment resources](#) for faculty and promotes institutional awareness of assessment through [professional development sessions](#) and the annual [Mastermind Marathon](#). OSUIT's Assessment Coordinator provides leadership to the committee, facilitates review and planning sessions, and maintains a centralized archive of assessment plans and related documentation. OSUIT's [Curriculum Committee](#) provides additional support to assessment processes through the review of curriculum proposals, and recently implemented changes to the [new course](#) and [course modification](#) forms to clarify how proposed curriculum changes would impact program assessment plans.

Tremendous progress has been made in the development and implementation of effective assessment plans for all academic and co-curricular programs. Admittedly, additional work remains to be done to bring all programs into compliance; however, a robust framework and support system are now in place to support the continued development of these processes. However, the data collected through assessment of student learning is only one component of the multi-lensed approach utilized to identify opportunities for improvement and ensure the delivery of high-quality, effective academic programs and student services. Additional insight is provided through program reviews, advisory committee input, faculty evaluations, and the ongoing analysis of student feedback and the data provided by the Office of Institutional Research. These processes, which are described in Subcomponents 3.C, 4.A, 4.C and 5.D, serve to collectively inform the institution's data-driven decision processes.

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4.C - Core Component 4.C

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

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

Argument

4.C.1 Oklahoma State University Institute of Technology (OSUIT) has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

OSUIT is committed to educational improvement through ongoing attention to the factors that impact student success and related retention, persistence and completion rates in its degree and certificate programs, as articulated in the [Strategic Plan](#) and demonstrated through the following activities:

- addition of key student success-oriented positions, including [Director of Institutional Research](#), [Default Prevention Coordinator](#) (later absorbed into the [Student Success Facilitator](#) position) and [peer mentor tutors for technical courses](#);
- creation of the institution's [Enrollment Management Committee](#);
- fulfillment of OSUIT's [Quality Initiative](#) through completion of HLC's [Academy for Student Persistence and Completion](#) and [Gardner Institute Gateways to Completion \(G2C\) Course Redesign Project](#);
- creation of the [President's Retention Task Force](#);
- participation in the [National Community College Benchmark Project](#); and
- implementation of [numerous initiatives and strategies](#) in support of the above.

The institution established the following goal for student retention, persistence and completion as part of the initial planning phases of its involvement in the [Academy for Student Persistence and Completion](#): *increase retention, persistence and graduation rates of first-time, full-time degree-seeking students to meet the national average* – with special attention focused upon increasing the persistence rates of first year students from first semester to second semester and first-to-second year retention rates.

Based upon the institution's [retention, graduation and persistence trends](#), ongoing increases in these rates for the first-time, full-time degree-seeking population represent ambitious, yet attainable goals.

4.C.2 OSUIT collects and analyzes information on student retention, persistence, and completion of its programs.

OSUIT's commitment to the use of analytics and data-driven decision-making processes is reflected in [initiative D.4 on page 10](#) of the institution's inaugural [2012-2017 Strategic Plan](#), unveiled in August 2012. In January 2013, the university hired a [Director of Institutional Research](#) to lead the enhancement of OSUIT's data research, management and analysis processes. The Office of Institutional Research (IR) works collaboratively with the campus community to enhance OSUIT's educational mission by performing research, statistical analysis, and reporting in support of evidence-based planning, evaluation and assessment. IR collects, analyzes, and interprets a wide variety of data to assess institutional outcomes, measure institutional performance against strategic planning goals, and report to campus stakeholders and external agencies. The office also coordinates reporting to the federal Integrated Postsecondary Education Data System (IPEDS) and provides data to OSRHE and selected publishers of college guides. Key institutional reports, including [survey](#) summaries and enrollment, institutional demographic and student outcomes data, may be found on the [IR website](#).

The institution regularly tracks retention, persistence and completion rates for analysis based upon factors such as declaration of major upon matriculation, degree, major, age, gender, ethnicity, residency, ACT[®] scores, remediation requirements and graduating high school. This data is pulled from multiple databases and compiled in a "monster" file maintained by IR which is updated at the end of each term, contains information for each student enrolled since Fall 2009, and is utilized by IR to create several routine reports regularly distributed to internal and/or [external audiences](#) and develop specialized reports upon request. Sample retention data and analysis provided by IR is shared here for the [Fall 2014](#) and [Fall 2015](#) cohorts. This information is updated and distributed annually in the [Strategic Plan Core Indicators Report](#) and [Program Review Data Report](#).

The [HLC Academy for Student Persistence and Completion Report](#) focuses upon tracking various target populations impacted by institutional initiatives designed to increase retention, persistence, and graduation rates. Although participation in the Academy was [completed in 2018](#), IR continues to monitor these rates in support of the university's ongoing retention efforts. This report is shared with the general public on the [IR website](#); however, a more detailed tracking file is also produced and sent to OSUIT administrators for review.

The institution began tracking [course-level completion and success rates](#) during the planning phases of OSUIT's [Quality Initiative](#), which primarily targeted improvement of student success in gateway courses through involvement in the [Gardner Institute's Gateways to Completion \(G2C\) Course Redesign process](#). These DFWI reports initially served to inform the steering committee in the selection of institutional "killer" gateway courses to include in the pilot project, and later provided metrics to measure the impact of course-level interventions and strategies implemented during the pilot. However, due to their usefulness in providing granular detail that assists in identifying courses, faculty, and/or delivery methods that may warrant closer attention, IR has continued to produce these DFWI reports and distribute them to academic leadership on a regular basis.

In September 2015, President Path formed a [Retention Task Force](#) that identified twelve strategies and related recommendations focused upon increasing the quality of the educational experience of OSUIT's students, with the goal of increasing student success rates through an institutional commitment to a true student-focused culture of continuous improvement. The impact of this report

and related campus initiatives is discussed below in 4.C.3.

OSUIT joined the [National Community College Benchmark Project \(NCCBP\)](#) in Spring 2019 as a means of further identifying common measures of student success to [benchmark against](#) results and outcomes from peer institutions participating in the project. Initial comparisons of OSUIT's student success rates with those of the other 217 institutions that participated in the [2019 NCCBP cohort](#) list OSUIT as a [best performer](#) in measures related to completion rates, student engagement and career placement. The NCCBP [Strengths/Opportunities Report](#) highlights institutional strengths, but also identifies the need to continue to focus upon course-level interventions and student success strategies in developmental- and college-level English and mathematics courses.

The data collected and reported through these efforts is analyzed by OSUIT's faculty, student support staff, and administrators to monitor retention, persistence and completion rates to identify opportunities for improvement, identify strategies to support student success, and determine the impact of the implantation of these strategies. Examples of key institutional initiatives implemented based upon an analysis of this data are shared in 4.C.3.

4.C.3 OSUIT uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Assessment of retention, persistence and completion data guides processes for the development of student success strategies at the institutional, school and course level. [Implementation and evaluation](#) of these strategies are key institutional priorities that are supported by the Strategic Plan and related core performance indicators.

OSUIT's approach to improving persistence and completion rates has been multifaceted, and includes general strategies aimed at all students, as well as those targeting specific populations or students enrolled in a specific school, program or course. As a whole, these strategies focus upon identifying and removing barriers to student success and increasing student connections with university resources, faculty and student services staff, academic advisors, student peers, and the institution in general. Several strategies and initiatives have emerged as a result of the institution's engagement in the following processes and projects.

Enrollment Management Committee

Composed of a university-wide group representing administrators, faculty and staff from Student Services, Academic Affairs and Fiscal Services. In 2013, completed a SWOT analysis (strengths, weaknesses, opportunities and threats to retention) and created [action plans](#) focused upon creating a campus-wide culture of retention.

President's Retention Task Force

In September 2015, President Path formed a Retention Task Force that was charged with the following tasks: 1) determine the primary issues that affect persistence, retention and graduation rates at OSUIT; 2) identify those issues that would be most impacted by modifications to current practices and/or implementation of new campus initiatives; and 3) develop and recommend solutions for these retention issues.

The resulting May 2016 [Retention Task Force Report](#) identified twelve strategies and related recommendations, which focused upon increasing the quality of the educational experience of

OSUIT's students, with the goal of increasing student success rates through an institutional commitment to a true student-focused culture of continuous improvement.

Members of the task force reconvened in March 2018 to review the original report and progress of related recommendations. This [review](#) revealed a university-wide focus upon the development and implementation of student-centered initiatives designed to support the success of OSUIT's students, with a total of 60 of the 81 individual recommendations presented in the original report having been explored, developed and/or fully implemented. The group also discovered that OSUIT's retention efforts had extended beyond those recommendations presented in the report, as evidenced by the identification of 10 additional student-centered initiatives underway at OSUIT.

Open Pathways Quality Initiative: HLC Academy for Student Persistence and Gardner Institute Gateways to Completion (G2C) Course Redesign

OSUIT participated in the first cohort of HLC's Academy for Student Persistence and Completion, from 2014 to 2018. The institution analyzed persistence and completion trends for various student populations, and identified its first-time freshmen as the highest risk population. As a result, OSUIT established an institutional goal of *increasing retention, persistence and graduation rates of first-time, full-time degree-seeking students to meet the national average*. Several key initiatives recommended by the Enrollment Management Committee and Retention Task Force were implemented in support of that goal during OSUIT's participation in the [Academy](#), including implementation of the institution's Open Pathways Quality Initiative focused upon student success in gateway coursework.

The primary goal of OSUIT's [Quality Initiative](#) was to positively impact student success through the [creation of a gateway course improvement model](#) that the university could successfully apply to its technical courses (which comprise the bulk of the institution's course catalog), as well as traditional theory-based general education courses. The selection of the three courses included in the official Gardner Institute Gateways to Completion (G2C) Project (Computer Literacy, Freshman Composition I, and Business Mathematics) was based upon their a) history of high DFWI rates, b) high enrollment numbers, c) inclusion on both traditional AS and technical AAS degree plans, and d) representation of theory and theory/lab based courses. One additional course (Introduction to Computer Logic) was also unofficially added to the project by the Dean of Information Technologies, who volunteered to serve on the project steering committee and worked with his faculty and staff to mirror the G2C process.

The [specific goals](#) of OSUIT's participation in the G2C process provided an opportunity to measure the impact of interventions and strategies through analysis of data such as Student Learning Gains Survey (SLGS) results, assessment of student learning outcomes, DFWI rates, and retention and graduation rates for students enrolled in programs impacted by courses included in the G2C project.

Each course committee engaged in a [self-study process](#) through which course-, departmental- and institutional-level processes, policies and procedures were analyzed in order to determine strengths, identify challenges, and generate ideas for improvement at both the course and institutional level. After this analysis period, a variety of institutional- and course-level initiatives and actions were undertaken (see [summary table](#) for details). These strategies were implemented Fall 2017, and [preliminary feedback](#) regarding the resulting impact of these strategies was measured by a comparison of 2016-17 and 2017-18 course DFWI rates, student

learning assessment scores, and SLGS results. Evaluation of this data, including a discussion of the correlation between course intervention strategies and their perceived impact, is provided in OSUIT's [HLC Academy Plan 8.0](#).

Complete College America (CCA)

In 2016, OSUIT undertook the development of two linked student success initiatives aimed at improving student placement into – and supporting student success in – OSUIT’s primary English and mathematics college-level gateway courses. These initiatives – [corequisite developmental education](#) and [multiple placement measures](#) – were implemented as part of the [OSRHE CCA initiative](#) to increase degree and certificate completion. The goal of these student success initiatives was to promote increased persistence rates by accelerating students through the completion of developmental and college-level gateway course requirements. [Development of these models](#) included input from faculty, tutors, assessment staff and academic administrators, and relied heavily upon the analysis of correlations between placement data and student success in gateway English and mathematics courses.

The [full impact](#) of the implementation of these two student success initiatives is realized when one considers that a total of 358 students that were enrolled in gateway mathematics and English courses during the Fall 2017 and Spring 2018 semesters would have otherwise been placed into a traditional developmental course for remediation.

However, of the 358 students enrolled through these initiatives, 281 (78%) successfully completed their first college-level course in a single semester. In comparison, of the 353 students placed into traditional 0-level developmental courses, only 187 (52.97%) passed the developmental course in their first attempt.

Additionally, 33% (48/146) of the students who successfully completed the first of a two-course college-level sequence of mathematics or English in Fall 2017 also chose to enroll in the second course in Spring 2018, and of those students (*who would have otherwise been placed into 0-level coursework in Fall 2017*), 35 (73%) of them passed the second college-level course in the sequence in Spring 2018.

As demonstrated above, these projects and processes have often overlapped in scope or served to inform the decision-making process in a related project. However, given the limitations of available resources, this coordination of efforts allows the institution to incorporate a variety of perspectives to inform and guide the development of OSUIT’s student success oriented strategies. More importantly, these coordinated efforts have served to obtain faculty and staff buy-in, and create a student-centered institutional culture in which all employees are responsible for – and [celebrate in](#) – the success of OSUIT's students.

4.C.4 OSUIT’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs are based upon IPEDs methodology and reflect good practice in higher education.

OSUIT uses [definitions](#) based upon IPEDS methodology when tracking and reporting retention, persistence, and program completions. Cohorts begin with first-time, full-time, degree-seeking freshmen from each year, and status is determined by enrollment or graduation in subsequent review years. The published [retention](#) and [graduation](#) rates provided through the institution’s [HEA Student Consumer Information](#) page correspond with (and are sourced from) the university’s IPEDS

submissions and data used for those submissions. However, as noted on the [Institutional Research \(IR\) website](#), [institutional policy](#) requires students to obtain an AAS degree prior to admission to an OSUIT bachelor of technology program. Therefore, the [IPEDS Enrollment Survey and Retention Rates Report](#) does not provide retention data that accurately reflects OSUIT's student population. IR utilizes the same IPEDS retention, persistence and graduation definitions to track first-time, full-time, degree-seeking freshmen in the [HLC Academy for Student Persistence and Completion Report](#), which provides a higher degree of accuracy in reporting OSUIT's retention rates.

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4.S - Criterion 4 - Summary

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

Summary

Oklahoma State University Institute of Technology (OSUIT) demonstrates responsibility for the quality of its educational programs, learning environments, and support services. Further, the institution consistently pursues continuous improvement through data-driven decision making in the areas of student learning, instructional excellence, course and programmatic quality, and graduate success. Related practices include regular reviews of programs and programmatic assessment data, observance of policies and processes which assure the quality of all credit transcribed by OSUIT, and ongoing analysis of data relevant to alumni employment placement, licensure/certification and additional academic achievement.

OSUIT also exercises direct oversight of all its offerings, to include their rigor and student learning outcomes and the qualifications of the faculty involved in their facilitation. In addition, the institution maintains specialized accreditation, certification and/or other recognitions, as appropriate, of its academic programs. The institution also clearly articulates its goals for student learning, and employs effective processes for their assessment. Such practices play vital roles in the fulfillment of OSUIT's mission to prepare students to be *"competitive members of a world-class workforce and contributing members of society."*

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

5.A.1 Oklahoma State University Institute of Technology (OSUIT) has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations.

Financial Resources

OSUIT possesses the [financial resources](#) to support and maintain the operations of the university. The university is funded through [multiple sources](#) which include tuition and fees (31%), state appropriations (21%), [student financial aid](#) (13%), auxiliary enterprises (15%), reserves and other (13%), sponsored programs (5%), and endowment support (2%). OSUIT has received over [\\$20 million dollars](#) in grant funding from 2010-2019. OSUIT recently created a [Future Fund](#) endowment program to ensure sufficient operational revenue in years to come.

OSUIT's financial statements are audited each year, internally and externally. OSUIT received unqualified audit opinions for [FY14](#), [FY15](#), [FY16](#), [FY17](#), and [FY18](#). The institution submits Composite Financial Index (CFI) documentation annually to the HLC: [FY14](#), [FY15](#), [FY16](#), [FY17](#), and [FY18](#).

OSUIT fiscal services has a process to forecast expenditure changes over a three-year period to manage the budget process across several years, allowing for budgetary fluctuations. Budget needs survey submissions have been completed for [FY21](#), [FY22](#), and [FY23](#).

OSUIT has experienced a reduction in recent years. OSUIT has implemented many [budget reduction strategies](#), including closing the [MAIP training center](#) and an [academic program realignment](#), the plans of which were communicated to employees via [email](#), to deal with this reduction in financial resources. The HLC Institutional Update submitted in [spring 2018](#) generated a request for acknowledgment of the institution's financial position. The institution acknowledged and elaborated on the less than [optimal financial position of OSUIT](#) as required. The HLC Institutional Update submitted in [spring 2019](#) generated a request for further analysis of the OSUIT financial position. The [institutional response](#) confirmed that while the university's financial position is not where it needs to be, it is steadily improving and more improvements are forecast as a result of cost-cutting and revenue-raising measures implemented during the last three years. The response was evaluated and the [resulting report](#) was received in November 2019 indicating that no further action was required by HLC and the institution should continue to address the financial deficiencies noted in the report.

The [OSU Foundation](#) helps OSUIT in providing students with advanced educational opportunities fueled by [donor contributions](#).

Human Resources

The university possesses [sufficient human resources](#) to support and maintain its educational programs and to support the services necessary to ensure student success. OSUIT has [111 full-time faculty members and more than 39 adjunct faculty](#). The [OSUIT organizational chart](#) outlines the structure of the academic services, student services, and the various other non-academic service infrastructure that support student success and effective teaching and learning in multiple modalities including [face-to-face, blended, and fully online](#). Some elements of the human resources infrastructure supporting teaching and learning at the university include [Student Services](#), [Academic Affairs](#), the [Library](#), the [Center for Advancement of Teaching and Learning](#), [Fiscal Services](#), and [Technology Services](#).

Physical Resources

The OSUIT [campus](#) is comprised of 240 acres. This is broken down into [443,620 sq. ft. of assignable teaching and learning space](#), 26 academic buildings, and 20 residence hall buildings. The OSUIT campus is one of the best-maintained resources used to support the university mission. In 2013, university leaders created a [Campus Master Plan](#), which provides the vision for future campus development and establishes campus standards. The Plan informs decisions about campus improvement and maintenance projects and helps with the prioritization of all [capital projects](#). The university strives to operate efficiently while being environmentally aware, as a source of pride for the community, and scalable for future needs and expansion. The funding for future expansion and sustained maintenance will come from auxiliary enterprises and state appropriations for capital improvements. University leaders and employees realize that the university belongs to the people of the State of Oklahoma for the purpose of educating its citizens. OSUIT employees have been entrusted with supporting and sustaining this state resource.

Capital Projects

Funding Sources for [capital projects](#) include:

- Campus Infrastructure Fee - \$3.00 per credit hour mandatory fee – used for debt service for Water and Sewer Replacement Capital Project.

- Student Facility Fee - \$5.00 per credit hour [mandatory fee](#) – used for debt service for the remodeling of the Grady Clack administration building.
- Donors through the OSU Foundation
- Section 13 – Land in Oklahoma is surveyed using the township-and range system. Each township is divided into 36 one-mile-square sections. The total area of a section is approximately 640 acres. Section 13 of each township in Oklahoma has been set aside for oil and gas lease revenue to go to Higher Education, in particular OU-Norman and OSU-Stillwater. OSU-Stillwater shares \$200,000 per year of their Section 13 money with OSUIT on a use it or lose it basis.
- Section 13 Offset – Because several public universities in Oklahoma do not receive Section 13 funds directly, the State Legislature provides fund for capital projects from state revenues. OSUIT is a beneficiary of these funds. OSUIT received only \$197,301 from this source in FY19. However, the State of Oklahoma is aware of deferred maintenance issues on many campuses. OSUIT received an allocation of \$772,011 for FY20.
- Master Lease – the State of Oklahoma borrows money through revenue bonds on behalf of state agencies including Higher Education. The state agency must make the debt service payments to the state, who in turn, makes the debt service payment to the trustee bank. OSUIT uses this funding source for capital projects from time to time.

Since July 1, 2012, OSUIT has invested \$32,386,511 (an average of \$4,318,201 per year) on campus capital projects. These projects include \$5.3 million for the Chesapeake Energy Natural Gas Compression Training Center, \$2.5 million on water and sewer line replacement, \$11.3 million for a new residence hall in downtown Okmulgee, \$519,000 for structural wall issues at the Noble Center (Arts and Sciences). OSUIT has spent \$1,047,513 for lighting retrofits to reduce energy consumption. Energy-saving efforts are saving over \$400,000 per year to utility costs.

This spring, OSUIT will be spending \$700,000 for fiber replacement to increase the network speed from 1G to 10G. This will enhance distance learning courses and provide a stronger learning environment for students.

Campus Master Plan

Most of the capital projects are influenced by the Campus Master Plan. For example, the Campus Master Plan recommends that 4th street be realigned into 6th street for the main entrance on campus. OSUIT has purchased the land to make this realignment possible at some point in time. The Campus Master Plan also recommends tree placement, sign placement, color schemes, building placement, building maintenance, etc. OSUIT takes these recommendations into account for each capital project.

President Path has provided extensive communication concerning the Campus Master Plan. This includes communication with faculty and staff, as well as members of the community through his [weekly column in the newspaper](#).

Technology Resources

OSUIT possesses a stable and secure information technology infrastructure that [supports teaching, learning, and student success](#). OSUIT Technology Services (TS) is charged with [securing, supporting, and advancing](#) the state of the technology on the OSUIT campus. TS aligns its five-year [Technology Plan](#) with the [OSUIT Strategic Plan](#), both of which are updated annually. The university [budgets adequate funding](#) each year to support and sustain campus technology [software, hardware, and network infrastructure](#).

5.A.2 OSUIT's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

OSUIT has been able to focus its resources on academic priorities while at the same time experiencing diminishing state funding allocations for the last four years. Over this period, state funding has declined 32%. The institution was able to absorb the reductions in the first two years by reducing personnel in the institutional support services and student services so that reductions to instructional budgets were not implemented until the third and fourth year of state appropriation reductions. During the state funding reductions, a prominent public accounting firm developed a tool that [calculates contribution margin](#). By comparing the revenue generated from each student in the class with the cost of the class the actual net revenue generated from a class can be determined. University fiscal officers seek to compare the cost of an academic endeavor with the value it adds to the world. This is a daunting task with infinite variables. The contribution margin analysis (CMA) tool reduced the variables to a manageable level while relying on factual information generated from the OSUIT financial and student system.

5.A.3 The goals incorporated into OSUIT's mission statement are realistic in light of the institution's organization, resources, and opportunities.

OSU Institute of Technology's mission is to serve as the lead institution of higher education in Oklahoma and the region providing 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. OSUIT's mission, goals, and objectives are realistic and achievable through leveraging the university's [collective expertise](#) and available resources. [OSUIT's Strategic Plan](#) identifies the goals of the university.

Enhance Institutional Image - OSUIT will enhance its image through relationships with external stakeholders, positioning OSUIT for recognition as a model for higher education, engaging constituents through targeted marketing, producing a [property beautification and maintenance plan](#), and implementing the [OSUIT Technology Plan](#).

Improve Services to Augment Student Success - OSUIT will improve student services in support of student success by promoting student persistence and completion, enhancing services to veterans, and producing an institutional enrollment plan,

Promote Quality Education and Emerging Technologies - OSUIT will promote quality education and emerging technologies by expanding educational delivery, enhancing the rigor and quality of academic instruction, planning for program growth and academic success, and by expanding ancillary educational offerings.

Invest in Human Resources - OSUIT will invest in human resources by [promoting professional development for faculty](#), [promoting professional development for staff](#), supporting faculty and staff to ensure the quality of all programs and services, improving institution-wide productivity, processes, and workflows, and enriching institutional culture and the working environment.

Promote Fiscal Stewardship of All Resources - OSUIT will promote fiscal stewardship of all resources by managing university financial resources to ensure financial wellness, growing primary and alternative resources to better achieve OSUIT's statewide mandate, and assessing institutional capacity to maximize resources and plan for growth.

5.A.4 OSUIT's staff in all areas are appropriately qualified and trained.

[OSUIT employees](#) possess the required training, education, and qualifications to effectively fulfill their job responsibilities. Faculty qualifications are listed in 3.C.2. OSUIT Human Resources has hiring procedures in place to ensure the thorough and comprehensive screening of all applicants based upon their qualifications.

Annual performance appraisals/evaluations identify exemplary staff members and assist those who require performance improvement to meet job requirements. [Annual evaluations](#) are required for all regular, continuously-employed staff. The evaluation of faculty is discussed in 3.C.3.

OSUIT fosters and provides support for [professional development](#) activities for faculty and staff. Faculty continuously engage in [professional development](#) activities previously described in Core Component 3.C.4. Professional staff are encouraged to attend [university training](#), engage in online training, and often attend regional and national training, conferences, and professional development programs.

All OSUIT employees are required to complete annual training to ensure awareness of and compliance with [Title IX](#), [FERPA](#), and campus safety regulations and requirements. Annual training is provided for emergency situations such as [CPR/AED](#), active shooter, and [emergency preparedness](#).

5.A.5 OSUIT has a well-developed process in place for budgeting and for monitoring expense.

The [university budgeting process](#), including [calendars](#), [request examples](#), and [E&G budget](#), provides transparency and involves many university constituents. The Banner enterprise resource management system provides employees with budgetary responsibilities, real-time reporting of budgets and expenses through integration with [OKCorral procurement software](#). Department managers can query detailed spend, revenue, and comparison of [budget vs. actual spend](#) allowing them to see expense trends that are outside budget parameters. The [approval process for all procurement software transactions](#) traverses the university budgetary approval hierarchy and real-time communication with Banner will disallow any requested transactions if a budget account does not contain sufficient funds.

OSUIT operates in a financially sound and accountable manner. The university has dependably created balanced budgets and strives to conserve its university reserves. The budget [request process](#) requires requests for funding to specify what part of the OSUIT Strategic Plan the request will enhance. The university budgets as shown for [FY17](#), [FY18](#), [FY19](#), and [FY20](#) are approved by the OSU Board of Regents and the Oklahoma State Regents for Higher Education. These budgets are [available](#) for public inspection.

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5.B - Core Component 5.B

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

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

Argument

5.B.1 The governing board is knowledgeable about Oklahoma State University Institute of Technology (OSUIT); it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

OSUIT is a technical constituent agency within the OSU System and is under the authority of the President of OSU and the OSU/A&M Board of Regents. The [governing board](#) is knowledgeable concerning the university, university operations, and provides oversight of OSUIT's finances, academic policies and practices, and university operations. The Board's constitutional authority, composition, procedures, and functions are described in 2.C.

The Board has established [policies and procedures](#) that clearly delineate the Board's expectations, responsibilities, and accountability. These policies inform and govern the management of the university, delegate the [detailed duties and responsibilities](#) to the President, and require presidential accountability through regular appraisals and oversight of the Board's internal audit division (internal audits policy).

The Board is responsible for approving the Mission and Vision statements; annual budget; execution of major financial expenditures; annual external audit; hiring of contractors for major projects; setting tuition and fees; institutional policies; and academic programs. All significant changes to campus and curriculum must also be routed through the OSU/A&M Board of Regents for approval. The manner in which the Board monitors university finances is explained in 5.A.5.

5.B.2 OSUIT has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

OSUIT has and enforces policies and procedures to engage all internal constituencies, including the [governing board](#), administration, faculty, staff, and students in the governance of the university.

The university has established a group of standing committees that inform and provide functional oversight of student services, academic affairs, fiscal services, and employee interests. Membership

in these committees is intended to represent the interests and viewpoints of all pertinent internal constituencies. These committees and their internal constituencies provide recommendations on-campus [master planning](#) and the [strategic planning](#) processes.

Administrators and staff engage in university governance through these standing committees, budgeting processes, and strategic planning processes. OSUIT has established an Administrative Council, consisting of deans and directors from all functional and academic units. This council meets monthly for the purpose of information sharing, intradepartmental cooperation, and sharing of departmental and university challenges and opportunities.

The OSUIT faculty engage in educational oversight and university governance through participation in the [Faculty Staff Council](#) and assorted standing committees. Committees in which faculty are heavily represented are the Academic/Campus Appeals Board, Health & Wellness, Exceptions for Off-Campus Living, Assessment of Student Learning, Service Learning, Library, Curriculum, and Distance Learning.

Student opinions and needs are regularly assessed using the Community College Survey of Student Engagement ([CCSSE](#)), the Student Satisfaction Survey ([SSI](#)), the Priorities Survey for Online Learners ([PSOL](#)), university focus groups, and through university student organizations such as the [Student Government Association](#), Phi Theta Kappa, and program-specific student clubs.

5.B.3 Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Through surveys, focus groups, and participation on committees, the administration, faculty, staff, and students are able to provide input into policy development and help create the processes used to carry out services.

Policies are the means through which OSUIT ensures consistency and fairness in its processes, and it's critical that any policies created secure multiple perspectives and input. [Policy 1-023](#) describes how policies are created, expectations for seeking input, and prescribes channels for approval. This policy demonstrates OSUIT's commitment to collaboration in policy and in practice, as administration, faculty, staff, and students are all involved in setting academic requirements, policy, and processes.

Some of the structures for communication and effective decision-making include:

- President's cabinet meets weekly and includes the vice presidents, the associate vice presidents of academic affairs and technology services, the dean of students, and the executive director of marketing & communications.
- Administrative Council, comprised of supervisors, (e.g., deans, department heads, etc.) meets monthly.
- Faculty Staff Council meets monthly.
- Vice Presidents meet with their respective staffs at various times, but on average, monthly.
- Department heads meet with their staffs generally on a weekly basis.
- Advisory Committees, comprised of industry representatives who are leaders in their field, meet at least twice a year to discuss academic programs and services.
- Administrative Assistants, reporting directly to the deans, meet quarterly.
- Student leaders meet monthly during the Roundtable.
- Student Government Association, comprised of at least one representative of each student club,

meets monthly.

Students provide comments used in determining academic fees. The information is included in the [fee request forms](#). [Student feedback](#) and approval for all academic service fee requests are required prior to submitting these requests.

Residential Life, an auxiliary service, solicits [student input](#) when determining any adjustments to room and board rates to meet its fiduciary responsibilities. Feedback has resulted in wide-ranging decisions from not raising rates in some years, to increases in room or board, to increases to both room and board rates.

The Dean of Students meets with all student clubs, organizations, and advisers once a month at [Student Life's Round Table](#) and dedicates time during each meeting to learn about current or emerging concerns from the students. Topics addressed during these meetings have ranged from how the university monitors and facilitates the display boards, to concerns addressing diversity, to making improvements for the well-being and safety of the campus community.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

5.C.1 Oklahoma State University Institute of Technology (OSUIT) allocates its resources in alignment with its mission and priorities.

The [OSUIT Strategic Plan](#) has been designed to incorporate those goals, initiatives, and strategies that will most effectively assist the university in fulfilling its mission. The institutional priorities that flow from the Strategic Plan influence all decisions regarding the allocation of institutional resources. All budget requests and line items must reference the goal, initiative, and strategy from the Strategic Plan that the funding is intended to support. Strategic Plan goals, initiatives, and strategies drive the budget process from the very beginning of the annual budgeting process.

The university's highest priority is the mission of OSUIT to provide high-quality advancing technology programs and curriculum to our students to prepare them to be competitive and contributing members of the workforce and society.

Effective allocation of university resources to our strategic priorities has allowed OSUIT to fulfill its mission even in this time of declining state funding allocations.

The Vice President of Fiscal Services sends operating [budget request](#) forms to department heads in the spring. Those requests must have a documented relationship to the strategic plan of the university. The requests are combined and adjusted as needed to meet revenue constraints. Senior leadership reviews budget plans to see how they can best further the mission of instructing students and accomplishing other aspects of our strategic plan. The budget cuts in the recent past have made it more important to maintain the focus on the university's mission of instruction. The current budget reflects the commitment to maintaining that focus through strategic budgeting. The projected and proposed budget is presented to and approved by the [OSU Board](#) and the [Oklahoma State Regents for Higher Education](#). To enable planning for the future, the OSRHE request a projection of next year's [future expenditures](#) and the [next year](#) and a [third](#) year for the upcoming three years.

5.C.2 OSUIT links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Data-driven decisions inform all university budget allocations. Data from the [assessment of student learning](#) and [survey instruments](#) have produced insight into student attitudes and preferences. The assessments of the student, academic, and financial services provided are used to influence decisions made concerning operations, planning, and budgeting. Some of the key data sources involved in this budgeting and planning are the [Ruffalo Noel Levitz Student Satisfaction Inventory](#), the Community College Survey of Student Engagement (CCSSE), IPEDS data, Economic Modeling Systems (EMSI), assessment of student learning, the [campus master planning process](#), academic program reviews, and the strategic planning.

The data generated from these survey reports and insights derived from them are shared with university stakeholders through meetings such as the President's Cabinet, the Academic Council, the [Administrative Council](#), standing committees, Faculty Staff Council, and faculty in-service meetings.

5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The planning process at OSUIT involves the entire university and solicits the perspectives of both internal and external university stakeholders. The planning process includes five major parts: the Campus Master Plan, Strategic Plan, [Technology Plan](#), the [Distance Learning Strategic Plan](#) and the development and planning of the operating and capital expenditures budget. OSUIT performs an annual comprehensive strategic planning process. This plan is a rolling five-year plan.

The [OSUIT Campus Master Plan](#) was designed and approved in 2012 with the assistance of a prominent architectural firm. The development process for the campus master plan included meetings involving students, staff, faculty, administration, alumni, industry partners, and public meetings including members of the local community. The Master Plan is centered on the administration of existing physical resources and creates a roadmap to the development of the future facilities requisite to meeting the future needs of the university and its stakeholders. While the plan includes campus beautification projects such as additional water features and revamped entrances, the primary focus of the campus Master Plan is to develop the facilities necessary to accommodate increased future enrollment and to satisfy future industry demand for a well-trained workforce.

The last part of the planning process is the development of the annual operating and capital expenditures budget. This budgeting process starts with the identification of existing and future priorities enumerated in the Strategic, Technology, and Master Plans. All academic schools and functional departments across the campus participate and provide input in the budgeting process. Each department leader is tasked with creating a trial budget of their anticipated departmental operating costs listed in order of priority. Each of these budget-line requests must be justified by associating it with the goal, initiative, and strategy from the strategic plan that the objective of the expense will address. These draft budgets are aggregated into the draft university budget by the Vice President of Fiscal Services. This university draft budget is discussed by the staff and faculty leadership including conversations around how the proposed budget was influenced by the Strategic, Master, and Technology Plans. There is also discussion on how the requisite revenue will be generated. Once approved, this budget is submitted to the [Board of Regents](#) for approval in a public meeting.

The key principles that are at the core of university planning are transparency and alignment of resources to strategic goals and the interrelationship between the OSUIT Strategic plan, the Campus Master Plan, the Technology Plan, the Distance Learning Strategic Plan, program goals, and the

strategic direction of the university.

5.C.4 OSUIT plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue.

The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

OSUIT tends to be conservative when it comes to planning and the stewardship of its resources. Public education in Oklahoma is funded primarily by taxes on oil and gas and is based on the price of these fuels. In recent years the price of these fuels has fallen in Oklahoma leading to [decreased state appropriations](#) to public higher education.

With strong leadership from the President and the Vice President of Fiscal Services, and with buy-in from campus stakeholders, the university has been able to increase [institutional effectiveness](#), efficiency, student retention, and student success while experiencing reduced state allocations. Conservative projections of university revenue, creative cost-cutting measures, along with a [zero-based budgeting process](#) has allowed OSUIT to add value for the students even in a time of shrinking state support. OSUIT was able to reduce human resources costs through deferred rehiring of employees who resigned or retired. In many cases, [innovative reorganization](#) and increased operational efficiency were able to eliminate the need to rehire for many of these positions. An early retirement plan was also instituted to help reduce human resource costs.

The annual budget-planning process carefully and conservatively evaluates enrollment trends and potential state funding allocations that affect finances and operations. Due to this conservative planning and management of university resources, the university has exhibited fiduciary responsibility, planned budgetary restraint, and has minimized the financial effects of reduced reserves on the operation of the university.

5.C.5 Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

OSUIT planning throughout the university seeks to anticipate and incorporate shifts in technology, demographics, and globalization. These emerging factors often open opportunities for the university to provide cutting-edge instruction in emerging and ever-changing fields, fulfilling our mission to prepare our graduates to be “competitive members of a world-class workforce and contributing members of society.”

OSUIT was able to anticipate changes in distance learning technology, allowing the university to enable students to pursue a degree on their own personal schedule from almost anywhere in the world. The OSUIT commitment to membership in the [National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#) was a shift that allowed the university to offer higher education using distance learning technology throughout all but a few states.

OSUIT leverages [industry partnerships](#) to advise and support faculty in anticipating emerging factors in technology, demographic shifts, and globalization to inform agile changes in curriculum. This ensures the relevance of the student's education to the needs of industry and the current job market.

OSUIT is known for being responsive to the changing needs of our industry partners. [Advisory](#)

[committees](#), comprised of industry partners, meet at least annually to conduct curriculum reviews. Changes, such as adding or removing courses/content, upgrading equipment, incorporating new technologies, etc., are carried out on the recommendations of our industry partners. In 2017, for example, the power plant technology program incorporated the use of a power plant simulator into its program. The selected simulator was purchased with monies secured through a grant.

Demographic shifts also impact workforce and enrollment efforts. Racial minorities, with women leading the way in almost all segments, will be fueling the nation's future *workforce* growth through 2060, with population explosions for Latino, Asian American, and mixed-race. Companies like OGE and others have established scholarships for these populations to entice to STEM careers. OGE has even set aside [funding for marketing and activities](#). And, our industry partners are asking OSUIT to focus on preparing students for a more inclusive and diverse work culture and employee base. In response, power plant faculty in the School of Engineering and Construction Technologies, submitted and were awarded a grant for the [ATE Mentor Connect program](#) which is a year-long mentorship program to give instructors at 2-year technical colleges the direction and connection to resources to submit a National Science Foundation (NSF) grant proposal. In October 2019, the Power Plant program submitted the "[Expanding Technology, Access, Diversity and Inclusion through Curriculum redesign \(TAD\)](#)" proposal to NSF.

From training WWII vets to reenter the postwar civilian workforce in 1946 to preparing the latest generation of college going students for the jobs of tomorrow, OSUIT has always been responsive to the needs and demands of students and the workforce they are entering. Already, OSUIT is preparing for students who are more tech savvy than ever before. Curriculum across the institution is evolving to include the use of more online and virtual modalities of instruction. Smart devices are replacing textbooks, 3D printers and hand scanners are showing up in more places around campus, and e-Sports are gaining in popularity among OSUIT students.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

Oklahoma State University Institute of Technology (OSUIT) believes in the use of data to make informed decisions that align with the mission and vision of the institution. Quantitative data are analyzed and reviewed and qualitative data are used to enhance understanding. A key component of that data is related to performance. Evidence of institutional performance is found in reports developed by many offices.

The [Institutional Effectiveness Task Force](#) along with the [Office of Institutional Research](#) are involved in all facets of university operations. They communicate and work closely with all functional areas of the campus. This relationship allows for data-driven decisions to be made on pressing questions and supports data sharing, cross-departmental communication, data collection, and ongoing iterative performance improvements.

5.D.1 OSUIT develops and documents evidence of performance in its operations.

[The HLC Academy Report July 2019](#) shows how OSUIT is continuously trying new and innovative ideas to help students meet their academic goals. The OSUIT website includes an Institutional Research [subsite](#) that contains reported data going back several years. The types of reports include annual [student assessment](#), [IPEDS Data Feedback](#), and the [common data set](#). The IPEDS Data Feedback Report provided by the National Center for Education Statistics (NCES) provides comparisons to similar colleges according to Carnegie Classification. National benchmarking surveys used by OSUIT, on a three-year rotation, include the [College Employee Satisfaction Surveys](#) (CESS), the Community College Survey of Student Engagement ([CCSSE](#)), and the [Alumni Outcomes and Loyalty Survey](#). Annual Ruffalo Noel Levitz surveys used include the Student Satisfaction Inventory ([SSI](#)), and the Priorities Survey for Online Learners ([PSOL](#)).

Learning derived from other institutionally produced reports and surveys has been applied to improve institutional effectiveness. As described in 4.A.1, the annual [Student Assessment Reports](#) and the [Academic Program Reviews](#) are regular evaluations and document student learning, faculty effort, program changes, and program efficiencies. The [Persistence Completion Plan](#) and the [Mentor Response to Plans](#) were used to illustrate the importance of retaining students through graduation. It was used by the Enrollment Management Committee to develop ideas for improving retention. The [Fact Book](#) and [Common Data Set](#) reports provide fall term numbers and information. [The HLC Academy for Student Persistence and Completion Reports](#) were created while participating in the Academy to track the various retention, persistence, and graduation rates that are used by Student Services and Schools. The [New Applicants Poll](#) which is used to collect data from new applicants regarding how they heard about OSUIT was implemented in November 2018. Data from this poll is used to help inform the best investment of recruiting dollars.

Data integrity is key to setting and achieving strategic goals. OSUIT develops and documents evidence of operational performance in academic and all other functional areas and units on campus. With the adoption of Banner, the OSU/A&M colleges centralized the enterprise resource system into one architecture that provides reporting capabilities. Data teams across the system have collaborated to develop the foundations of common compliance reporting, and campus data teams develop specific reports based on system templates. Banner, along with Cognos and SAS reporting software, provides a robust set of operating reports. Banner produces reports on Human Resources, Finances, and Students. Slate, the CRM for recruiting activities, tracks metadata that can then be used to generate reports such as year-to-date comparisons of enrollment, registration versus attendance at special events, and the effectiveness of communications campaigns, etc.

The Fiscal Services department of OSUIT creates periodic reports of university operations and finances that are presented to the governing board of the university and to the state governing board, the State Regents for Higher Education. OSUIT finances are audited internally and externally on an annual basis. Annual audits performed by external auditors have consistently received unqualified opinions. The external auditors also review financial compliance of grants and financial aid programs. Audits performed by internal audit staff for [FY14](#), [FY15](#), [FY16](#), [FY17](#), [FY18](#), and [FY19](#) have provided guidance on how best to ensure proper control over fiscal and physical assets as well as how to improve efficiency and effectiveness of personnel and processes. Executive summaries of financial operations have also been produced for [FY18](#), [FY18-2](#), [FY18-3](#), [FY19](#), [FY19-2](#), [FY19-3](#), [FY19-4](#), [FY-20-1](#), and [FY20-2](#).

5.D.2 OSUIT learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability.

One example of OSUIT's application of data to improve its institutional effectiveness, capabilities, and sustainability is in its use of Contribution Margin Analysis. State appropriations to Oklahoma higher education institutions, and more specifically to OSUIT, have been on the decline since FY09. In addition to the state allocation cuts, credit hour production was also [declining](#). Despite the many [budget-cutting techniques](#) employed by OSUIT, the cuts could still not keep pace with the level of cuts in state appropriations. More aggressive [strategies](#) were needed-- [cuts within Academic Affairs were necessary](#).

OSUIT needed to [streamline academic programs](#), courses, sections, instructors, etc. to keep pace with state appropriation cuts and to ensure the sustainability of instruction. OSUIT needed better data analytics on which to base these decisions. This need led to the OSUIT [Contribution Margin Analysis](#) (CMA). OSUIT commissioned the national CPA and Accounting firm known as BKD to review the productivity levels of its entire academic operations. BKD collected academic, financial, and enrollment data from fiscal year 2015 through fiscal year 2017 and produced a [Contribution Margin Analysis](#) to provide detailed insight into the actual costs of instruction at OSUIT. Once their report was released, President Path issued a [memo](#) to campus academic leadership. He challenged them to use the [CMA reporting data](#) to make informed decisions about academic operations that would lead to greater efficiencies and sustainability of academic program offerings.

During the first part of March 2018, VPAA and VP of Fiscal Services met individually with each dean to discuss strategies. All deans were very responsive and proposed a variety of strategies for their respective schools. The results of the CMA gave the academic leadership the ability to make strategic adjustments in course sizes and staffing to allow increased efficiency and cost savings. The

administration was also able to use the data to make difficult decisions about the closure of high-cost programs. Due to the implementation of the strategies driven by the results of the CMA reports, [contribution margin has increased](#) from a negative \$2,929,297 in Academic Year 2014-2015 to a positive \$917,548 in Academic Year 2017-2018 and a positive \$932,704 in Academic Year 2018-2019.

Other examples of OSUIT leadership, faculty, and staff using data from day-to-day operations as the basis for enhancing future operational performance include:

- Leveraging the results of the Noel Levitz Student Satisfaction Inventory ([SSI](#)) data to inform student-friendly customer service.
- Implementation of [Wait While](#) queuing software for transparency and efficiency in assigning students to admissions, financial aid, and registration staff and to track and improve the speed of service delivery.
- Reimagining of the joint Academic Affairs/Student Services [Early Alert](#) process based on faculty reporting initiating retention actions and support.
- Implementation of [Degree Works](#) combined with Course Program of Study (CPOS) to ensure that students are getting the courses they need to stay on track and graduate.

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5.S - Criterion 5 - Summary

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

Summary

Oklahoma State University Institute of Technology (OSUIT) supports its academic programs with evidence-based processes, structures, and available resources proving alignment with the Core Components of Criterion 5. Decisions involving human and fiscal resources, technology and physical infrastructure, and allocation of precious resources are arrived at with the goals of optimal, effective, and frugal university operations. Informed by feedback from stakeholders and data collected regarding university processes, iterative changes provide continuous improvement in service delivery. Governance, administration, and collaboration have driven decisions that have been successful in effectively supporting the university's mission, goals, and objectives relating to education, training, and economic development. The budgeting process leverages the historical data on the performance of academics, administration, and operations, to inform and prioritize future project funding. It is through this evidence-based decision making and shared governance, producing continuous improvement, that the university aspires to continue its mission to "prepare and sustain a diverse student body as competitive members of a world-class workforce and contributing members of society."

Sources

There are no sources.