OKLAHOMA PANHANDLE STATE UNIVERSITY

2010

HIGHER LEARNING COMMISSION

SELF-STUDY REPORT

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August 18, 2010

Contents

List of Acronyms

ADA	Americans with Disabilities Act
AITP	Association of Information Technology Professionals
BOR	Board of Regents for the Oklahoma Agricultural and Mechanical Colleges
CIS	Computer Information System
CFFA	Collegiate Future Farms of America
COP	Collegiate Officer Program
FEMA	Federal Emergency Management Agency
FERPA	Federal Education Rights and Privacy Act
HALO	Hispanic American Leadership Organization
HLC	Higher Learning Commission
IHSA	Intercollegiate Horse Show Association
IT	Institutional Technology
NACUBO	National Association of College and University Business Officers
NCA	North Central Association
NCAA	National Collegiate Athletic Association
NCATE	National Council for the Accreditation of Teacher Education
NIRA	National Intercollegiate Rodeo Association
NLNAC	National League for Nursing Accrediting Commission
NVRHA	National Versatility Ranch Horse Association
ODEQ	Oklahoma Department of Environmental Quality
OGET	Oklahoma General Education Test
OIRA	Office of Institutional Research and Assessment

OPSU   Oklahoma Panhandle State University

OSRHE   Oklahoma State Regents for Higher Education

OSU   Oklahoma State University

PREDCI   Panhandle Regional Economic Development Coalition, Inc

PSVN   Panhandle Share-Ed Video Network

PTCI   Panhandle Telephone Cooperative Incorporated

TEC   Teacher Education Council

VPAAO   Vice President for Academic Affairs and Outreach

VPFA   Vice President for Fiscal Affairs

UC   University College

Introduction

Prefatory Remarks

In this document, the Oklahoma Panhandle State University (OPSU) self-study team evaluates and recounts its findings concerning itself and its programs reached during its preparation for the team evaluation visit by the Higher Learning Commission (HLC). Various sections of this introduction provide basic background about the history of OPSU, briefly address the concerns of the last evaluation team visit, introduce the history of strategic planning at OPSU, suggest some of the major accomplishments in the areas of physical plant, funding, and the assessment of student learning since the last visit, and finally lay out the organization of the document. More information about the outcomes and concerns of the last evaluation team visit--external funding, faculty development, faculty load, and assessment--can be found in subsequent chapters, particularly those covering Criterion 2 and Criterion 3.

Historical Background of OPSU

OPSU's vision builds upon its century-long tradition of providing education to the people in the Oklahoma Panhandle and surrounding areas. OPSU was created by an act of the Oklahoma State Legislature in 1909 as Panhandle Agricultural Institute offering secondary agricultural education for the Panhandle area. In 1921, the legislature authorized the school to offer a two-year college curriculum and changed the name of the institution to Panhandle Agricultural and Mechanical College. In 1925, the State Board of Agriculture authorized upper division college courses, and in the summer of 1926, junior- and senior-level courses were added to the curriculum. Two additional name changes have been ordered by the legislature: in 1967, Oklahoma Panhandle State College of Agriculture and Applied Science; in 1974, Oklahoma Panhandle State University. OPSU celebrated its centennial year in 2009. Its legacy of education and service to the region is highlighted in the historical posters placed in various buildings on campus.

OPSU, a baccalaureate degree-granting institution, is accredited by the HLC, formerly The Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCA). The institution is also a member of the American Association of

Colleges for Teacher Education and the Oklahoma System of Higher Education and is approved by the National Council for Accreditation for Teacher Education (NCATE) and the Oklahoma State Board of Education for the preparation of elementary and secondary teachers. Nursing education programs at OPSU are accredited by the National League for Nursing Accreditation Commission (NLNAC) for the preparation of nurses. General governance of OPSU is managed by the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (BOR) (EL link to board membership, ER Bookshelf, BOR Policies). The academic programs and financial support of OPSU are authorized and coordinated via the Oklahoma State Regents for Higher Education (OSRHE) (EL link to OSRHE website, ER bookshelf, OSRHE policies).

OPSU currently offers 30 degree programs made up of 7 programs leading toward an associate degree and 23 leading toward a bachelor degree. Several of the bachelor programs offer options within the degree program areas. The numbers and types of programs have changed slightly over the years since the last visit, but have been reasonably consistent. The institution's enrollment has also fluctuated since the last visit, but the trend has been toward an increase. For example, enrollment has increased from 1,087 full time equivalency (FTE) with a headcount of 1,226 in fall 2000 before the last team visit, to 1,154 FTE and a headcount of 1,267 in fall 2009. In the spring of 2001, the FTE was 958; currently, spring 2010, the FTE is 1,106. ER Folder I-1 contains a comparison chart for headcount, annualized, and FTE enrollments for the academic years since the last visit.

Concerns of the Previous Visit

The previous visiting evaluation team listed four areas for follow-up reports: the strategic plan, assessment of student learning, increased compliance with the Americans with Disabilities Act (ADA), and accommodations for the physically disabled. OPSU responded within the required time to these concerns, and the follow-up reports were approved (ER Folders I-2, I-3). In response to the concern regarding assessment of student learning, OPSU chose to take part in the HLC Academy for the Assessment of Student Learning to improve its assessment structures, General Education, and program outcomes (ER Folder I-4). The previous evaluation team expressed concerns about each of these areas, and progress has been and continues to be made in all three areas. In addition to the required follow-up reports, the team noted the physical

appearance of the campus, professional development, faculty load, and salaries as issues which needed to be addressed. The chapters on Criteria 2 and 3 address each of these areas in detail.

A Comprehensive Strategic Plan for OPSU

The implementation of the strategic plan and the refinements of the newest strategic plan are discussed throughout this work, but the discussion of Criterion 2 contains the most detailed information. A brief history of the planning process and development of the plan is important to illustrate how the current plan achieved its level of integration into OPSU programs, achievements, and overall mission. The Strategic Planning Committee (SPC) was appointed by the OPSU President in the summer of 1996. The Vice President for Academic Affairs and Outreach (VPAAO) was appointed chairperson. Committee members were the Vice President for Fiscal Affairs (VPFA), the Director of Student Affairs, college deans, and others as designated by the President on an individual basis. The committee was charged with the responsibility for developing and maintaining the strategic plan. The evaluation team which visited in 2001 found this plan lacking and required a follow-up report. In 2004, NCA/HLC approved OPSU's new strategic plan (ER Folder I-5). This plan has now been completed and modified to include the next five years of OPSU's continuing commitment to provide a quality education to people of the southern High Plains (ER Folder I-5).

The strategic plan takes a pro-active approach in addressing identified opportunities for better service to the University's students and other constituents. Enrollment growth is fostering "local revenues" such as tuition and auxiliary enterprises to supplement state appropriations. Indeed, enrollment growth, quality and centrality of the curriculum, and financial viability are collectively facilitating mission fulfillment. The discussion of Criterion 2: Planning for the Future details the most recent version of the strategic plan and its outcomes, many related to the concerns of the previous evaluation team. Many of the institutional achievements and rectifications of campus problems noted in the previous visit, especially planning for the future and problems with the campus infrastructure, were reached by the institution adhering to the two most recent strategic plans. The strategic plans of 2005 and 2010 strongly reflect OPSU's heritage, tradition, priorities, and strengths in teaching, service, and outreach and outline plans for building on that legacy. They also outline the avenues through which OPSU will continue to fulfill its mission while maintaining the highest levels of integrity.

Major Accomplishments at OPSU since 2001

Since the last accreditation self-study and visit, OPSU has made significant strides in both correcting the issues noted by the previous team and in meeting the various goals of its strategic plan. These improvements are due to enhanced planning and allocation of resources on the part of the OPSU administration and others involved in the various areas.

Most of the accomplishments listed with the strategic plan occurred after the beginning of 2003, the onset of the tenure of the current President. The most notable of these improvements are the three new buildings on campus: the student apartments, the Noble Center (NC), and the Science and Agriculture Building (SAB). The NC and the SAB were financed in part by significantly improved external funding. Other improvements involve infrastructure: new electrical and steam lines, replaced or significantly repaired roofs, repaired and replaced worn water and sewage lines, etc. Classrooms have been updated with new computers (frequently) and at least half have SmartBoard technology, improving teaching and learning. Improvements to sidewalks, doors, ramps, and restrooms have made areas of the campus more accessible to those with special needs, a major concern of the last visiting team. New aluminum lettering has replaced deteriorating wooden signs. Hefley Hall has been refurbished. The Upward Bound program, funded first in 2003, received funds for renewal in 2007 and is thriving. OPSU academic programs and teams continue to excel in competition with other institutions. The institution has increased external funding and received several grants from local, state, and national sources for both expansion and research. Since the last team visit, these include a challenge grant from the Noble Foundation for building the Noble Center, the Upward Bound grant to fund and then continue the program, a grant to study the use of Radio Frequency Identification tags (RFID) in cattle, a program of excellence grant for the Computer Information Systems Program, the Rural Utilities Service grant, and the grant to the School of Education for the Math-Ese program. The CIS grant from the OSRHE was annualized as a permanent addition to the OPSU budget after review in spring 2010. Smaller grants from the Oklahoma Arts Council were awarded to the Art and Hispanic services programs for the Art Jubilee and Mexican Traditions programs. In addition to these and other grants, external funds were raised from private donations for matching funds for the OPSU Centennial Celebration and the SAB challenge grants. The yearly total amounts of the grants since 2003 are presented in the accomplishment sections of the strategic plan in ER Folder I-5.

In addition to improvements in the physical plant and appearance of campus, OPSU has also refocused on the assessment of student learning and outcomes across campus by creating a structured program for assessment and General Education. There is a new attitude regarding assessment among faculty on campus. Faculty members are now personally responsible for creating and maintaining their assessment plans for their degree programs. They revise their programs based on their assessment results which help them pinpoint weaknesses and strengths of the programs and General Education.

We are rightly proud of these achievements over the last ten years, especially in these tough economic times.

Document Organization

This self-study document is organized by the HLC Criteria for Accreditation and subdivided by the core components within those criteria. Further subdivisions are noted if necessary. Compliance information occurs in the discussion of Criterion 1 rather than appearing in a separate chapter. Details of OPSU policies and procedures related to federal, state, or regent body compliance appear in various documents. References to specific pages in University documents are provided. All references to evidence for the various criteria are numbered by the criterion in which they initially appear followed by a second number. Large documents and books such as the *General Catalog* or *Student Handbook* are referred to by title rather than given an evidence number and simply listed as being on the Evidence Room (ER) Bookshelf. Hard copy documents in the Evidence Room are labeled as "ER Folder" followed by a number representing the criterion in which the evidence first appears and a second number representing the number of the evidence in the criterion. Most documents are available in hard copy. Shorter items and reports are also available in the electronic library and are indicated as a document in the Electronic Library (EL). Those pieces of evidence which are used for multiple criteria are not duplicated in the collections of evidence for each criterion. Details for items such as responses to the previous team's concerns, student and faculty accomplishments, university-wide accomplishments, and others, while they may appear or be mentioned in the earlier chapters, are detailed in the discussion of the most appropriate criterion.

Criterion 1: *Mission and Integrity*

Core Component 1a: The mission documents are clear and articulate publicly the organization's commitments to its various constituencies.

As required by HLC accreditation Criterion 1 and its Core Component 1a, OPSU's mission documents are clear and articulate publicly OPSU's commitments to its various constituencies. The mission documents consist of a statement of mission, vision, values, and goals along with a strategic plan and organizational priorities. They are short and to the point. They are public, appearing in the *General Catalog* and various handbooks for students, faculty, and staff (EL Links to *General Catalog*, *Faculty Handbook*, *Staff Handbook*, and *Student Handbook,* ER bookshelf). Since the last accreditation visit in 2001, vision, mission, and values statements were revised for OPSU as part of the University's strategic plan in 2002 and again in 2009 as part of the self-study process. As part of the current self-study process, a committee conducted a strengths, weaknesses, opportunities, and threats (SWOT) analysis to determine whether or not the mission documents, as they currently stood, needed revision (EL link, ER Folder 1-1). After careful study and taking into consideration the comments of the previous visiting evaluation team, the committee recommended several changes, including specifying goals and values to be achieved by students during their experience at OPSU. The revised mission, vision, values, and goals statements were approved by the BOR on January 20, 2010 (EL link to board and school agenda, minutes, ER Folder 1-2).

These statements are widely disseminated to various constituencies through the University's website (http://www.opsu.edu) and publication in the *General Catalog* as well as other OPSU recruiting and marketing materials (ER bookshelf *Viewbook*; EL link to course schedule). They are, for the sake of quick reference, repeated here.

Vision

OPSU's vision for the future is to build on its century-long legacy of educational quality and service, while addressing emerging challenges and opportunities.

Mission Statement

The mission of OPSU is to provide higher education primarily for people of the Oklahoma Panhandle and surrounding areas through academic programs, cultural enrichment, lifelong learning experiences, and public service activities. The educational experiences are designed to prepare students for roles in agriculture, business, education, government, and industry and to enrich their personal lives.

Goals

OPSU will accomplish its mission by focusing on the following goals:

- Recruit, retain, and graduate students;
- Promote OPSU's role as the educational, informational, and cultural center of the High Plains Region and address the broader educational needs of the area by exploring, initiating, and supporting partnerships within the community;
- Be accountable to its stakeholders through measurement, evaluation, and self-study of educational programs and support functions;
- Promote excellence at OPSU by offering undergraduate programs grounded in scholarship with well-defined educational outcomes, which emphasize communication, thinking skills, and knowledge.

Values

OPSU believes education is the key to successful participation in society and is guided in its programs and actions by its values. As an institution of higher learning, OPSU believes

- In excellence in teaching, learning, scholarship, and service;
- That quality service underlies everything OPSU does;
- In rapidly disseminating and applying disciplinary advancements, discoveries, and knowledge through education, applied scholarship, and professional outreach;
- In identifying the diverse needs of learners and providing intellectual resources and appropriate experiences to assist them in meeting those needs;

- In the worth, dignity, and potential of all individuals;
- That the institution's heritage is important to preserve;
- In a mutually beneficial relationship with the primary service area;
- That learning is a lifelong process.

In these mission documents, OPSU clearly makes a strong commitment to high standards that sustain and advance excellence in higher learning. The mission documents state goals for the learning to be achieved by OPSU's students. The newest recruiting *Viewbook* highlights these goals and values and their relationship to academic programs in each school of the University (ER Bookshelf, *Viewbook*). As part of this commitment to excellence, OPSU builds upon its century-long legacy of higher education and service to the High Plains Region. The discussions of HLC accreditation Criteria 2 and 3 detail the relationship of the strategic plans and assessment plans to the mission. The mission, vision, values, and goals documents of OPSU define the varied internal and external constituencies OPSU intends to serve. These statements clearly articulate the University's commitments and provide the foundation for University planning and decision-making. The institution's curriculum and experiences clearly reflect the mission documents. The mission documents are highly visible to the institution's internal and external constituents.

Based on the results of this self-study, OPSU concluded that the institution's mission documents are well-articulated, available for all constituents, integrated throughout OPSU, important to curricular and co-curricular student experience, and foundational for its commitment to diversity. The institution strongly believes the requirements of core component 1a have been met.

Core Component 1b: In its mission documents, OPSU recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The mission documents of OPSU specifically focus on the intrinsic value of all people and in the importance of identifying and effectively serving the diverse needs of its learners and the people of the Oklahoma Panhandle and surrounding High Plains (See Values and Goals sections in the mission documents above). The institution supports and recognizes this diversity in the mission documents by its adherence to state and federal laws regarding diversity and

accommodation as well as its handbooks, policies, and services for students, staff, and faculty. Although these University policies may be found in the various handbooks (EL link to Student, Staff, and Faculty Handbooks, ER bookshelf), a brief review of each of them appears below.

University Policies: *Affirmative Action Compliance Statement*

OPSU is in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, Section 402 of the Readjustment Assistance Act of 1974, Americans with Disabilities Act of 1990, and other Federal laws and regulations and does not discriminate on the basis of race, color, national origin, gender, age, religion, disability, sexual orientation, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to admissions, employment, financial aid, and educational services.

Nondiscrimination Procedures

OPSU does not discriminate against any person, student, employee, or visitor due to his or her age, race, creed, religion, gender, physical capability, or sexual orientation.

Disability Accommodations

The report of the previous visiting accreditation team commented upon the lack of accessibility for some areas of the campus. In 2003, OPSU rewrote its accommodation policy and made many physical improvements to comply with the various accessibility laws and regulations. The results of these revisions and improvements may be found in the University's report to the US Department of Education. The previous evaluation team requested a focus report on progress concerning disability accommodations. That report was submitted in April 2004 (ER Folder I-3) and approved by HLC on July 19, 2004. Three years later, the University's updates and improvements were approved by the US Department of Education in 2007 (ER Folder 1-3).

OPSU supports and complies with the ADA and the Rehabilitation Act of 1973, as amended. Faculty members, in their syllabi, advise each of their classes each new semester that any student with physical or learning disabilities who desires some form of academic or other accommodation should contact the Director of Counseling, Career Services, and Testing

placement to register and to make such requests. Students will be required to provide appropriate medical documentation regarding such requests. Faculty members will be expected to work on an interactive, cooperative basis with the Office of the VPAAO and the Office of Counseling, Career Services, and Testing to provide reasonable accommodations where deemed appropriate and necessary to assist students with physical and learning disabilities. Employees of the University who believe that they need some form of workplace accommodation will also be accommodated within the full intent of the law. Students and employees with life-threatening illnesses, including, but not limited to cancer, heart disease, and AIDS are entitled to continue to engage in as many of their normal pursuits as possible, including work and school, so long as the needs of such persons do not constitute an undue burden on the essential administrative, financial, or academic operations of the University.

Hiring Policies

The University does not discriminate in its hiring policies. Any vacancy for a position must be listed with the Office of Human Resources. Recommendations for appointments, reappointment, promotions, and transfers will not be approved until candidates for these positions have been approved by the President or his designee and have been processed by the Office of Human Resources.

All new employees will be required to provide identification and employability information in accordance with the Immigration Reform and Control Act. All new employees must have an I-9 form on file in the Human Resources Office. A criminal history background check will be conducted prior to offering employment to a candidate. In all cases, consent and disclosure forms will be signed by the candidate prior to conducting background checks.

Family Medical Leave Act

The Family Medical and Leave Act of 1993 gives certain job protections to employees in an attempt to equitably balance work responsibilities with the demands of personal illness or serious injury or in caring for certain family members. The *Staff Handbook* (p. 19) and the *Faculty Handbook* (section 1.5 and p. 28, section 3.14.1) outline for employees the general provisions of the Act, but are not intended to be an exhaustive overview of the Act. Employees who need clarification of the Act's many detailed terms should contact the human resource

officer for assistance. In the event of future amendments to the Act, such amendments will be deemed to automatically take precedence over any contradictory items that might be contained in this statement until the appropriate handbooks can be revised.

Human Sexuality, Hepatitis, and Acquired Immune Deficiency Education and Awareness

Within the resources available, the University will provide access to information and education pertaining to human sexuality and blood/fluid borne diseases, such as hepatitis or AIDS, to students and employees. Access to such information may be provided through certain classes and seminars as well as audiovisual and printed handout materials. The Aggie Peers group also provides information about STDs and AIDS to students through its programs. Additionally, the University will work closely with appropriate health and social agencies to provide information to student and employees concerning human sexuality and AIDS (ER Folder 1-4).

Responding to Diverse Needs

OPSU recognizes, understands, and responds to the diverse needs of its employees, students, and visitors to its campus. Documents can serve as useful guidelines, but they are only as good as the will to put them into practice. The institution puts these documents and regulations into practice not only in letter but also in spirit by providing various services and organizations which help meet the needs of the institution's diverse student population. In all of these instances, OPSU faculty or staff are involved in providing, directing, or advising these services and organizations. Because of the geographical isolation of the campus and the increasing diversity of OPSU's service area, OPSU offers a variety of educational services and programs to respond to the diverse needs of its employees and students, including education in human sexuality, hepatitis, and AIDS, counseling and rehabilitation referrals, the Upward Bound program, continuing education, international students office, and the Hispanic American Leadership Organization (HALO). Each of these programs or resources is described here.

Counseling and Rehabilitation

The Office of Counseling, Career Services, and Testing is located in Hamilton Hall 141 and is open Monday through Friday from 8:00am until 4:30pm. Students who need to visit outside of regular business hours may make special arrangements by contacting the center via email or phone. For issues requiring personal counseling, a professional counselor provides support for students. Confidentiality is of utmost importance. If the counselor deems it necessary, she refers clients to appropriate off-campus agencies. Students and other members of the University community may obtain information on a broad range of personal issues such as test anxiety, study skills, depression, alcohol abuse, family issues, and personal relationships from this office. OPSU is also involved in sponsoring special campus events and screenings targeted at specific social issues such as eating disorders, alcohol abuse, depression, and violence. The center is utilized by approximately 500 students each semester for testing, 30 for counseling, 50 for disability services, and 125 for career services. Testing services are available to students with diverse learning needs, and the center also coordinates disability accommodations for students with diagnosed learning or physical needs which require special arrangements such as oral tests, note takers, extended time, or special condition testing.

Aggie Peers, a group of undergraduate psychology majors, provides peer counseling and information about issues common or important to college students. These activities include information about safe sex practices and the dangers of drunk driving. Aggie Peers, formed in 2008, continues to be active during the regular academic year. Several of the Peers are certified Peer Educators. A psychology instructor in the OPSU social sciences department advises the group. The Peers maintain an office with regular hours in 305 Hamilton Hall.

Upward Bound Program

The Upward Bound Program, funded by a government TRIO grant, serves high school students who have the potential to become members of the first generation in their families to complete a college education. The program at OPSU works with high school students from Texas County, Oklahoma. At no cost to the participants, Upward Bound offers preparation for college; assistance from tutors during the academic year; individual and group counseling; a six-week residential summer program which includes high school courses in English, science, math, and foreign language; assistance in completing college admissions and financial aid applications;

special workshops including ACT preparation, field trips, cultural events, and college visits, and incentives including stipend checks and awards. Originally funded for OPSU in 2003, federal grant funding for Upward Bound was renewed in 2007. In 2008, after the opening of the Science and Agriculture building, Hefley Hall was refurbished for the use of the Upward Bound program and the International and Hispanic Student Organizations (ER Folder 1-4: Photographs of refurbished Hefley Hall).

Continuing Education

The Office of Adult and Continuing Education provides a variety of learning experiences to help meet the needs of local employers and provide various skills needed by a skilled work force. There are classes on subjects such as computer skills and Spanish. Although some continuing education classes are offered on the OPSU campus, most are taught in the OPSU Guymon Classroom, which opened in 2006, saving many students in those classes the time and fuel costs of the 22-mile round trip to Goodwell. There are two classroom areas with wireless Internet accessibility, laptops, and SmartBoard technology. Either or both are available for use by any business or organization who requests them for meetings and employee training. In the past the Guymon Classroom has provided EMT and firefighter training for Guymon and surrounding towns. The OPSU Guymon Classroom also offers regular academic classes for OPSU students and concurrently enrolled high school students. A more detailed report on the Guymon Classroom and adult and continuing education is presented in the discussion of Criterion 5 (EL link, ER Folder 1-5: Report on Guymon Classroom services).

International Student Office

OPSU welcomes a diverse population of international students and invites them to become a part of the University community. In fall 2007, international students numbered 43 from 14 countries, primarily Nigeria and Canada. In fall 2009, there were 45 international students from 13 different countries, primarily Nigeria and Canada. The Office of International Students strives to provide all international students with the assistance and counsel they need while attending OPSU. Some of the services offered are campus orientation; aid in adjusting to life in the US; help with academic planning; assistance with obtaining medical attention when necessary; and information on visas, immigration, practical training, and employment. The

Office of International Students has developed multicultural programs to create a cordial environment for international students. The International Student Club meets twice a month, and during the meetings, international students are encouraged to discuss their challenges and difficulties and make them known to the faculty advisor of the club. The advisor helps to ensure that the views of the international students are directed to the administration for necessary action. The international student office organizes the International Festival. The 2009 festival had eleven booths representing Australia, Germany, Croatia, Norway, Korea, Mexico, Curacao, Gambia, Ghana, Kenya, Argentina, and Nigeria. Students wore native attire and native memorabilia decorated the walls behind their booths which featured native dishes. Clothing, jewelry, posters, and flags were on display. The festival was open to the public and provided members of the surrounding community an opportunity to experience a taste of other cultures.

Hispanic-American Leadership Organization (HALO)

The Hispanic-American Leadership Organization (HALO) is a student leadership organization dedicated to increasing Hispanic awareness and promoting and celebrating Hispanic culture. Any student interested in Hispanic culture is welcome. Goals and objectives of HALO include

- Informing prospective and current students about the educational opportunities at OPSU and other institutions;
- Providing opportunities for leadership and professional development;
- Strengthening Hispanic student recognition and involvement on and off campus;
- Fostering an understanding and appreciation for Hispanic customs and traditions.

HALO serves the Hispanic community as well as the student body by volunteering and coordinating activities. Activities start in September in conjunction with national Hispanic Heritage Month which marks a period of recognition for the contributions of Hispanic Americans in the US. Other activities include assisting newcomers to the community and ongoing work with Hispanic youth.

Future Goals with Respect to Diversity

Maintaining, recognizing, and embracing diversity is important to OPSU. While 14% of OPSU students are Hispanic, the percentage of Hispanics making up the surrounding community

is 42%. Through recruitment and outreach, the Director of Hispanic Student Services works to increase the percentage of Hispanic students attending OPSU. In addition to HALO, OPSU also formed and supports *Corazón de OPSU*, a collegiate Mexican folkloric dance group. Scholarships are also available. OPSU currently strives to become a Hispanic serving institution and is now an associate member of Hispanic American Colleges and Universities (HACU), a national organization focusing on the needs of Hispanic students and Hispanic serving institutions.

OPSU believes it has met the requirements of Core Component 1b by recognizing in its mission documents the diversity of its learners, other constituencies, and the greater society. The policies, practices, and services of the institution demonstrate this recognition and support this diversity.

Core Component 1c: Understanding of and support of the mission pervade OPSU.

The mission of OPSU is clearly articulated in the mission statement which appears in print in the *General Catalog* and the *Teacher Education Handbook* on the OPSU website and elsewhere (EL links, ER bookshelf). Understanding of the mission is expressed in its programs of study, planning for the future, faculty meetings, advisory boards, and other areas of the University constituencies. The strategic plan supports the mission of the University in its seven areas of planning, see Criterion 2 discussion for more detail. The General Education and program assessment plans are congruent with the mission and elaborated upon in the section covering Criterion 3. Both general and school based faculty meetings frequently contain discussions of how various classes and extracurricular activities help support the mission of the University. Faculty professional development forms request that faculty include how their proposed professional development activities support the mission of their school and the University (EL link, ER Folder 1-6). From the UCSS1111: Student Success Seminar classes attended by new students to the commencement ceremony, OPSU students develop an understanding of the University mission while faculty and staff support the mission. Beyond graduation, the Panhandle Association of Alumni and Friends disseminates and supports the mission on and off campus through its activities, fund raising, distinguished supporter recognition, and communication efforts (ER Folder 1-7).

Many members of the faculty and staff at OPSU are involved in public service and community relations (EL outside activity of faculty and staff chart link; ER Folder 1-8). Such activities are an important part of the mission that is carried out on campus and in the wider community since they provide one method for the faculty and staff to interact with the wider community and generate interest in the University from outside its confines. The Office of High School and Community Relations provides another form of public service that perpetuates the University mission in the larger community. The student activities office creates connections between the community and OPSU that further develop the mission on and off campus. In addition, OPSU provides services which extend to the surrounding communities and also support its mission.

The following sections provide some examples of services provided by OPSU that illustrate that the mission pervades and is supported by the institution.

OPSU/Murphy-Brown Water Quality Testing Laboratory

The laboratory, opened in 2009 and equipped through a federal grant, serves an important function in the community. Previously, local officials responsible for municipal water testing needed to ship water samples to the Oklahoma Department of Environmental Quality (ODEQ) in Oklahoma City over 200 miles away. Since samples must be less than 30 hours old from the time they are drawn to the time they are set up for testing in a lab, the Murphy-Brown Lab, located on campus in Goodwell, will help area Oklahoma municipalities, schools, and the agricultural community save on freight and time by providing a local option for testing. The laboratory recently earned accreditation from ODEQ for testing water samples for *E. coli* and total coliforms. Customers are welcome to bring samples. Other services that will be brought online by the first of the year include testing for organic chemicals, metals, and other general tests for determining properties such as hardness. A future goal of the laboratory is to support student learning experiences related to water quality testing.

OPSU Farm

The purpose of the University Farm is to support courses within the School of Agriculture with an outdoor laboratory that models current High Plains' agriculture. The 2,100-acre University farm includes pasture, and alfalfa and other crops are grown for hay. Beef cattle, sheep, swine, and horses are all raised on the farm. An annual beef bull performance test, conducted on the farm, serves cooperators in Oklahoma, Texas, Kansas, Colorado, and New Mexico and tests a variety of breeds. The Oklahoma Panhandle Research and Extension Center of Oklahoma State University conducts research at the farm to improve High Plains' agriculture and has partnered with OPSU since 1923.

Firestone Meat Lab

The Firestone Meat Lab serves as a facility for student learning in the meats industries as well as provides a service to local producers and charitable groups. The meat laboratory provides full service beef and swine processing for local producers. Students are provided an educational opportunity to learn all aspects of the meat processing industry while working in the lab. It serves the community by sponsoring interscholastic meat evaluation contests each year and provides workouts for local meat judging teams.

Ag-bioterrorism plan for Texas County

Members of the OPSU faculty served on the committee that developed the Foreign Animal Disease response plan. The plan is a supplement to the Emergency Management Plan of Texas County and specifies procedures for containing a suspected outbreak, verifying the nature of an outbreak, and preventing the spread of infection. It was the first such plan in Oklahoma and one of the first in the country. A copy of the plan can be obtained by contacting the City of Guymon and Texas County Emergency Manager. Several administrators and faculty at OPSU are certified at various levels for Federal Emergency Management Agency emergency management.

Through its general and educational practices and policies, its strategic plan, individual schools, related organizations, and these various services described above, it is clear that the University supports its mission and that the University mission clearly pervades all areas of the institution. Thus, OPSU believes it has met the requirements of Core Component 1c.

Core Component 1d: OPSU's governance and administrative structures promote effective leadership and support collaborative processes that enable OPSU to fulfill its mission.

One governing body of OPSU is the BOR. Part of the A&M BOR's stated mission is to provide

- Service that is characterized by the highest degree of cooperation and communication among system institutions;
- Quality programs that meet or exceed the expectations of people seeking service of any kind at any tier of the system;
- Efficiency of operations in order to focus resources in a manner that will best support the educational needs of the people served;
- Accountability to the people of Oklahoma through an appropriate array of high-quality educational opportunities in accordance with the constitution and laws of the State of Oklahoma.

OPSU benefits from and clearly responds to the BOR's mission in its own governance and administrative structures by communicating with other institutions in the system through inter-institutional administrative department meetings, joint BOR meetings, and state organizations.

Within the institution, OPSU has a highly organized structure that provides leadership and promotes collaboration. ER Folder 1-9 contains the organizational chart for OPSU.

Outstanding Leaders

For OPSU, selecting outstanding leaders and promoting effective leadership and collaborative processes enable the institution to fulfill its mission. Members of the institution's administration are hired through processes that involve a national search and input from faculty members which is required when upper-level administrative positions are being filled. As a result, appropriate qualifications are part of the process for hiring administrators. Similar processes are followed in hiring faculty members. Candidates for advertised positions are closely screened to ensure that the best match to OPSU can be secured. Because of the isolated location of OPSU, not all well-qualified applicants would thrive as a member of the faculty. Special

attention must be paid to the "match" of candidates as OPSU seeks a stable administrative and faculty roster.

Collaborative Governance

Collaborative governance is emphasized at OPSU. The Faculty Senate actively reviews administrative actions and recommends changes in policy and practice. The Staff Liaison Committee acts as an advisory group to the President. Both groups provide channels of communication for their constituents. The Faculty Senate has been in place for many years. However, the Staff Liaison Committee was formed in February 2004, after the last accreditation visit. Recommendations to the administration are made after extensive interaction between the councils and appropriate administrative units. These recommendations frequently receive prompt, usually positive, responses from the administration (ER Folder 1-10). In addition, the student senate leaders meet regularly with the administration and discuss items of student interest. The input and active collaboration at all levels of the University help promote effective leadership.

Academic Structures

Academic programs are administered through the Office of Academic Affairs and Outreach. Curricula are the responsibility of the faculty under the direction of departments and colleges. The Curriculum Committee assists with curriculum planning, assessment, and delivery. These collaborative processes help OPSU successfully fulfill its mission. From the top down, the President's Cabinet, the Office of Academic Affairs and Outreach, the deans and department heads, and the academic council disseminate information to the faculty concerning academic programs and educational services to be provided to the students and the community. This dissemination of information occurs through the President's Update newsletter, press releases, faculty/staff breakfasts and meetings, school meetings, etc. From the bottom up, individual faculty members have input to the programs through the Curriculum Committee, their deans and department heads, and the Faculty Senate. These programs work in tandem to provide the day-to-day instruction, collaboration, and communication necessary to fulfill the mission, goals, and values of OPSU and to ensure the maintenance of high academic and ethical standards in all areas of the University.

New Technology

Computer-based technological structures promote effectiveness at the University. Not only do these technologies enhance efficiency but also they increase the transparency of processes and results. The use of the wired and wireless Internet, email, and electronically delivered classes, as well as other technology, has completely realigned the ways in which administrators, faculty, staff, students, and the public interact and communicate with the institution and with each other. These structural changes have significantly affected the process of teaching, the administration of teaching and management of classes, and the daily work of the institution. This movement toward the more extensive use of technology also supports the mission of the University.

Core Component 1e: OPSU upholds and protects its integrity.

OPSU understands and abides by local, state, and federal laws and regulations. As a public university, OPSU is committed to upholding the public's trust and to obeying all federal, state, and local laws. Many of OPSU's activities are subject to regular public scrutiny through the very public nature of the University's work and through the numerous policies, regulations, and laws that apply directly to the activities of the University. Compliance units are numerous. These include environmental health and safety compliance, research compliance, compliance with the Americans with Disabilities Act, and NCAA compliance. The Wellness Center has Health Information Protection and Portability Assurance (HIPPA) and Federal Education Rights and Privacy Act (FERPA) compliance. In addition, budgeting and other financial affairs are handled with open discussion.

The members of the BOR are also required, by state law, to participate in training, including training in ethics as applied to institutions of higher education. The regents also must follow specific state laws in matters such as the hiring of consultants, architects, contractors, and other business-related practices. As an institution under this board, OPSU adheres to these regulations and practices.

The BOR's Department of Internal Audits, headquartered on the OSU-Stillwater campus, regularly audits the institutions under the board's governance. These audit reports are presented to the administration of the institution. Institutional administrators provide written responses to

weaknesses detected by the auditors. This auditing process promotes integrity and effective administration of the University by ensuring that the institution adheres to federal, state, and BOR policies concerning the use of finances and institutional practices in admission, record keeping, etc (ER Bookshelf, BOR policies).

Privacy Rights

OPSU consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies. Many of these rights and responsibilities are outlined in Core Component 1b above. However, privacy rights are of the utmost importance to OPSU and its students. OPSU's privacy policies are in compliance with HIPPA and FERPA requirements.

Students

FERPA establishes certain rights for students at educational institutions. OPSU's compliance with this act is detailed for students and the public on the OPSU website (www.opsu.edu) and in the *General Catalog*. Students at OPSU have the right to

- Inspect and review information contained in their educational records;
- Challenge the contents of their educational records;
- Bring forth a hearing if the outcome of their challenge of the contents of their educational records is unsatisfactory;
- Prevent disclosure, with certain exceptions, of personally identifiable information from their educational records;
- Secure a copy of the institutional policy, which includes the location of all educational records;
- File complaints with the Office of the VPAAO concerning alleged failures of OPSU to comply with the act; and
- File with the Office of the Registrar during the first two weeks of the fall semester written requests not to release information pertaining to them.

The institution's policy is that directory information will be released by the Office of the Registrar until receipt of a request from the student asking that this information not be released is received.

OPSU, in accordance with federal guidelines, has declared the following information to be directory information:

- Local and permanent addresses;
- Telephone number;
- Student's name;
- Date of birth;
- Major field of study;
- Weight and height;
- Dates of attendance at OPSU;
- Degrees and awards granted;
- Academic classification (freshman, sophomore, junior, senior);
- Institutional Email Address.

To comply with federal regulations, OPSU maintains records of the formal, written student complaints filed with the Office of the President, VPAAO and, and Director of Student Services. Student privacy rights are published in the *General Catalog* (p. 5), *Class Schedule (p. 6)*, *Student Handbook* (p. 27) (EL evidence links, ER bookshelf), and on the website: http://www.opsu.edu/Students/?page=privacy.

Faculty and Staff

All OPSU employees, whether non-faculty staff or faculty, complete and submit an employment application form for their personnel files, as well as other forms deemed necessary by the University, the state, and the federal government. OPSU will follow all applicable state and federal laws regarding the use and safekeeping of such documents and the information contained in them. Access to appropriate records shall be in accordance with the provisions of this policy and the University's open records policy (*Staff Handbook* p. 28, Section 3.17).

Sexual Harassment

OPSU protects its integrity by explicitly condemning sexual harassment of students, staff, and faculty and will not tolerate such conduct on or off campus. Sexual harassment is unlawful and may subject those who engage in it to University disciplinary sanctions as well as civil and

criminal penalties. This policy is designed to apply to employment and/or academic relationships among faculty, staff, and students.

Definition

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when

- Submission to or rejection of such conduct is made explicitly or implicitly a term or condition of instruction; employment; status or participation in any course; program or other university activity;
- Submission to or rejection of such conduct is used as a basis for evaluation in making academic or personnel decisions affecting an individual;
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or of creating an intimidating hostile or offensive environment for work or learning.

Whenever there is an instance of alleged sexual harassment or reprisal for reporting same, prompt and corrective action shall be taken.

Policy: It is the policy of the institution that sexual harassment of faculty and staff is prohibited in the work place and in the recruitment, appointment, working conditions, and advancement of employees. Sexual harassment of students is prohibited in and out of the classroom and in the evaluation of students' academic performance.

It is also the policy of the University that accusations of sexual harassment, which are made without good cause, shall not be condoned. It should be remembered that accusations of sexual harassment are indeed grievous and can have serious and far-reaching effects upon the careers and lives of individuals. This policy is equally applicable to faculty, staff, and students.

This policy is in keeping with the spirit and intent of various federal guidelines, which address the issue of fair employment practices, ethical standards, and enforcement procedures.

Sexual Harassment Complaint and Grievance Procedure: Sexual harassment is against the law and requires immediate attention and appropriate disciplinary action. A complaint must be filed within 180 days of the incident to be handled under this procedure. Employees, students, or other individuals who feel aggrieved due to conduct that may constitute sexual harassment should inform the person engaging in such conduct that such conduct is offensive and must stop.

If such conduct does not stop, relief should be sought through the procedure outlined in the faculty, staff, and student handbooks.

Grievances Other than Sexual Harassment: OPSU provides and documents timely responses to all complaints and grievances, particularly those of students. OPSU's clearly stated policies and procedures that ensure the University's employees and students are treated fairly and with integrity. That process can be found in the faculty, staff, and student handbooks (Appendix C, Section 1.0 of the *Faculty Handbook*, Appendix D of the *Staff Handbook*, and Section XII of the *Student Handbook*).

Academic Integrity: OPSU places great value on academic integrity. Academic dishonesty by either OPSU students or faculty members is not tolerated. To support this statement of intolerance, a definition of academic dishonesty is printed in the *General Catalog* (p. 74), and instructors are asked to place a version of it in each of their course syllabi. Instructors of many classes support this further by providing to their students detailed examples of intentional and unintentional dishonest conduct and explanations and exercises on how to avoid it. Academic dishonesty by students is dealt with first by the professor of the class and then by the dean of the school if the student wishes to appeal the faculty member's decision. Finally, the matter goes before the Instructional Accountability Committee as a "court of last resort." Similar procedures, beginning with the school dean and continuing to the Instructional Accountability Committee are followed for faculty members accused of discriminatory or unprofessional practices in the classroom or academic dishonesty. The *Faculty Handbook* outlines these procedures. Those found to have committed academic dishonesty face severe consequences.

Deans and department heads and faculty members review their classes and their content to ensure that the coursework is academically rigorous and in keeping with basic standards of the field.

Academic Advising: Since regular faculty members provide advising to students at OPSU, all advisement is coordinated through the Office of the VPAAO. The institution does not maintain a separate office for advising, nor does it have employees whose job is solely or primarily to advise students. Each student enrolling at OPSU is assigned a faculty advisor who assists the student with academic planning. Advisors are assigned initially by the admissions office based on

- The student's academic interest;
- The availability of advisors;
- Entering ACT and/or placement scores.

The number of advisees per faculty advisor is determined by the deans and the advisors themselves according to their areas of expertise and experience. Some faculty, due to other assigned duties or relative newness to the institution, do not advise any students while some have 30 or more advisees. The purpose of academic advisement at OPSU is to assist students in planning academic careers by discussing their interests, needs, and possible majors and by outlining required courses in their majors and in General Education. All advisors receive a copy of the *Advisor's Handbook* (ER bookshelf) to assist them with policies and procedures for advising at OPSU. Each academic advisor completes a check list of courses taken each semester and a "grad check" (EL link, ER Folder 1-11) for each advisee as the advisee nears graduation. For transfer students from within Oklahoma, articulation agreements and the regulations detailed by OSHRE determine how transfer courses are to be applied. For transfer students from outside of Oklahoma, advisors, utilizing a variety of resources, determine how previous coursework is applied to the requirements of the programs. Advisors complete audits for graduation, called "grad checks," two semesters before the student expects to graduate. These are then sent to the registrar who rechecks the student's official transcript and program requirements.

Objectives for Academic Advising:

- Ensuring that all students have access to reliable and valid academic advising services at all times throughout the academic week;
- Ensuring that all academic advisors are providing specific and accurate information;
- Maximizing student awareness of short- and long-range educational goals;
- Minimizing the frustration of students and faculty during registration and drop add periods;
- Facilitating successful attainment of students' educational/career goals;
- Facilitating students' achievement of grade point averages (GPA) consistent with their abilities;
- Getting as many faculty involved in student advisement as possible;

- Ensuring that each student has and is kept aware of his or her complete plan of study;
- Improving the retention of students in their collegiate programs;
- Integrating the resources and expertise of professional student services personnel and faculty in the delivery of advisement services;
- Ensuring that all students have access to a caring and personal relationship with a faculty member in the college community;
- Preparing and distributing materials to assist advisors in providing correct information to students regarding registration procedures, academic regulations, and graduation requirements;
- Ensuring that all advisors are informed as to the various campus resources which may be utilized for referral purposes;
- Maintaining an on-going, in-service training program for all individuals involved in the delivery of academic advisement services;
- Encouraging all students to seek advisement from their designated advisor at least once each semester at times other than the peak periods of registration;
- Ensuring that all advisors have access to necessary student records.

Conflicts of Interest: Faculty at OPSU are encouraged to develop ties to the community with community service, advisory councils, workplace contacts, and any other contacts that may aid the University or the students at OPSU. However, the *Faculty Handbook* cautions faculty about conflicts of interest. "The first and major employment responsibility of a full-time faculty member shall be to the institution. A faculty member shall not engage in outside employment or interests that will infringe upon or take priority over his/her duties, performance and/or responsibilities as a faculty member. Additionally, a conflict of interest shall be avoided between employment with the University and outside interests or with other employment. Full-time faculty members are to notify the appropriate Dean of outside employment conducted during normal university business hours" (*Faculty Handbook Section 2.12*).

Audits: The BOR exercises its responsibility to the public to ensure that OPSU operates legally, responsibly, and with fiscal honesty. Two audits are performed each year, one by the BOR's Department of Internal Audits and one by an independent audit firm.

***Internal Audits*:** The BOR's Department of Internal Audits helps ensure integrity of operations in areas such as admissions, registrar, bursar, student aid, animal research, copyright issues, campus health and environmental safety, police activities, facility repair and maintenance, facility building and maintenance, and renovation.

In the BOR policies and procedures (ER Bookshelf), the Institute of Internal Auditors states: "Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. Internal auditing reviews the reliability and integrity of information, compliance with policies and regulations, the safeguarding of assets, the economical and efficient use of resources, and established operational goals and objectives. Internal audits encompass financial activities and operations including systems, production, engineering, marketing, and human resources."

The BOR specifies that the Department of Internal Audits is solely responsible to the board in the manner the Board prescribes. Programs or the scope of work conducted by internal auditors is prescribed and approved by the Board. All internal audit reports are submitted at the same time to the Board and to the President of the institution involved. Institutional administrators provide written responses to all internal audit reports, copies of which are presented to the Board in the manner it prescribes. Such responses are submitted to the Board over the signature of each of the respective Presidents or a member of a President's management team.

The annual audit plan approved by the Board each June is designed to provide broad audit coverage, while devoting sufficient time to major audit risk areas. While an emphasis has been placed on areas specifically requested by management, business risks exist across all operations of the institutions. It is important, therefore, for the Department of Internal Audits to assess and promote the institutions understanding and use of sound business practices. The Department of Internal Audits evaluates risk exposures and effectiveness of controls relating to governance, operations, and information systems technology for

- Reliability and integrity of financial and operational information;
- Effectiveness and efficiency of operations;

- Safeguarding of assets;

- Compliance with laws, regulations, and contracts.

The Department of Internal Audits' current audit plan is primarily devoted to financial, compliance, information systems technology, and operational auditing, as well as management consulting services. The office co-sources specialized expertise from professional information technology service firms in order to augment its existing in-house information technology audit resources. The unit has co-sourced construction consulting services when reviewing and evaluating construction activities.

State law requires institutions of higher education to have an annual financial audit conducted, in accordance with OMB Circular A-133, by an outside public accounting firm (ER Bookshelf, BOR policies). The external auditors are engaged by and report to the board. The Department of Internal Audit works with the external auditors and considers the external audit coverage as it develops the internal audit plan to achieve maximum audit coverage.

In addition to financial audits, registrar audits are also conducted periodically to ensure adherence to the OSHRE and BOR's academic policies. OPSU uses Systems and Computer Technology Plus (SCT Plus) for its student information system. SCT Plus is an integrated system that allows the various areas on campus to share information and data. The registrar, admissions, financial aid, business, and student affairs offices manage their own areas and determine who has the ability to view and update data. The IT department, in cooperation with the Office of the Registrar, controls access to the academic information in the system.

The registrar works with the IT department in setting security profiles and access to information. Security is granted to personnel based on their need to view increasing levels of detail and to update the system.

All individuals on campus who require access to academic information must submit an SCT Access Request through IT, which verifies that the individual is currently employed and identifies his or her employment area. Upon verification of employment and status, the individual is given appropriate access based on his or her job function.

The screens containing information concerning the students' and instructors' PINS are blocked to everyone except designated employees in the Office of the Registrar's. The IT department and the registrar monitor the system daily.

The registrar controls the enrollment sessions on SCT, which allows students to enroll. Prior to release of the "Preliminary Report" at the beginning of the semester, several audit reports are run to verify the accuracy of the enrollment numbers. The registrar then reviews these reports for content and accuracy. Specified staff members in the admissions office and academic advisors have the ability to enroll students. IT monitors individual operator ID's, identifying individuals who are no longer employed by the University, in order to terminate their access to SCT. Only IT, the registrar, and the deans have the access to use the enrollment "A" function which overrides holds on accounts and class size limits. The use of the "A" function is supervised by the VPAAO to ensure proper use of the function. Enrollment in courses beyond the designated limit can only be created by those individuals with the "A" function access. For overrides with the "A" function, the operator must contact the appropriate personnel. Security profiles and access to the system are periodically evaluated and adjusted as necessary. As enhancements are made to the system and the web, IT personnel make necessary adjustments.

Conclusion

The self-study process identified the following strengths, congruent with the core components of Criterion 1, in the University's mission and its integration into all of the processes of the University.

- The OPSU mission statement, as well as the strategic plan, clearly and publicly articulate OPSU's commitments and consider various constituents' input, ensuring widespread agreement and coordination of goals;
- The University's governance structure and strategic planning process provide opportunities for collaborative decision-making among OPSU's various constituents;
- The University has a commitment to meet the highest standards of integrity, evident in the OPSU Strategic Plan, policies, procedures, and internal audits;
- Assessment permeates the entire institution, evident in the OPSU mission documents, the mission documents of the five academic schools, University College (UC), and the mission documents of each department.

The self-study and its component SWOT analysis results suggest the following actions for improvement and forward movement toward fulfilling the mission, goals, vision, and values

of OPSU. These actions will help ensure implementation, appropriate assessment, and ongoing review of the OPSU Strategic Plan, compliance, diversity efforts, institutional policies, and institutional integrity.

> **ACTION:** The Presidential Cabinet, consisting of the institution's President, the VPAAO, the Vice President for Fiscal Affairs, and others as designated by the President on an individual basis, will review the planning documents, evaluate progress, and make necessary updates. The results of the updates will be disseminated to all OPSU employees at the annual OPSU employee meeting at the first of the fall semester and to community members, alumni, and friends of the University at the advisory committee meeting in the fall.

> **ACTION:** Policies and/or procedures must be written for all administrative functions. Guidelines must be established to examine and update this material on a regular basis. These policies must be available to appropriate personnel. The institution will ensure implementation, appropriate assessment, and ongoing review of academic policies and procedures.

> **ACTION**: Academic policies and/or procedures should be examined on a regular basis to determine their continued completeness and timeliness. The *Faculty Handbook*, *Student Handbook and Residential Life Handbook*, and *Staff Handbook* must be reviewed on a regular basis. Guidelines should be established to examine and update these handbooks on a regular basis. The handbooks should be reviewed to determine the continued completeness and timeliness of their contents.

All of the practices, policies, procedures, and evidentiary references discussed and evaluated above confirm that OPSU meets the requirement of Criterion 1 and its core components. In addition, OPSU re-evaluates these materials at various intervals to determine whether or not it is succeeding in its mission.

Criterion 2: *Preparing for the Future*

Core Component 2a: OPSU realistically prepares for a future shaped by multiple societal and economic trends

OPSU plans for the future by making use of its organizational chart (EL link, ER Folder 1-9) to ensure that planning occurs at all levels of the University. Additionally, the administration tracks trends in the society and economy through the Office of Institutional Research and Assessment (OIRA), such as the diversity of the student population, the population trends, educational levels, and needs in the service area. Goals 3, 4, and 5 of the strategic plan help the University recognize various societal and economic trends and incorporate them into future planning to support the mission of the University (ER Folder I-5). The institution's constituents, represented by advisory groups, committees, and individuals, all aid in OPSU's planning processes by helping to identify societal and economic trends related to the strategic goals, particularly in the institution's service area. They do this in their meetings, in verbal and written communication with institutional administrators, and informal visits with institutional personnel.

Planning Bodies and Processes

Planning occurs at all levels of the University. Each year University committees are reviewed and revised to adequately reflect the institutional mission. The OPSU organizational chart (EL link, ER Folder 1-9) provides the necessary lines of authority to ensure that everyone is involved in the overall mission of the institution. Since 2003, the President has held university-wide meetings at the beginning of each semester. These meetings bring all of the educational departments, as well as all staff departments, together to consider the overall mission of the University. Within each school, deans hold meetings on a regular basis to discuss and identify curricular, financial, and technological resource needs and forward them through the appropriate channels. The President's Cabinet has the overall responsibility for the implementation of all accepted proposals that fit into the mission of the institution.

As indicated, OPSU has multiple levels of planning within the faculty and staff structures, from committees up to school meetings. Many of the current committees (EL link, ER

Folder 2-1) were established to provide oversight, focus on the mission, and plan for the future. The Technology Committee, for example, is responsible for developing the technology plan and keeping it up-to-date. OPSU has also focused on outside entities and community involvement. Key among these is the Hispanic Advisory Committee that focuses on the demographic shift in a 150-mile radius, the immediate recruitment area of OPSU. The other major loci of planning are

- Curriculum Committee;
- Deans' Council;
- Academic Council;
- Assessment Committee;
- Faculty and Staff Professional Development Plans;
- Retention Plans;
- Facility Plans;
- Enrollment Management Task Force;
- Athletic Administrative Committee;
- Athletic Coordinating Committee;
- Cultural and Entertainment Committee.

Some ideas generated from the committees become part of the accomplishments listed in the strategic plan. The committees also examine the budgeting and staffing necessary to implement some of the ideas generated.

Strategic Plan

For the strategic plan to succeed, people must be responsible for the strategies employed and be entrusted with the leadership and authority to be meaningfully involved. The elements or strategies to be employed over the next several years emerge from discussions of the institution's strengths, weaknesses, opportunities, and threats (EL link, ER Folder 1-1: SWOT questionnaire). In 2009, institutional surveys administered to faculty, staff, students, alumni, and community members by self-study team members for Criterion 1 resulted in a list of strengths, weaknesses, and opportunities in the future for OPSU. Of the many, specific institutional strengths identified

by respondents, those deemed most essential to the planning process are

- Small class size;
- Involvement of faculty and staff in multiple areas and committees;
- Response of academic programs to community need;
- Clearly defined service area.

The primary institutional weaknesses or challenges for the institution are

- Small budget;
- Geographic isolation.

The Strategic Planning Committee's discussion of strengths and weaknesses led naturally to the identification of a number of opportunities. Later, this document will identify specific strategies directed at taking advantages of these opportunities

Obviously, the threats or challenges to OPSU may arise from not addressing weaknesses or taking advantage of opportunities. The planning process focused considerable attention on both OPSU's internal and external constituencies. The SWOT questionnaires were administered to faculty, staff, students, alumni, and community members in large group sessions and small discussion groups.

Each group defined the entity's mission, vision, core values, goals, critical success factors, objectives, and strategies within certain boundaries and definitions. As the individual plans were assessed, it became apparent that many of the groups shared similar goals, objectives, and values. From this assessment, a set of goals was adopted for OPSU.

Seven strategic goals for the institution were developed from the plan. These goals are

- Facilitate learning;
- Recruit, retain, and graduate students;
- Provide modern, safe, and accessible facilities; financial resources; and up-to-date management practices which are essential if OPSU is to accomplish its mission;
- Continue to enhance OPSU's role as the educational, informational, and cultural center of the High Plains Region;
- Be accountable to its stakeholders through the measurement of and the evaluation of educational programs;

- Further enhance the excellence of outstanding programs in science, education, rodeo, the arts, livestock judging, computer information systems, meat lab, FFA, and music and drama at OPSU;

- Develop the athletic program to a level of excellence whereby it is a model of student athletic achievement in academics and sports, institutional control and compliance, fiscal responsibility, and regional competitive pride.

Resources and up-to-date management practices are essential if OPSU is to accomplish its mission and continue and enhance OPSU's role as the educational, informational, and cultural center of the High Plains Region. All OPSU strategic planning documents are available on the OPSU website, www.opsu.edu.

The institution's current President wanted to make the strategic planning process more inclusive of both internal and external constituents. Prior to his arrival, the strategic plan focused primarily on internal campus issues and strategies. The new direction/focus is more external, directed toward establishing and/or strengthening strategic partnerships with alumni, community, and constituents to ensure that OPSU is fulfilling its educational purpose. The following committees and advisory groups were given the task and, in some cases, established for the purpose of gathering the needed information to move forward:

- OPSU/Panhandle Telephone Cooperative (PTCI) Partnership;

- OPSU Advisory Council (FY 2004);

- Hispanic Advisory Committee (FY 2005);

- Enrollment Management Task Force (FY 2006);

- Panhandle Share-Ed Video Network (PSVN) Participation;

- Online Course Committee with focus to expand online course offerings (FY 2006).

Communication is made to outside constituents, especially potential students, about OPSU via the following sources:

- Tuesday page in the *Guymon Daily Herald* and weekly press releases to all media;

- KPSU broadcast of OPSU football and basketball games;

- Two billboards in Goodwell;

- Two billboards in Amarillo and Canyon, Texas;

- Amarillo's Rick Husband International Airport display;

- Radio and TV commercials; "Inside OPSU" TV show on PTCI Channel Two;
- Athletic Administrative Committee and Athletic Coordinating Committee;
- OPSU Education Committee (Guymon Classroom);
- Centennial Committee.

Membership of key university administrators in

- Memorial Hospital of Texas County Board of Directors;
- Guymon Small Business Center Board of Directors;
- Chambers of Commerce in Guymon, Beaver, and Boise City;
- Guymon Rotary Club;
- Texas County Cooperative Extension Service Advisory Board;
- No Man's Land Historical Society Governing Board;
- OSU Panhandle Research and Extension Center Advisory board;
- Guymon Industrial Foundation;
- Panhandle Regional Economic Development Coalition, Inc. (PREDCI).

The focus on recruiting, retaining, and graduating students for strategic planning was not a new concept; instead, it was a renewed commitment by the institution focusing on enrollment, retention, and communication. Everything related to enrollment and retention, from enrollment clinics to student satisfaction surveys, was re-worked to that end. The previously mentioned seven strategic goals that support the mission of the institution and the five schools were reaffirmed.

All strategies for the University are centered on those seven major goals listed above (EL link to Strategic Plan, ER Folder I-5). A list of priorities is made and adjusted annually in accordance with available resources. The strategic goals along with the methods to achieve those goals are reviewed and presented to the faculty and staff at least twice annually. Significant accomplishments are presented to the institution's community partners on a monthly basis via committee or board meetings or electronic communications (EL links, ER Folder 2-2: examples of minutes, emails, and newsletters). Detailed lists of accomplishments are added and attached to the strategic planning document each semester.

Much progress has been made since the last evaluation visit in 2001. Many of these achievements relate to the concerns of the 2001 team about campus appearance and physical

plant. The current Strategic Plan lists over 283 accomplishments for its various areas. A few of the most significant ones are

- Completion of the Noble Cultural and Activity Center (dedicated August 2003);
- Replacement of sewage line for faculty housing;
- Implementation of programs in graphic arts, liberal arts, Spanish, criminal justice, equine science, and fire protection safety training;
- Electrical upgrades to Hamilton Hall Classroom Building (February 2008);
- Completion of the seven-year NCAA probation on February 21, 2009;
- Increase in graduates with AA/AA/AAS Degrees;
- Upgrading and consolidation of the developmental education program;
- Implementation of new General Education and program assessment plans across campus;
- Increased online course offerings from 27 courses in 2003-04 to 88 courses in 2008-09;

Accomplishments and projects completed from FY 2003 to date include the following:

- Founding of the University College (a bridge program);
- Standard Assessment Plan has been formulated and is in use;
- Infrastructure repairs included
    - Replacement/repair of roofs;
    - Refurbished cafeteria and grill;
    - Refurbished existing War Memorial and added additional War Memorial to plaza area;
    - Refurbished library (new roof, exterior and interior work)
- Upgrade of the food service in the cafeteria and Aggie Grill;
- Received notification of success in application for Upward Bound grant for the second time;
- Applied for and received several major OSRHE grants;
- Received a $415,219 rural development grant for the PSVN network;
- Received a federally-directed grant for the Water Quality Lab;

- Received a $500,000 challenge grant (and raised an additional $750,000 in private funding) from the Noble Foundation for the new Science and Agriculture Building;

- Received NCATE accreditation in 2003 and 2008;

- Acquired a new and larger meat lab locker;

- Expanded online course offerings;

- Instituted a Campus Security Program;

- Implemented Panhandle Telephone Cooperative (PTCI) Initiative on Channel Two, the Local Happenings channel, involving the "Inside OPSU" weekly TV show (OPSU-PTCI partnership);

- Replaced steam lines and chillers/cooling towers through the Master Lease Program;

- Initiated an electrical upgrade of 15 campus buildings;

- Renewed the emphasis on student events coordination;

- Hired a full-time webmaster and completely revamped the OPSU web-site;

- Incorporated a Service Learning/Community Service Program;

- Added an Hispanic Student Services Program and coordinator for the program;

- Joined HACU as an associate member;

- Established HALO student organization on campus;

- Established the *Corazon de OPSU* dance troupe;

- Installed the brick outline of Oklahoma for Statehood Day 2007;

- Remodeled the Firestone Meat Lab, adding a customer service area and an assistant manager to permit year-round operation;

- Installed a new speaker system in Centennial Theatre;

- Developed an Emergency Alert Program whereby students can sign up to receive emergency alerts;

- Installed an emergency alert outside speaker system on Hamilton Hall for the campus;

- Added the Noble Cultural and Activity Center, the Aggie Apartments, OPSU Video Production Studio, Science and Agriculture Building, greenhouse, Murphy-Brown LLC Water Quality Testing Laboratory, Animal Nutrition Lab, rodeo stalls, and completed upgrades for the OPSU farm and Doc Gardner Rodeo Grounds;
- Established the Guymon, OK Classroom for credit and non-credit course delivery as well as for Adult and Continuing Education;
- Converted the ROTC rifle range into art studios and laboratories;
- Established an emergency shelter in the basement of Sewell-Loofbourrow Hall;
- Repaved the campus parking lots and streets;
- Implemented a campus grounds care program involving lawn and tree care and campus beautification;
- Completely rebuilt the OPSU Golf Course and hired a full-time Golf Course Superintendent;
- Completed the Equine Center on the OPSU Farm.

Primary Goals of OPSU Strategic Plan

In strategic planning at OPSU, strategies support goals, and goals support the mission of the University. Listed below are the primary goals in OPSU's Strategic Plan that support the most immediate needs of OPSU:

- Execute the Enrollment Management Plan to increase the student population at OPSU;
- Increase the retention rate at OPSU;
- Develop and implement a management plan that encompasses personnel performance, management by objectives, financial resources, grants production, etc.;
- Make OPSU the focal point for cultural, social, economic and educational activities;
- Create a culture of self-examination at OPSU to further assessment efforts;
- Increase GPA's and graduation rates of OPSU student athletes;
- Increase community awareness by initiating and expanding the OPSU Service Learning/Community Service Program.

As noted earlier, only the highlights are listed above; the complete and most recent Strategic Plan with detailed goals and accomplishments is provided as EL link, ER Folder I-5. Some accomplishments are discussed in more detail under other criteria. OPSU shows a trend toward increased enrollment over the past ten years, both in terms of headcount and FTE, with fall 2009 and spring 2010 reaching a record high (ER Folder I-1).

Budget Planning

One of the most important ways of planning for the future at OPSU is through budget planning. Although the University's funding level has not sufficiently increased over the past five years, yearly budget plans are developed. Each year, the President meets with the deans and directors to determine major accomplishments and future needs. The results of those meetings are then evaluated by the President's Cabinet (President, VPAAO, and VPFA) which constructs and prioritizes a list for consideration as funds become available. The major source for budget projection is enrollment. Enrollment projections used for budget development are developed by the President's Cabinet and registrar using current enrollment, retention data, and recent data trends. Each school and athletic activity is given annual enrollment goals. Everyone involved in the budget process is keenly aware that an increase in enrollment is imperative to expand budgets.

Acting on a suggestion from the previous evaluation team to improve funds for faculty and staff professional development, OPSU dedicated monies received from the Baughman Foundation to support this effort (EL link, ER Folder 2-3: grant letter, list of recipients, project descriptions).

Another major accomplishment within budget limitations is the increase in classroom technology. In FY 2006, the School of Education purchased four SmartBoards. They were so popular that the School of Business and Technology followed up with the purchase of SmartBoards for all of its classrooms in FY 2007. The School of Liberal Arts purchased an additional four SmartBoards for general use classrooms and for the art department. In FY 2008, five more SmartBoards were purchased for the University College and twelve for the new Science and Agriculture Building. All heavily used classrooms, especially those with large capacity, are now equipped with computers, overhead projectors, and SmartBoards.

As one can see in the list of accomplishments since the last evaluation team visit, facilities are another priority for OPSU. Older classroom buildings, the Oscar Williams Field House, and the dorms received some degree of upgrade and refurbishment. Through a program called "Master Lease," many improvements of campus buildings have been accomplished. This program allows OPSU to implement improvements now and pay for them over the next 10 to 20 years, therefore making it affordable within the constraints of current budgets.

One of the latest improvements was the installation of electronic signs across campus which announce campus events on a continuous basis. Not only do they serve as a weekly calendar but also they are an attractive way to keep everyone informed of current campus activities.

The institution realistically plans for the future by using its strategic plan and various planning processes and bodies currently in place. The successes of the institution in meeting the goals of its strategic plan support its belief and are evidence that OPSU has met the requirements of Core Component 2a.

Core Component 2b: OPSU's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

As with most public state institutions, OPSU is funded from three sources. These are state appropriated funds, revolving funds (tuition and fees), and local and state unrestricted gifts and grants. Although OPSU has seen an increase of approximately $3.8 million in total budget from FY 2003 to FY 2009, the proportionate expenditures by function have remained fairly constant with the exception of mandatory increases. OPSU has experienced the largest increase in the "Student Services" category (from 12% to 13.2%) and in the "Scholarships and Fellowships" category (from 15.8% to 19.9%).

Revenue Sources

OPSU's current cash position is quite favorable with strong fund balances and minimal debt. The only outstanding debt is a small loan from OSU with a balance, as of June 30, 2009, of $209,709. The reserves are reflected in the fund balances for the year ending June 30, 2004; June

30, 2005; June 30, 2006; June 30, 2007; June 30, 2008; and June 30, 2009, as shown in Table 2-1. In the following sections of the self-study, the institution will examine its financial operations and the revenue sources and expenditures. Because the majority of funds that support the education and general areas is state-appropriated, most of this chapter will pertain to those funds. Data about resources and expenditures of other Oklahoma institutions that share OPSU's size and mission are included for comparison purposes.

Table 2-1 Cash Flows for the Years FY2004-FY2009

	FY2004	*FY2005*	*FY2006*	*FY2007*	*FY2008*	*FY2009*
Cash Provided(used)by:						
Operating Activities	-5,602,802	-7,123,247	-6,092,552	-8,493,818	-9,202,473	-9,933,183
Noncapital financing activities	6,135,280	6,295,546	6,758,166	8,791,780	9,126,489	9,427,413
Investing activities	19,413	21,421	52,916	115,583	352,740	525,582
Capital and related financing						
Activities	-992,009	-252,364	495,741	-267,643	-17,624	-1,552,228
Net increase (decrease) in cash	-440,118	-1,058,644	1,214,271	145,902	259,132	-1,532,416
Cash, beginning of year	4,483,153	4,043,035	2,984,391	4,198,662	4,344,564	4,603,696
Cash, end of year	4,043,035	2,984,391	4,198,662	4,344,564	4,603,696	3,071,280

Source: OPSU audited financial statements FY 2004-2009

Financial Operations

All financial policies and procedures used by OPSU conform to policies and procedures set forth by state statutes, the Office of State Finance, the Oklahoma State Regents for Higher Education (OSRHE), and the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (BOR). The Office of Fiscal Affairs administers all financial operations of OPSU. The vice president for fiscal affairs (VPFA) is responsible for accounting, financial reporting, auxiliary services, purchasing, bookstore, post office, telephone service, the physical plant (buildings and grounds), information technology, and business office operations.

As prescribed by the OSRHE, OPSU follows budget standards of the National Association of College and University Business Officers (NACUBO). The VPFA, along with other chief fiscal officers within the Oklahoma State System of Higher Education, meets

regularly with the OSRHE staff to create a consistent budgeting and reporting plan for each member institution.

The annual internal budget process is as follows:

The OSRHE, in the fall of the current fiscal year, determines an amount to request from the Oklahoma Legislature in new funds to support the higher education system in Oklahoma for the following fiscal year. The OSRHE receives a lump-sum allocation from the Legislature and allocates on a percentage basis to member institutions of the Oklahoma State System of Higher Education. Each institution completes a budget needs survey and identifies mandatory cost increases and major budget priorities (salary increases, new positions, etc.).

Starting in January of the current fiscal year, OPSU begins the budget development process for the following year. Vice presidents work through deans and department heads to review and reallocate budget distribution. The process results in identifying and prioritizing needs that cannot be met within current funding levels. A list of equipment needs and capital projects is also developed and priorities assigned.

In May of the current year, OSRHE provides OPSU with the funding amount for the next budget year. Based on this funding and an in-house estimate of revolving funds, the VPFA prepares a detailed budget that reflects the reallocations and new funding priorities developed through the budget preparation process. OPSU first submits its final budget to the BOR and then to OSRHE for approval in June.

OPSU's accounting system was updated effective July 1, 1999, as part of the Systems and Computer Technology (SCT) management system for all institutions in the A&M system. The software package includes the following modules: payroll, purchasing, accounts receivable, accounts payable, general ledgers, fixed asset management, loan management, strategic enrollment, budget development, and financial aid management. An independent CPA, as required by the State of Oklahoma and A&M Board policies, performs an annual audit of OPSU's operations, activities, and financial statements. The Office of the Director of Internal Audits of the A&M Board provides internal audit services. The Office of the Oklahoma State Auditor and Inspector audits colleges and universities in the Oklahoma State System of Higher Education randomly.

For major purchases, OPSU utilizes Central Purchasing located on the OSU campus. State law, OSRHE policy, A&M Board policy, and OSU policy and procedures establish

purchasing/request procedures. The system is cost effective and works well for OPSU. The OPSU administration feels that the administrative software package, SCT, has streamlined the process, thus reducing time requirements.

OPSU regularly expends monies from four budgeted areas: education and general (E&G) funds, auxiliary enterprises and student activities, student grants and loans, and capital improvements. These funds derive from different sources and support different functions.

Table 2-2 **Operating Results for Years FY2004 - FY2009**

	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
Operating Revenue						
Tuition & Fees	1,414,454	1,716,672	2,152,383	1,925,883	2,791,110	3,576,528
Federal & Local Grants	1,986,369	2,326,518	2,797,381	2,735,773	1,266,627	1,492,709
Auxiliary	2,390,181	2,899,442	2,622,657	3,241,181	3,308,828	3,599,243
Other	53,351	55,669	54,131	101,136	136,981	78,171
Total Operating Revenue	5,844,355	6,998,301	7,626,552	8,003,973	7,503,546	8,746,651
Less Operating Expense	13,442,042	14,283,457	14,987,324	16,648,148	18,309,261	20,146,680
Net Operating Loss	-7,597,687	-7,285,156	-7,360,772	-8,644,175	-10,805,715	-11,400,029
Non-operating Revenue						
State Appropriation	6,135,280	6,295,546	6,758,166	7,271,973	7,616,310	7,708,588
On-Behalf Appropriations for OTRS	129,456	84,628	346,000	393,000	444,000	451,000
Federal & State Grants	242,000	283,000	0	13,469	1,510,179	1,718,825
Investment Income	22,983	24,214	23,515	476,181	202,765	58,227
Interest Expense	-193,352	-267,057	-469,999	-603,432	-598,413	-553,252
Net Non-operating Revenue	6,336,367	6,420,331	6,657,682	7,551,191	9,174,841	9,383,388
Other Revenues, Expenses, Gains, and Losses						
State Appropriations Restricted for Capital Purposes	579,685	489,833	499,111	567,866	674,890	756,583
Capital Gifts & Grants			295,337	716,549	425,003	109,845
On-Behalf Appropriations for						
OCIA Capital Leases	80,352	80,203			526,292	527,465
Total Other	660,037	570,036	794,448	1,284,415	1,626,185	1,393,893
Decrease in Net Assets	-601,283	-294,789	91,398	191,430	-622,748	-622,748
Net Assets, Beginning of Year	15,273,876	14,672,593	13,665,635	13,757,033	13,943,774	13,943,774
Net Assets, End of Year	14,672,593	14,377,804	13,757,033	13,948,463	13,321,026	13,321,026

Source: OPSU audit for year ending June 30, 2009

Education and General (E&G) Funds

E&G Funds come from the following three sources:

- State-appropriated funds from the Legislature;
- Revolving fund income, which contains funds generated by the institution, such as collections from enrollment fees, tuition, and sales and services of academic departments;
- Local and state unrestricted gifts and grants.

Based on the audits for FY 2004 through FY 2009, Table 2-3 reflects actual receipts.

Table 2-3 **Education and General Fund Budgeted Revenue**

	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
State Appropriations	5,894,740	6,158,598	6,772,989	7,316,078	7,651,010	7,311,868
Operating Revenue	2,749,928	4,785,622	5,240,711	5,371,859	6,474,914	7,495,794
Other	1,653,602	90,000	49,620	138,590	10,090	8,840
ARRA	0		0	0	0	578,978
Total	10,298,270	11,034,220	12,063,320	12,826,527	14,136,014	15,395,480

Source: OPSU audits for years ending June 30, 2004 through 2009

Education and General Expenditures

Using NACUBO guidelines, OPSU structures the E&G budget into five institutional priorities: instruction, support of academic programs, student services, institutional support, and operation and maintenance of physical plant. Table 2-4 shows the FY 2009 budget breakdown.

Table 2-4 **Percentage of Education and General Expenditures by Function FY2004-FY2009**

	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	6 yr. av.
Instruction	36.0	35.4	33.4	32.0	31.3	30.2	33.1
Research	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Public Service	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Academic Support	8.6	8.0	7.1	7.6	8.0	7.9	7.9
Student Services	12.0	13.7	14.2	12.3	13.2	12.7	13.0
Institutional Support	12.1	12.4	11.8	11.9	12.2	12.1	12.1
Operation & Maintenance	15.5	16.9	16.5	17.0	15.3	14.8	16.0
Scholarships & Fellowships	15.8	13.7	17.0	19.2	19.9	22.3	18.0

Source: Schedule B, Part 1 Primary Budget

OSRHE has not reduced OPSU's funding level when enrollments have dropped and has distributed new funding on the basis of budget need. This constancy has allowed OPSU to eliminate weak or low enrollment programs and put resources in areas of high priority and academic strength. Funding per student full-time equivalent (FTE) has been adequate and above other Tier II universities in the state.

Salaries and Benefits

OPSU paid benefits for employees include medical insurance, disability insurance, retirement in the Teachers Retirement System, and life insurance. The benefits equal approximately 25% of the employee's salary. Salaries are low in comparison to other Tier II universities in the state; however, there were four salary increases in the past six years (3% in AY 2005, 5% in AY 2006, 5% in AY 2007, and 5% in AY 2008). These increases addressed one of the concerns of the previous self-study visit: faculty salaries. The number one budget priority over the past six years' submissions has been salary increases. Faculty and staff have received a salary increase four of the past six years. Despite these increases, faculty pay remains low in relation to comparable state institutions. However, faculty members do have the option to supplement their salaries with pay for summer school and interterms and course overloads during the regular semester.

Faculty turnover has been greatly reduced from the last site visit self-study. In FY 1999, it was at 16.6%, and during this past academic year, it was 5.17%. Except for expected retirements and normal attrition, the institution's tenure-track faculty has remained stable over the last several years. In fact, the number of full-time faculty has increased from 50 in 2001-02 to 61 in 2009-10. This increase is due to increased enrollment, the addition of University College, granting professional librarians faculty status, expanded course offerings, and the goal of maintaining a stable faculty teaching load of 27 hours a year in keeping with similar institutions within the state. Some faculty members do teach overloads and are paid the same as adjunct faculty when they do take on additional courses.

Auxiliary Enterprises and Student Activities

Auxiliary enterprises and student activities funds are generated from substantially self-supporting activities that provide services for students, faculty, and staff. Auxiliary enterprises include, but are not limited to student housing, food services, bookstore, and sales from certain agricultural operations. Student activities involve funds derived from fees charged students at the time of enrollment and sales from concessions and admissions at student events. Table 2-5 shows the current OPSU student fee structure, the purposes for which fees are used, and FY 2009 revenue derived.

Table 2-5 Student Auxiliary Fees FY2009

	Amount of Fee		Use of Fee	Amount
Auxiliary Fee	3.50	PCH	Supports maintenance of auxiliary facilities	$109,900
Facility Fee	4.00	PCH	Supports auxiliary improvements	$125,600
Energy Fee	4.00	PCH	Supports increased energy cost for auxiliary facilities	$125,600
Activity Fee	11.50	PCH	Supports activities of athletic and other teams, fine arts activities, and campus-wide events	$361,100
Cultural & Recreational	1.00	PCH	Events and activities for students	$31,400
Student Government	1.00	PCH	Supports costs of student senate and activities designated by it	$31,400
Health Services Fee *	25.00	PS	Provides a health clinic on campus for all students	$57,500
Communication Fee *	10.00	PS	Helps support the student newspaper, and radio station	$23,000

Source: OPSU Audited Financial Statement FY 2009

Student Grants, Loans, and Scholarships

OPSU receives funds from a variety of sources to assist students in pursuit of their educational goals. The two major sources of financial aid are the Federal Pell Grant which is over one million dollars per year, and the other is federal loans which are now over two million dollars per year. Over a five-year period, an average of 83% of the student body receives some form of financial aid each year (Table 2-6). The self-study team considers OPSU's ability to meet the financial needs of students to be excellent.

Table 2-6 Student Financial Aid

Type	FY2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Pell	1,295,717	1,569,367	1,384,224	1,263,701	1,288,811	2,133,253
SEOG	34,121	31,800	36,000	38,005	46,181	41,000
Voc. Rehab Grants	32,367	56,758	61,879	55,392	29,065	32,194
State & Local Grants	63,459	81,816	88,100	94,954	71,144	69,000
In-State Tuition Waivers	198,103	258,669	252,784	251,270	233,532	284,133
Out-of-State Tuition Waivers	1,589,507	1,577,157	1,675,083	1,921,850	2,535,913	3,486,664
All Other Grants	37,083	24,610	19,535	166,507	112,025	179,020
Federal Perkins Loans	5,500	3,300	0	5,456	2,200	1,403
Other Federal Loans	1,810,473	2,560,790	2,168,797	1,870,462	2,174,129	3,844,390
State Funded Scholarships	76,684	1,284,383	166,934	245,288	277,403	357,407
All Other Scholarships	470,653	554,393	825,170	755,217	893,581	1,202,343
Federal Work-Study	47,883	50,274	42,237	44,664	52,253	408,701
Inst. Student Employment	359,975	359,455	363,747	330,411	302,395	456,584
Total	8,021,709	8,412,772	7,084,490	7,0431,177	8,018,632	12,487,092
Unduplicated Recipients	1,181	1,124	1144	1196	1104	1301
Percentage of Total Enrollment	81%	75%	84%	87%	79%	82%

Source: OPSU Audited Financial Statement FY 2004-FY 2009

Panhandle State Foundation

The Panhandle State Foundation was established to support OPSU beyond the scope provided by public revenue. The primary focus of the Foundation has traditionally been to manage and disburse funds donated for scholarships. It also supports other university programs such as faculty development, student activities, and facility enhancement. The Foundation is a not-for-profit, 501 (c) (3) organizations as defined by the Internal Revenue Service Code and is audited annually by a qualified external auditing firm.

A 28-person board of directors governs the Foundation. The executive secretary the chief executive officer serves at the pleasure of the board and conducts the day-to-day management of Foundation business. Foundation assets exceed $6 million. The latest scholarship disbursements

were $206,225 in FY 2010. Non-scholarship support (equipment, buildings, building additions, etc.) to OPSU varies considerably from year to year, depending on need and contributions received.

Capital Improvements

E&G revenues provide a limited amount for capital projects and equipment. Section 13 funds, new college funds, special state appropriations, state bond issues, university bond issues, lease-purchase agreements, auxiliary operations, and federal, state, local, and private grants support the majority of these expenditures. The following sections briefly address some of those sources currently used.

Section 13 and New College Funds

A number of public colleges and universities have received an annual allocation of monies representing income from land dedicated in the Enabling Act passed by the US Congress to provide for the admission of Oklahoma into the Union. Section 8 of the Act dedicated income from Section 13 of every township; Section 12 of the Act allotted certain blocks of land to designated institutions, and income from those lands became known as the "New College Funds." Originally, the University of Oklahoma and OSU were the primary recipients of these funds, but in the early 1990s, OPSU, along with other regional universities, became recipients. Funding from these two sources currently provides OPSU with approximately $500,000 annually. Lack of preventative maintenance on buildings became very evident in 1996, and both Section 13 and New College Funds were earmarked for corrective maintenance.

Between 2003 and 2009, OPSU expended the following funds to repair, update, and improve various aspects of its infrastructure, including some weaknesses noted by the previous visiting team ten years ago. These expenditures from 2003 through 2010 were as follows:

- Building improvements and repairs $ 1,018,158
- Equipment purchases   1,019,514
- Bond and loan payments for major improvements   1,084,485

The Section 13 and New College Funds have been extensively used to upgrade equipment, repair and replace roofs, upgrade the chiller system, improve items related to student safety and security, improve parking lots, etc. Work on the majority of these corrective

maintenance items has been completed or is in progress; thus, OPSU shall continue to focus the use of these funds in the future toward upgrading and improving facilities and equipment.

Auxiliary Reserves

During FY 2003-FY 2010, reserves from the auxiliary operations have been used to correct and improve student housing, student services, and athletic facilities. Details are available in the respective years' financial audited financial statements (ER Bookshelf).

Outstanding Debt as of June 30, 2009

OCIA Capital Lease Obligations	$ 183,413
Capital Lease Purchase	2,415,000
ODFA-Series 2003C	271,000
ODFA-Series 2004A	1,700,000
ODFA-Series 2004C	256,000
ODFA-Series 2005F	6,563,063
Total Notes and Capital Leases	11,388,476

Source: OPSU Audited Financial Statement FY 2009

Grants

In 1998, the Noble Foundation funded the Equine Center's new barn at the University farm. Prior to the previous evaluation team visit in 1999, the Noble Foundation set aside $2,500,000 to be matched by OPSU within the next two years for the construction of a student activity and cultural center. That matching amount was raised and the construction of the Noble Student Activity Center was completed in 2003, after the last visit.

In addition, OPSU has received grant funds from the federal government for the Upward Bound Program, Panhandle Share Ed Video Network equipment, and the Water Quality Lab. Since the last visit, the total dollar amount of funds raised through grants and donations from companies exceeds 4 million dollars. The strategic plan in ER Folder I-5 lists major grant and donation activity.

Student Costs

One of the primary goals of OPSU is to provide affordable education to students of the High Plains, OPSU's primary service area. OPSU waives out-of-state tuition, given its unique regional location in the Oklahoma Panhandle bordering four other states. In addition, the University makes every possible effort to keep fees and other costs at a minimum. OPSU is the only institution in Oklahoma with a book rental system; individual faculty members determine whether a book is rental or purchase. This rental system is one factor that makes OPSU one of the most affordable institutions in the High Plains. Table 2-7 provides a cost comparison with other High Plains' institutions of higher education. The study, based on a total yearly average of 30 credit hours, tuition, fees, books, supplies, and room and board per year, shows the significant difference in the cost of attending OPSU compared with the cost of attending other universities in the region.

TABLE 2-7 COMPARISON OF COSTS TO ATTEND OPSU AND OTHER UNIVERSITIES IN THE REGION		
University	*Resident*	*Nonresident*
West Texas A & M	$13,396	$20,624
Northwestern Oklahoma State University	$10,575	$12,435
OPSU	$8,760	$11,160
Eastern New Mexico University	$14,904	$20,448
Southwestern Oklahoma State University	$13,075	$17,287
Fort Hays State University	$10,632	$18,216
Colorado State University-Pueblo	$16,068	$26,426

Source: IPEDS Data for FY 2008-2009

As evidenced by both internal and external reports, OPSU has sound fiscal management. The University's budget provides adequate financial support for academic programs, and the budget process allows campus-wide involvement. The accounting system has been updated to SCT, the success of which is dependent on a dedicated staff willing to attempt changes and share solutions to problems.

A tremendous asset to OPSU in terms of meeting challenges for the future, the Panhandle State Foundation is managed well and shows steady growth in funding. The assets of the foundation have grown by a million dollars since the last site visit. Over the past ten years,

OPSU has increased efforts to secure funding from other foundations and from grants. With changes in state funding, eligibility for Section 13 funding has allowed OPSU to make a variety of building improvements and meet replacement and new equipment needs.

According to its last five audits, OPSU has strong financial reserves and minimal debt. These strong reserves and minimal debt will allow effective planning in the future

Conclusions: Because OPSU is located in a sparsely populated area, enrollment, although increasing, remains low; therefore, the OSRHE appropriately funds OPSU at a higher per student level than it funds other Tier II institutions in the OSRHE. In recent years, OPSU has increased efforts to obtain funding from private and federal sources. The Panhandle State Foundation plays a vital role in this effort and is seen as a tremendous strength.

Given this evaluation of funding sources and the institution's continuing efforts to prioritize purchases and repairs while looking toward the future, OPSU believes that it has met the requirements of Core Component 2b.

Core Component 2c: OPSU's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

OPSU is committed to the collection, evaluation, and assessment and information of data to measure the effectiveness of the institution. This process is continuously reviewed at the institutional level to add assessment components when possible. At the institutional level several significant committees have been established to address the changing dynamics of the service area. Specifically, the President created the OPSU Advisory Council in November 2003 to focus on the seven areas of the strategic plan (ER Folder I-5) and involve all constituencies of the University and surrounding community. Some results of the areas of input of this Council include

- An increase in recruitment and retention;
- Marketing OPSU/Communication;
- New Science and Agriculture Building;
- Campus and farm improvement;
- Bachelor of Science in Nursing (BSN) ;

- Hispanic Student Services;

- Community service and economic development role of OPSU.

Members on this Council represent the Faculty Senate, Staff Liaison Committee, Student Senate, alumni, area businesses, the agricultural community, Panhandle State Foundation, mayors in the institution's service areas, and other University constituencies and community leaders (EL link to members, ER Folder 2-4). This committee provides key input to the administration about the best ways to meet the needs of the University's service area, ideas about promoting the University, and anecdotal evidence about the success of its graduates in various areas of work.

Other assessment tools used consist of

- Faculty and Staff Surveys;

- Student Satisfaction Surveys;

- Student Needs Assessments;

- Graduation Surveys;

- Semester student faculty and course surveys;

- Student athlete end of season surveys;

- Library User Satisfaction Survey.

In January 2006, OPSU established the Enrollment Management Task Force with the primary goal of identifying processes that were outdated and complicated; in addition, it was to develop new proposals to enhance enrollment and retention. Recommendations from this task force have resulted in a smoother overall process and a more user-friendly system in the following areas:

- Billing;

- Tuition Estimator on the website;

- Online Application;

- Enrollment Reports;

- Purchase of ACT lists;

- Deans, department heads, faculty, coaches, and advisor involvement in retention and recruitment;

- Establishment of five Enrollment Days throughout the summer;
- Creation of the Enrollment Management Plan.

One highly significant off-shoot of this committee was increased communication internally among campus offices and externally to potential students. The committee is made up of the major areas of the administration such as recruitment, admissions, registration, business office, academic affairs, student affairs, IT, financial aid, housing, student senate, and faculty representatives. All of these elements have a major impact on students, and having and sharing the same timely information has resulted in a much improved process for the staff as well as each student.

At the school level, course assessment coupled with departmental assessment has resulted in changes in curriculum (Curriculum Committee) as well as student learning. Each semester, the student has the opportunity to evaluate faculty and courses. After the conclusion of the semester, these evaluations are shared with the faculty members. Results of faculty evaluations by students are available for inspection in the Office of the VPAAO.

At the individual level, the VPAAO performs annual evaluations for deans and all staff directors. Each dean and staff director does the same for members of his/her faculty and staff. These annual evaluations are then discussed with each individual. These improved and more consistent methods of evaluation address one of the suggestions of the previous visiting team. These evaluations are available to the visiting evaluation team in the Office of the VPAAO.

Since 2003, the focus on assessment and evaluation has been a major focus of the administration. Utilizing the Director of Institutional Research and Assessment and the seven items for assessment described on the previous page, data are collected and disseminated for appropriate action. The following list reflects areas that have made significant progress as a result of use of the assessment and evaluation process:

- Facilities;
- Classroom technology--all major classrooms have a computer, overhead projector, and SmartBoard;
- Smoother enrollment process;
- Campus appearance;
- Increase of online course offerings;
- Establishment of the Guymon Classroom;

- Increased enrollment the past three years;
- Enhanced learning and living environments on campus for students, faculty, and staff.

Challenges: In planning for the future, the institution's primary challenge is to continue and expand the use of assessment measures to support the budget process. At the present time, OPSU is focusing its efforts on the curriculum, faculty development, and student learning. The current US and Oklahoma economic downturn may hamper the institution's efforts in the short-run, but the institution will stay the course because of its on-going strategic planning process and its commitment to creating student-centered environment at OPSU.

Core Component 2d: All levels of planning align with OPSU's mission, thereby enhancing its capacity to fulfill that mission.

Whether to a community support group, the alumni, or current students, the question most often asked by the University is, "What are the major strengths of OPSU?" Most often the response is fairly consistent:

- The small size of the University;
- Small class size;
- Friendly faculty and staff;
- Everyone knows everyone;
- Quiet, rural environment.

These responses capture well the close-knit quality of the OPSU community. The small size and the number of faculty and staff make it easier to align planning with the mission, strategic plans, and budgeting. Most of the faculty and staff serve on many of the same planning committees thus creating a more inclusive situation and providing better communication. For example, the deans serve on the Deans' Council, Academic Council, and Curriculum Committee. Each of the aforementioned councils and committees has other members, but the point is the communication among faculty and staff is enhanced by the involvement of some of the same individuals serving on different councils and/or committees. This means, for example, deans are involved in the development of the mission, curriculum development, and curriculum approval for all academic programs. They are also responsible for disseminating this information to their faculty. This also means that everyone involved has knowledge of actions taken.

Academic programming may come from many sources; however, initial discussions of adding, changing, or deleting programs occur at regularly scheduled deans' meetings. Each new academic program/major is presented for consideration and input. The Deans' Council determines the fit to the University's mission, resources, funding, and facilities available.

For example, the BSN program established in 1996 fits OPSU's mission by providing access to nursing education for rural populations and to those with previous nursing education. The Equine Sciences degree and the Spanish major were both established in 2003 to meet growing community needs. As a follow-up to that, the Spanish major was officially deleted in 2008. A lack of enrollment and majors indicated that OPSU had misinterpreted the need for a major. Most recently, to address area demands OPSU added two options to the Associate of Applied Science (AAS) Technology Program: the Collegiate Officer Program (COP) and Fire Safety Protection Training (FSPT).

The previous visiting team suggested that the institution examine its programs to ensure that the number of programs, numbers of graduates from those programs, and institutional resources were sufficient to maintain those programs. The institution does this each year and provides such reports to the OSRHE and the BOR (ER Folder 2-5).

At the current time, the institution is investigating a Master of Science degree in Agriculture and Natural Resources. The administration feels that the institution is at the point in time that a Master's program can be established and supported. Student, community, and graduate surveys are being conducted to determine the actual demand. The deans of Agriculture and Science, Mathematics, and Nursing are collaborating on the design and development of the program.

Planning for the Future

Criterion 2 focuses on planning for the future. OPSU believes it has significantly improved its planning processes and plans and has met or exceeded most of its measurable outcomes detailed in the strategic plan. OPSU will continue to involve all constituencies in the planning process. Either monthly, semi-annual, or annual meetings of the alumni, faculty and staff, Student Senate, Faculty Senate, Staff Liaison Committee, Panhandle State Foundation, the President's Advisory Council, Chambers of Commerce of the three panhandle counties, Tri-County Public School Superintendent meetings, PSVN Board, and OPSU committees have

reviewed and will continue to review the OPSU mission. The Executive Committee has responsibility for raising campus awareness of the University's mission.

During the next five years, the emphasis will be on continuing the current upward enrollment trend; evaluating the need for new or modified programs such as an MS in Agriculture and Natural Resources and AAS in Emergency Services (EMS and Fire Protection); expanding the credit and non-credit offerings of the Guymon Classroom; exploring new opportunities for extra-mural funding; further developing the Hispanic Student Services Program by moving closer to "Hispanic Serving Institution" status for OPSU; and expanding community service provided by students, staff, and programming as outlined in the strategic plan.

Conclusion

OPSU uses a collaborative effort to ensure that institutional resources are supportive of the mission, values, and purposes of the University. Planning occurs at all levels and is encouraged from the ground up. The responsibility for primary planning lies with the Curriculum Committee, Deans' Council, Enrollment Management Task Force, and the Academic Council. All recommendations from these groups are sent to the President's Cabinet for inclusion in the strategic plan. In a previous visit, the site committee cited issues with the strategic plan for the University and required a follow-up report with a new plan in three years. This new plan was approved and has been in place since 2005. OPSU has carefully tracked the accomplishments of this plan as evidenced by the updates and accomplishments presented to the faculty and staff each semester (ER Folder I-5: Strategic Plan with accomplishments). Faculty and staff not on these various councils have the opportunity to comment on and suggest improvements to the plan.

The institution feels by utilizing the planning process supported by all resources and continually evaluating outcomes, the mission will be accomplished. By focusing on a quality education, looking toward the future, and evaluating opportunities, the mission will remain relevant to the current environment and needs of the constituents.

OPSU has gone through many changes in its 100-year history to meet the educational needs of students, and planning has been an important part of these changes. The institution has continually refocused its resources to create a student-centered environment that places a premium on undergraduate education and student learning. The allocation of financial resources

reflects an increased investment in the campus learning environment and living situation (housing, cafeteria, and student life). This focus on students, coupled with adoption of the latest educational technology, will allow OPSU to continue to carry out its mission into the future.

The institution believes it has met the requirements of Criterion 2 and its various subcomponents. The strategic plan, the various planning processes, new programs, and sound fiscal planning and management provide firm bases to help ensure OPSU will continue to fulfill its mission and meet the needs of its constituents in the foreseeable future. OPSU intends to take the following actions to continue its on-target planning:

ACTION: Continue efforts to increase Hispanic enrollment and become an Hispanic serving institution.

ACTION: Continue to add or delete programs based on societal and economic trends.

ACTION: Continue to expand community service and programming.

Criterion 3: *Student Learning*

Core Component 3a: OPSU's goals for student learning outcomes are clearly listed for each educational program and make effective assessment possible.

OPSU clearly delineates learning goals for its undergraduates by identifying the expected learning outcomes for each. These learning outcomes were developed by faculty members and department heads; therefore, which makes effective assessment is made possible by having the outcomes examined in light of clearly stated expectations.

Differentiating Learning Goals

The *General Catalog* contains brief descriptions of every college, department, and program on campus. In every case, this description includes an overview and/or definition of the academic unit, including the types of courses and degree plans offered. Additionally, the University's General Education requirements are clearly listed in the *General Catalog* and clearly articulate the expected student learning outcomes which cross all academic programs. These requirements help to ensure that students have a broad education and solid educational foundation upon which to build their specific careers.

The Office of Institutional Research and Assessment (OIRA) is OPSU's primary assessment entity. Since OPSU's last HLC accreditation in 2000, outcomes assessment has become an important, campus-wide activity. For example, in the summer of 2007, OPSU joined the Academy for the Assessment of Student Learning, which is overseen by the Higher Learning Commission. As part of its agreement, OPSU seeks to ensure that students are acquiring the learning outcomes stated for their chosen degree program as well as General Education. The major results of this project will be the establishment of an assessment plan for each degree program along with corresponding assessment tools and matrices and a new assessment plan for General Education. Specifically, OPSU expects each degree program and its corresponding course to identify and develop the following:

- A degree/program matrix;

- A mission statement for the degree that relates to the overall mission of OPSU as well as specific goals;

- Clearly stated student learning outcomes based on the mission and goals of the degree program;

- Assessment instruments to measure the specific learning outcomes (e.g., rubrics) that include both direct and indirect assessment measures;

- An assessment process/cycle for collecting and analyzing the data (e.g. a course matrix identifying where in the coursework each goal/outcome will be reached and a timeline for when each outcome will be assessed based on a five-year assessment cycle);

- Annual outcome reporting cycle by the faculty responsible for the degree plan oversight with an annual report to the department head and/or school dean;

- Annual program/degree reporting by the department head/dean to OIRA;

- A clear process/cycle to create action plans for improvement based on the assessment findings.

Assessment activities at course, program, and institutional levels provide evidence of student learning throughout the University. Every OPSU degree program is required to have an assessment plan that includes the aforementioned items. In addition to the items listed above, each degree program was asked to include some aspect of General Education into the respective plan to further these skills beyond the General Education coursework. For example, many of the degree programs have incorporated the goals of oral/written communication as well as analytical/quantitative reasoning into their assessment plans. These plans are on file in the Evidence Room (ER Folder 3-1). The following section presents examples of how various programs implement and conform to this University-wide assessment program.

In the School of Education, the Elementary Education program follows the standards of the Association for Childhood Education International (ACEI) and the fifteen Oklahoma General Competencies for Teacher Licensure and Certification (EL link, ER Folder 3-2). These standards and competencies are correlated with each other and with the Elementary Education degree requirements. The Elementary Education program, a part of the Teacher Education Unit, is

assessed in multiple ways as demonstrated in the 2008 NCATE Institutional Report, Standard Two-Assessment System, and Unit Evaluation (EL link, ER bookshelf). The HPER-teaching option program at OPSU follows the standards of the American Alliance for Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education (AAHPERD/NASPE) (EL link, ER Folder 3-3) as well as the 15 Oklahoma General Competencies for Teacher Licensure and Certification (ER Folder 3-2). Again, these standards are correlated with the HPER-teaching option and are assessed in multiple ways.

The School of Agriculture has implemented an assessment plan for each of its degrees. Each plan uses multiple assessment tools, both direct and indirect, to ensure that students learn. Assessment of student learning occurs in courses at the introductory, mid, and capstone levels through the use of rubrics, pre/post testing, and videotaping of speeches and presentations. This allows each department multiple tools to reassess its academic area and make curriculum changes based upon the assessment results.

The School of Business and Technology degree programs have developed assessment plans for each department and degree program. These plans utilize both direct and indirect assessment measures in courses at the introductory, mid, and capstone levels. Rubrics, pre/post-testing, capstone projects, and videotaping presentations are among the tools used to capture data for student learning assessment by faculty, department chairs, and the dean.

In the School of Science, Mathematics, and Nursing, the nursing program follows the standards set by the National League of Nursing Accrediting Commission and has since the beginning of the program in the fall of 1996.

The Fire Protection and Safety Training program is moving toward the curriculum and standards of the Fire Emergency Services Higher Education (FESHE) established by the US Fire Administration's National Fire Academy (NFA). With a few exceptions, most of the course assessments utilize the national examinations, especially on the skills portions.

The chemistry and biology degree programs have a broad scope tailored to the students' needs based on their chosen career path (pre-professional, graduate school, education, etc). Because of this breadth within the degree programs, both utilize some portion of the standards set by accreditation agencies including the National Science Teachers Association, the American

Chemical Society, the American Society of Clinical Pathologists, and the National Accrediting Agency for the Clinical Laboratory Sciences (ER Folder 3-5).

In addition to the assessment plans, each degree program submits an annual assessment report to the OIRA every fall semester that describes the methods used to evaluate student achievement of the expected learning outcomes, the number of individuals assessed for each method, the results or findings from the assessments and how results are interpreted relative to the program's expected student outcomes, and finally, specific examples of how assessment results have been or will be used for program development. These assessment plans reviews are compiled and submitted as part of the OSRHE annual assessment report. Additionally, every five years, each program is asked to submit an Academic Program Review to the OSRHE (ER Folder 3-6: program reviews).

As mandated by the Oklahoma Legislature, the Academic Program Review is the method by which the OSRHE and institutions of higher education in Oklahoma evaluate proposed and existing programs. Information developed through analysis and assessment (from Policy Statement on Program Review, EL link, ER bookshelf) provides the basis for informed decisions about program initiation, expansion, contraction, consolidation, and termination, as well as reallocation of resources.

While OPSU's strategic planning initiative had no direct mandate to incorporate expected student learning outcomes, in many cases, these plans include sections concerning the performance of undergraduate students. These include specifying how students will be assessed and setting goals for improved student learning based on assessment results. Perhaps most importantly, all units on campus have had to develop mission and specific goals. Thus, each unit has had to articulate its mission, making it possible to determine each unit's self-described educational mission. The accumulation of these statements provides a concrete basis on which to evaluate whether each unit is fulfilling its mission.

Assessment Reporting Structure

Based on the reporting structure specified by the OSRHE, assessment at OPSU usually occurs in four categories as follows:

Entry-Level Assessment

OPSU makes heavy use of the ACT examination for admissions decisions, as well as remedial placement. ACT scores are correlated with General Education assessment results to determine if prior preparation affects writing, mathematics, and science skills. All students below the age of 21 who had ACT subscores below 19 on English, math, or reading are required to take the College Placement Testing (CPT) tests for the respective subsection. Additionally, first-time students age 21 or older and who had no reported ACT scores are required to take all sections of the CPT placement battery. The students are allowed to take the exam at their convenience before they register for classes. Additionally, students may retake the exam once per semester prior to the beginning of classes. For those who wish, tutoring is available in University College (UC). Additionally, the Counseling, Career Services and Testing Office is available to all students.

A review of the results of the entry level assessment reveals an increase in the number of students enrolling in OPSU in need of remedial coursework between AY 2004-5 and AY 2008-09.

Table 3.1 Students who did not pass the ACT Placement Tests and subsequently took zero-level coursework

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
English	82	104	138	108	173
Reading	61	56	93	67	114
Math	133	133	171	123	199
Science	102	80	105	71	130

Source: OPSU Office of Institutional Research and Assessment

In order to better assist these students, in the spring of 2003 OPSU implemented a college preparatory bridge program named University College (UC). UC offers bridge courses to address the needs of students who enter without placing directly into regular collegiate courses. UC continues to expand its services in the areas of special tutoring, counseling, and personal attention to all UC students.

In addition to the CPT testing during the fall semesters, OIRA administers a Freshman Expectations Survey to all students enrolled in the UCSS 1111: Student Success Seminar. The survey asks a series of questions regarding students' demographic background, what decisions affected their choice in attending OPSU, what they expected in their first year of college, and two scales that measure their level of fear or goal motivation about attending college. The results of the Freshman Expectations Survey provides a better idea of the type of students who attend the University as well as what they expected to happen the next year while attending OPSU. For example, the results of the 2006-07 assessments indicated that 25% of students came to OPSU with no real major in mind; 62% stated that financial considerations were a high priority, and the majority of students expected to be highly involved in both social and educational pursuits. With regard to the students' levels of fear vs. goal motivation, OIRA found that those who scored high on the fear scale were significantly less likely to still be attending OPSU in the fall of 2007. Additionally, students with high fear levels were significantly more likely to be undecided regarding a college major.

Program Outcomes Assessment

Starting in the summer of 2007, OPSU joined the Academy for Assessment of Student Learning with the HLC. As part of our four-year agreement with HLC, OPSU has revised its entire degree programs' outcomes assessment plans. These plans were implemented during the 2008-09 academic year. This included a more formalized set of program goals and learning outcomes as well as both indirect and direct measures of assessment. This movement was self-directed by the faculty with minor oversight by the administration.

Currently, 23 out of 25 Bachelor programs submitted their annual program assessment plans. Academic programs use a broad range of methods to assess student achievement of the learning outcomes articulated in the assessment plans including: standardized achievement tests, exit interviews and surveys, capstone coursework, performance on professional certification exams, portfolios, rubrics, pre/post testing, exams, specialized projects, national and regional competitions, and many others. This was the first year that data was collected under the new assessment plans. Many of the programs have opted to modify their assessment plans based on the initial round of data collection. However, all of the programs have collected useful

information and are better able to fully assess student learning, and thus, make program changes based on those findings which can be seen in the assessment reports (ER, EL Folder 3-7).

General Education Assessment

OPSU uses the Oklahoma General Education Test (OGET) to assess mid-level performance. The OGET covers General Education content—English, mathematics, science, social studies, humanities, and writing—and can be taken by any student at any time via a computer. This assessment activity was linked to the General Education program competencies by comparing student scores on these exams to the cut off-scores and state averages.

In addition to the OGET, OPSU also compares the GPA of transfer students to those who have attended only OPSU while earning their General Education requirements. This allows us to compare our success rates to other schools.

The institution has also implemented a new General Education assessment plan in the last few years. After a period of development and pilot testing, three main goals were established:

- Oral and written communication;
- Analytical and quantitative reasoning;
- Global and cultural awareness.

Ten student learning outcomes were also established:

- Reading critically and expressing ideas clearly, logically, and persuasively in standard written English;
- Expressing ideas clearly, logically, and persuasively in standard spoken English;
- Applying mathematics as a language;
- Applying biological and physical science principles to the natural world;
- Utilizing principles of computer systems throughout the curriculum;
- Interpreting relationships of the creative processes, aesthetic principles, and historic traditions of one or more of the humanities;
- Identifying the principles of history and culture of the United States;
- Identifying the principles of government, politics, and political organizations;
- Recognizing the ideas and principles that influence human thought and behavior;
- Identifying the economic principles that affect macroeconomics.

These outcomes are assessed using rubrics and/or pre/post testing in the required General Education coursework at OPSU.

For an indirect measure of the General Education program, OPSU has implemented a survey asking students to rate their perceptions regarding their growth/preparation in various areas on a 5-point Likert scale (1=greatly, 5=not at all). The areas rated include the arts, critical thinking and analysis, global understanding, information technology, literature, natural science, oral communication, written communication, quantitative reasoning, scientific reasoning, social and behavioral sciences, synthesis, US history, and western civilization.

During the 2008-09 academic year, OPSU students had an 85% pass rate on the OGET. When looking at the GPA comparisons, the results indicated that the students who attended only OPSU had significantly higher GPAs ($\underline{M}$ = 2.80) than students who transferred into OPSU [$\underline{M}$ = 2.52, $\underline{t}$ (150) = 2.69, $\underline{p}$ < .01].

The average score on the rubrics for the students enrolled in ENGL 1113: Freshman English I was 3.19 and 3.03 for students enrolled in ENGL 1213: Freshman English II. The students enrolled in MATH 1513: College Algebra or MATH 1473: Math For Critical Thinking had an average rubric score of 2.18.

The results of the General Education imbedded pre-test/post-test scores appear in Table 3-2 below.

Table 3-2 General Education Pre-Post Test Scores

	Pre-Test	Post-Test	Pre-Test	Post-Test		
Course	Mean	Mean	SD	SD	T-test	P value
COMM	44.80	58.24	13.45	13.63	-5.87	0.00
BIOL	63.81	77.89	17.89	16.88	-11.86	0.00
CHEM	38.71	69.64	18.40	24.8	-16.29	0.00
HIST	56.00	68.56	15.75	19.74	-3.41	0.00
POLS	4.98	7.00	1.66	1.78	-9.19	0.00
PSYC	9.15	12.93	2.77	2.87	-6.13	0.00
SOC	10.30	13.90	3.23	2.94	-5.40	0.00
HUM	1.13	10.24	1.36	2.40	-17.73	0.00

Source: Office of Institutional Research and Assessment

When reviewing the indirect assessment of the General Education program, reviewers discovered when students rated their own perceptions of intellectual growth, the lowest scoring items included global understanding ($\underline{M}$ = 3.69), fine arts (M = 3.72), and literature ($\underline{M}$ = 3.78). Whereas the highest scored items were critical thinking and analysis ($\underline{M}$ = 4.12), oral communication ($\underline{M}$ = 4.08), and written communication ($\underline{M}$ = 4.08). When investigating the four-year trend in self-ratings, 4 of the 17 questions showed a significant increase in scores over the last four years at the $\underline{p} < .05$ level of significance—information technology, quantitative reasoning, western civilization, and written communication.

Assessment of Student and Alumni Satisfaction

OIRA regularly conducts six major student surveys: Freshman Expectations (described earlier); Student Satisfaction; Student Needs; Graduation; Alumni; and Faculty/Staff Satisfaction. The Satisfaction Survey asks students how satisfied they are with the college services offered, instruction they are receiving, and the college environment in general. Each item was ranked on a 5-point Likert scale rating (1-very satisfied, 5-very dissatisfied). The Student Needs Survey is designed to ask the student how much help they need in the areas of career development, educational planning, intellectual skills, life skills, and personal development. Each item in the needs survey is also ranking on a 5-point Likert scale (1-a lot of help, 5-no help). The Graduation Survey contains three main areas of interest: how large a contribution OPSU made in a student's preparation in particular areas, how satisfied students are with the quality of education received, and basic descriptive information. The 5-point Likert scale used in the Graduation Survey asked for a rating from 1-very satisfied to 5-very dissatisfied. The Faculty/Staff Survey is designed to ask how satisfied faculty and staff members are with various areas and policies of OPSU. Again, respondents rank each item on a 5-point Likert scale rating (1—very satisfied, 5-very dissatisfied). The results of these surveys over the last five years can be seen in the Evidence Room (ER Folder 3-8).

Direct and Indirect Measures

OIRA encourages departments to use multiple direct and indirect assessment methods to measure student learning. Direct assessment methods require students to demonstrate knowledge and skills and provide data that directly measure achievement of expected outcomes. These methods include

- OGET and OSAT examinations for School of Education students;
- Capstone or senior-level projects, papers, presentations, performances, portfolios, or research evaluated by faculty or external review teams. (These are effective as assessment tools when the student work is evaluated in a standard manner that focuses on student achievement of program-level outcomes.);
- Locally developed comprehensive examinations, entry-to-program examinations, national standardized examinations, certification examinations, licensure examinations, or professional examinations;
- Evaluation of student knowledge and skills from internship or practicum supervisors, faculty overseers, or student participants themselves. (This may include written evaluations from supervisors focused on specific knowledge or skills or evaluation of students' final reports or presentations from internship experiences.);
- Review of portfolios by program faculty members, faculty members from outside the program, professionals, visiting scholars, or industrial boards;
- Evaluation of students' projects, papers, portfolios, exhibits, performances, or recitals by professional jurors or evaluators;
- Intercollegiate competitions (These are useful for assessment when students are asked to demonstrate knowledge or skills related to the expected learning outcomes for the program.);
- Course-embedded assessments such as projects, assignments, or examination questions that directly link to program-level expected learning outcomes and are scored using established criteria.

Indirect assessment methods, such as surveys and interviews, ask students to reflect on their learning in and outside the classroom. Some examples are listed below:

- Exit interviews and student surveys provide meaningful assessment information. Exit interviews or student surveys focus on student learning (knowledge, skills, and abilities) in addition to student satisfaction. The questions are designed to gain insight into student knowledge and skills. The questions also focus on student experiences such as internships, participation in research, independent projects, numbers of papers written or oral presentations given, and familiarity with tools of the discipline;

- Faculty surveys are aimed at getting feedback about perceptions of student knowledge and skills;

- Alumni surveys are aimed at evaluating perceptions of knowledge, skills, and abilities gained while studying in the program;

- Surveys of employers and recruiters are aimed at evaluating specific competencies, skills, or outcomes;

- Student data related to enrollment, persistence, and performance is tracked, such as graduation rates, enrollment trends, transcript analysis (track what courses students take and when they take them), and student academic performance overall and in particular courses.

External Accountability

OPSU uses assessment data (e.g., graduation rates, licensing examinations passage rates, placement rates, and transfer rates) for purposes of external accountability. Examples of the assessment methods include licensing or certification examinations; portfolios reviewed by faculty or outside professionals; professional juries or evaluators who evaluate student projects, papers, exhibits, performances, or recitals; and intercollegiate competitions that demonstrate knowledge or skills related to expected student outcomes.

Also, as previously mentioned, the OIRA prepares an annual assessment report that provides vital information to the OSRHE for decision making. The Academic Program Review (APR), mandated by the Oklahoma Legislature, reviews each degree program every five years.

As one component of the review process, each degree program is required to provide information from its Student Outcomes Assessment Plan and Annual Reports.

Faculty Involvement

OPSU faculty members are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved. Faculty involvement is indicated in many assessment plans and reports that often, in a general way, describe how assessments are conducted, and how results are distributed and used for decision making. Faculty members also are responsible for making sure that relevant assessment recommendations are implemented. For example, School of Agriculture faculty, department heads, and dean meet every fall to discuss the assessment data collected the prior year. Since the last team evaluation visit in 2001, through these assessment data and results, the School of Agriculture has become more focused on student outcomes. Additionally, the School of Liberal Arts and the School of Business and Technology conduct assessment meetings departmentally at least once a semester. The English department faculty assesses coursework by its students on a rotating basis and meets in January to review the results and suggest changes. All changes to the curriculum are based on the assessment data collected along with faculty input and approved by the Curriculum Committee. In the School of Education, the Teacher Education Council (TEC) reviews the assessment results for each student obtaining a degree in education.

Reviewing Assessment Effectiveness

In addition to the annual or semi-annual assessment results reviews conducted by the individual departments and schools, assessment plans are periodically reviewed by degree programs. Past assessment reviews have resulted in greater communication and understanding of outcomes assessment and what academic units should be doing. Almost three-quarters of the academic units have revised their assessment plans or otherwise demonstrated greater commitment to outcomes assessment in their programs as a result of feedback.

Each of these plans relates to the goals and desired outcomes of the specific programs for which they were designed. Without specified goals and desired outcomes, assessment would not be possible. Plans for various programs are available in the Evidence Room (ER Folder 3-1).

Core Component 3b: OPSU values and supports effective teaching.

OPSU believes in nurturing teaching which in turn supports and promulgates student learning success. OPSU is a teaching University, not a research- and publish-driven university. It does not offer graduate degrees. Because of that fact, OPSU curries and rewards excellence in the classroom and expects its faculty members to be committed to being the best teachers they can be. In addition, OPSU seeks to provide students with as diverse of an educational experience as possible. To ensure that faculty members strive to be outstanding teachers, OPSU conducts regular and thorough assessments of faculty and curriculum, supports professional development activities and projects, and encourages pedagogical innovations. Witnesses can attest to this fact after having examined faculty members' roles in the processes of hiring, assessment, course development, program development, professional development, and institutional service. OPSU hires the best qualified candidate for vacant instructional positions.

Hiring Quality Teachers

One of the most important ways OPSU demonstrates that it supports and values effective teaching is by hiring quality teachers to fill faculty vacancies. When OPSU has an open teaching faculty position, a description of the position is noted and used in a vacancy announcement. The hiring process begins with OPSU seeking applicants with terminal degrees.

Vacancies are announced in local and national venues: OPSU website, local newspapers (often in the five-state area), specific publications and websites pertinent to the academic arena vacancy, and *The Chronicle of Higher Education* (ER Folder 3-9 and EL--link to examples of job announcements and advertisements). Candidates for advertised positions are closely screened so that the best match to OPSU can be secured. OPSU follows all state and federal regulations with respect to residency status and citizenship verification and criminal background checks.

A selection committee is usually composed by the dean of the school wherein the vacancy results. The chair of that committee works in conjunction with the department chair and the Office of the VPAAO to select the committee members: faculty members within and without the school and/or department and students in the field. Other possible committee members include local experts in the field and/or retired faculty members within the academic field.

Generally, the committee proceeds in its task in one of two ways. The first way involves members convening as a group to read and evaluate the applicants' dossiers. A second way requires members to circulate and share applicant's dossiers, make a "short list" of prospects, and then convey their individual opinions to the committee chair who then schedules a meeting of the committee members to select final applicants for the interview. Three to four applicants are asked to interview, beginning with a conference telephone call interview in most cases. Then, the committee indicates its first two choices for applicants' on-campus interviews. The committee chair will at that point design on-campus interview itineraries which he/she shares with all interview process constituents, including the committee members, the VPAAO, director of personnel, the University President, and the applicants. As a cost saving measure, candidates are not reimbursed for their interview costs unless they are offered and accept the position.

During the interview process, applicants meet with the dean and/or chair, the committee as a group, staff in the personnel office and in the University housing office, VPAAO, and the University President (ER Folder 3-10: sample job applicant itinerary). Applicants always offer a presentation/lecture/demonstration to an audience composed of the search committee, invited guests, students, and interested persons. During the presentation, audience members pay special attention to the presenter's content, clarity, vocabulary, professionalism, and ease. After the presentation/lecture ends and the applicant has left the room, all audience participants are drawn into post-presentation discussions to express their impressions and reflections and to flesh out the best applicants and, hence, the best OPSU employee. After the interview process, which may involve up to a day and a half of on-campus and off-campus activities, the committee recommends to the VPAAO and the President its choice for the new instructor for final approval or disapproval.

Supporting New Faculty

The hiring process does not end supporting and valuing effective teachers. Once a new faculty member is hired, the VPAAO establishes a mentor for the new hire. The mentor, an experienced faculty member, meets with a new faculty member several times during the first year of employment to counsel with him/her to ensure that the new faculty member understands certain university protocols: teacher/student dynamics, syllabus development, assessment responsibilities, travel guidelines, course development, University committee processes, faculty

development plans and procedures, etc. In addition, the VPAAO arranges group meetings among all first-year employees to field questions, to illuminate University policies, to share University background and history, to meet with librarians, and to foster a feeling of "belonging" to OPSU. These meetings also establish a rapport among junior faculty members and develop a support group for them which will endure for as long as they remain at OPSU.

To allow new faculty to focus on assimilating into the OPSU environment, the School of Agriculture does not allow first-year faculty members to serve on University committees or advise students; thus, they have time to develop syllabi, class notes, etc. and begin developing relationships with other faculty within the School and the University. First-year faculty members in the School of Agriculture have two mentors: a senior faculty member and the dean. They meet at least twice each semester and at the end of the first year to discuss concerns of both the administration and the faculty member.

Faculty members at all levels of experience meet regularly several times each year in various venues. For example, each semester begins with a faculty and staff breakfast meeting wherein new policies, hires, changes, proposals, etc. are announced by representatives of all echelons of the institution: faculty, administration, and staff. Then, throughout the course of the academic year, each school has monthly faculty meetings convened and conducted by the school deans in order to keep instructors apprised of new policies, procedures, and announcements; committee meeting dates and topics; assessment requirements and updates; budget; University calendar; campus current events; technical upgrades; curriculum scheduling; environmental, classroom, or course problems; and/or support that faculty may need or have. In addition to disseminating information, these meetings provide a sense of community and promote feelings of contribution, camaraderie, confidence, and communication among faculty members.

Professional Development

OPSU, despite its budget limitations, prizes and encourages faculty professional endeavors, notably those which enhance teaching expertise or knowledge base in faculty fields. OPSU encourages its faculty members to pursue professional development opportunities and to enhance their academic reputations and consequently the professional image and reputation of OPSU on local, regional, and national levels. The Baughman Foundation, monies made available

from a private, non-campus organization, provides faculty with financial support in pursuing post-graduate education or research opportunities (ER Folder 2-3).

Faculty members pursue as many professional development opportunities as they can by using their own funds, sometimes with a possibility of a partial reimbursement by the institution. At their own expense, faculty members join professional associations or hold positions on the boards of directors for various organizations -- local, regional, and national. OPSU encourages such partnerships as they only increase the strength of the University's reputation and profile and mandate that faculty members remain active by keeping abreast of current methodologies, research, and developments. Maintaining currency in their academic area enhances a faculty member's teaching effectiveness and student learning. OPSU also offers on-campus opportunities for professional development, and faculty take advantage of these occasions. Some examples of this include training sessions for E-College online courses, SmartBoard training, Click usage in the classroom, and presentations to the liberal arts and education faculties on the "Millennial" student. The importance of professional development is underscored each September when each faculty member prepares and presents his/her professional development plan for the upcoming academic year (ER Folder 3-11). Completed Professional Development plans may be viewed upon request in the Office of the VPAAO. Instructors list long-term and short-term professional development goals and the process by which they will realize those goals and how that success will contribute to and enhance OPSU, its reputation, and its students' preparation. The completed professional development statement is approved by the dean of the school who then submits the form to the VPAAO.

At the end of the academic year, the dean and VPAAO evaluates the professional development form in regard to the success or the failure of the faculty member to fulfill his/her professional development plan. Because deans must approve faculty members' travel plans, which often involve research and professional presentations and/or participation opportunities and because of the dialogue at monthly school meetings, it is unusual for deans not to know about the success or the failure of the projected professional development plans. The reviewed plans figure into the deans' evaluation of faculty at the close of the academic year. Other items considered for deans' evaluations of faculty include teaching load, committee responsibilities, teaching evaluations, community profile/activities, campus activities, professional associations, research, and additional educational opportunities. The deans' faculty evaluations are then filed

in the Office of the VPAAO after the VPAAO and the individual dean discuss each faculty member's professional development success. Completed and approved professional development plans may be viewed in the Office of the VPAAO.

Faculty members may apply for sabbaticals to help use their research and education time in a productive way, usually to seek a terminal degree or advanced certification. Sometimes, they may relocate temporarily to live near or on the campus where they seek advanced degrees and prefer not to take a sabbatical. If such a situation occurs, faculty members may teach their OPSU courses online as one instructor did while pursuing his PhD. In another instance, when one professor's medical condition and need for a doctor's care prevented him from coming to campus on a regular basis, he taught a full load of classes online.

In addition, OPSU seeks help from its faculty, departments, and schools to promote the development of student learning and assessment on a regular and comprehensive basis. All academic departments have created, registered, utilized, and updated assessment plans for each major. Those plans are reviewed according to the plans' timelines each year and/or semester. Assessment plans were developed from the "grassroots" level with each faculty member participating in their design. Assessment of courses and programs provides results which are in turn immediately incorporated back into the teaching/classroom process involving syllabi, textbook adoption decisions/changes, assessment modifications, course content, support technologies needed, program modifications and changes, etc. Student learning and teaching strategies are continually considered, improved, re-invented, and implemented. For example, faculty used assessment results and a modified curriculum when the CIS faculty offered additional assignments in select courses used to fulfill requirements for the Computer Graphics Bachelor of Technology degree. This move allows students more experience in learning and utilizing graphic design and digital video production roles. In addition, some programs have changed assessment tools based on assessment findings. For example, social science faculty learned that pre-tests didn't necessarily reflect course content, so they have modified class pre-tests, post-tests, and class content as a result (ER Folder 3-12: examples of modifications). In the chemistry department, the pre-test and post-test scores revealed a problem with some mathematics concepts. The faculty modified the curriculum within the department and passed the information along to the mathematics department chair where similar changes were made to the college algebra curriculum.

Curriculum Committee and Assessment and Program Changes

To implement assessment-driven curriculum and program changes, faculty members initiate a petition to the Curriculum Committee to change, modify, add, or delete courses and/or programs and/or their descriptions. This petition then goes to the department chair and then to the school dean and then to the Curriculum Committee which meets once a semester. The first time a request is submitted to the Curriculum Committee, the request's merits and weaknesses are thoroughly discussed by the members who represent all departments and schools and the Office of the VPAAO. Requests may be approved, disapproved, or tabled.

If approved at this first reading, the request is reviewed at a second reading during a scheduled meeting the next semester. At the second reading, the request is either approved for integration into the University curriculum or disapproved. Once approved at the second reading, the item goes to Academic Council for final approval or non-approval at the University level. After that approval, it is sent to OSRHE for that body's approval. Finally, the change whether a modification, addition, or deletion appears in the next *General Catalog* and is reflected in semester schedules, students' graduation checklists, and program descriptions.

If the request is disapproved, departmental faculty and the dean of the school affected will reconsider the request, make changes to the request, or do no follow-up at all. If the measure is tabled at a Curriculum Committee meeting, the measure will remain on the table and not be discussed further unless it is taken from the table via the committee's established procedure based on *Roberts' Rules of Order*. With this curriculum-creating process closely followed, all university parties--not just the department or the school from whence the request comes--take extreme caution and interest in the development, adoption, and/or deletion of courses, syllabi construction, two-year and four-year programs, course content, and degrees. In addition, this process allows for programs to be monitored and updated as needed to fit a changing world of business, education, agriculture, and academia. For example, after discussions among the faculty of the departments of art and computer information systems, a new degree was created--the BA in graphic arts which combines both traditional art as well as computer graphics art. Faculty developed the new degree which included new courses, syllabi, and assessments in both departments and then presented it to the Curriculum Committee. After discussions, questions, and explanations, the Curriculum Committee approved the new degree program which has found great success and popularity. Utilizing the Curriculum Committee allows departmental

curriculums to stay current. For example, the Department of Music frequently changes or modifies its curriculum to incorporate classes in composition, to restructure music history courses, and to offer additional coursework in class instrumental courses such as piano and guitar in keeping with student interest and national trends. Such cooperation and creativity among departments and schools are typical of OPSU. Real dialogue occurs frequently; faculty members know, see, and interact with each other on a regular basis in meetings, while walking around campus, during travel to state meetings, and in casual conversations.

Rewards for Effective Teaching

OPSU realizes that it employs a vibrant and knowledgeable cadre of faculty and seeks to reward faculty members for their expertise in the classroom and in their fields and for their contributions to the University.

Rank and Tenure

Successful professional development and teaching are recognized via rank promotion and tenure acquisition. Full-time instructors may, every four-years, apply for rank promotion. After four years of full-time service to the University, faculty members may apply for tenure status. Applications for promotion to the ranks of "assistant professor," "associate professor," and "full professor" and applications for tenure are generated by the individual faculty member and are submitted to the department chair and then to the dean of the school. After the appropriate documentation is completed by the faculty member, chairperson, and dean, the application goes to the Rank and Tenure Committee.

The Rank and Tenure Committee considers each applicant individually and carefully reviews his/her application which includes requested artifacts and other items that the candidate for tenure or promotion may wish to include (ER Folders 3-13 and 3-14: sample dossier of a faculty member's application for rank advancement and a sample dossier of a faculty member's tenure application). After the committee makes a recommendation, the application goes to the University President for approval or disapproval, and once the President approves, the request goes to the BOR for its approval or disapproval. The complete requirements for advancing in rank and for the awarding of tenure appear in the *Faculty Handbook.*

Faculty members may be further rewarded by actions taken in the Office of the VPAAO when instructors receive advanced degrees, such as MA, MS, MFA, MT, EdD, DMA, or PhD. The VPAAO may, contingent upon the availability of funding, increase a faculty member's salary. In addition, faculty may be rewarded by receiving an increase in rank, going from "visiting instructor" to "instructor" or "lecturer" to "visiting instructor." The VPAAO often makes this decision after discussing the promotion with the instructor's department chair and/or dean. Other faculty awards come from other administrators.

Outstanding Faculty Member Awards

Deans often cite faculty members as Outstanding Faculty Members for an academic year. For example, the Dean of the School of Liberal Arts selects one or two faculty members, full-time or adjunct, who have contributed to the success or development of programs, recruiting, campus activities, etc. Deans may take the following into consideration for such recognition: university contributions, teaching prowess, successful completion of terminal degrees, creativity, dedication to the University, etc. Those faculty members who receive such recognition are given a framed certificate, and their names are engraved on a publicly displayed plaque that is updated each spring semester.

Even students support and recognize excellence in teaching as the yearly graduating class may select an Outstanding Faculty Member: someone who has positively influenced the majority of the class, a faculty member who has offered guidance to the class, a retiring faculty member, or simply a favorite instructor (EL link, ER Folder 3-15). Faculty members recognized in this way receive an engraved plaque at the spring commencement ceremony.

While neither of these recognitions carries a monetary award the way promotion in rank does, the University community frequently and publicly acknowledges contributions in teaching and student success.

Clerical and Teaching Assistance

In another way to support instructional faculty, OPSU affords, via its yearly operating budget, the opportunity for each full-time faculty member to hire a student assistant (EL link, ER Folder 3-16: list of faculty who have office assistants and the number of hours per week they work). The responsibilities of this office assistant help decrease the time and energy that an

instructor might expend to fulfill his/her obligations in light of the amount of semester course hours that he/she teaches. Student assistants' duties might include filing, grading, researching, preparing class materials, serving as occasional class "substitutes," and the like. Normally, student aides major in the field of the instructors who have hired them. Some department chairs and school deans, such as the Dean of the School of Education and the Dean of the School of Agriculture, employ full-time, professional support personnel to help execute their official duties.

Scheduling

To support faculty, OPSU seeks the input and recommendations of faculty members when curriculum schedules are created. The Office of the VPAAO initiates this discussion by creating a timeline for the production of semester curriculum schedules which is shared with all the school deans. Then, the school deans consult with faculty members to design semester faculty teaching schedules and loads. Consideration is given to accommodate meetings, labs, etc. and to make the most judicious use of instructors' time. Rarely are faculty members "forced" to teach a certain course at a certain time or in a certain location. Faculty members volunteer to teach summer or interterm courses which help to augment faculty salaries -- when the University budget allows that option.

OPSU considers 27 hours per year to be a "full-load" for the average faculty member. Faculty who teach more than this may apply for overload pay at the same rate per credit hour paid to adjunct faculty. Faculty teaching summer school and interterm classes are also compensated at the adjunct rate. This load is consistent with comparable institutions in Oklahoma.

Technical Assistance

Again, as the University budget accommodates, OPSU provides up-to-date technology to instructors, both part-time and full-time. Faculty offices, even those utilized by adjunct instructors for the most part, have at least one Internet-connected computer, at least one printer, and often a fax machine. Not only is office technology present, but also classroom technology helps faculty in their teaching success and course development. For example, a speech communications professor in the School of Liberal Arts has implemented technology in his

speech communication classrooms: SpeechGrader 2.1PB 4-35 by Boethos Software. This Microsoft Excel-based program allows him to evaluate speeches as students present them in class. The software includes a user-adaptable grading rubric, a course grade book, and an attendance tracker. With the use of a laptop computer, the professor can assess students on up to 29 separate grading criteria, house results of those assessments, assign point values for each criterion, time student speeches, and ultimately compute final course grades.

Nearly half of the campus classrooms contain SmartBoards and collateral support equipment; all faculty members are trained to use this equipment. Such technology allows faculty and their students to keep their fingers on the pulse of innovation, research, the latest developments, and current events news in fast-paced fields like politics, science, computer information technology, and nursing. With the help of Internet-based teaching support and tools, faculty can actually display for their students art works, musical passages, current events, scientific experiments, and medical procedures rather than just attempting to describe them with mere words. This "expanded" teaching reaches all types of learners whether they are auditory or visual. In addition, student teachers educated at OPSU will step into their future public school classrooms containing state-of-the-art equipment, so OPSU must allow its students to keep abreast of innovations in the classroom.

To offer campus-wide technical equipment support, OPSU retains three full-time employees who install new equipment and repair broken equipment and interrupted online services. They also prevent problems through scheduled troubleshooting and maintenance. All faculty members receive training on new technologies, such as the SCT Plus system which may be accessed from faculty offices. SCT Plus is the umbrella term for OPSU's enterprise application software system. Its three main components include IA-Plus Student Information System (SIS), IA-Plus Financial Records System (FRS), and IA-Plus Human Resource System (HRS). Faculty members now have access to SIS while administrators have access to SIS and FRS. As the SCT system develops and is enhanced on campus, faculty training continues as needed. SCT supports all academic records of the institution, thus ensuring that faculty members have the ability to access course enrollment numbers, classroom use, student profile information, student transcripts, and student schedules. Faculty members now have the capability to enroll their advisees in courses via SCT which saves both the advisor and the advisee time during busy enrollment periods.

Furthermore, the OPSU website supports some individual faculty members' websites devoted to their classes and campus and classroom activities such as theatrical production rehearsal schedules, writing and reading paper assignments, due dates for assignments, and course syllabi. Instructors also can access the OPSU website (www.opsu.edu) to download documents for their professional use, including forms for travel, reimbursement, personnel issues, grade change, course waiver, course substitution, class by arrangement, etc.

Faculty members utilize their expertise to serve on campus committees for entities such as the library, No Man's Land Museum, curriculum, deans, Academic Council, student special accommodations, cultural and fine arts events, Student Senate, assessment, athletics, personnel and *Student Handbook*s, safety, financial aid, scholarship, grounds, etc. Such service opportunities provide faculty members with the ability to exchange, research, and note pedagogical strategies and contemporary issues in higher education in the state, across the nation, and in current events on campus. The Online Instruction Committee (OIC) is a prime example of this sort of interchange that led to progress for faculty, students, and the institution. The OIC planned, initiated, and now supports a growing list of online courses in all academic arenas of the institution.

Faculty members who wish to develop online delivery of a course already in the catalog need only to clear the offering of the course with their dean and the OIC. Once the instructor is added to the platform, he or she can use the tutorials to help develop the materials for online delivery of the class. These classes count in the faculty member's teaching load. Those faculty members who wish to develop new course offerings must pass the proposal through the Curriculum Committee and Academic Council before offering it online.

Conclusion to Core Component 3b

From their first day of employment on the OPSU campus to their last, faculty members contribute to the fabric of OPSU by participating in decisions affecting the institution's curriculum, course scheduling, hiring, policy, and future. A faculty member's creativity, expertise, ideas, or contributions are given full consideration and credence in all aspects of the institution's life. A plethora of avenues is available whereby faculty help, serve, design, determine, drive, and implement campus policy and change.

Criterion 3c: OPSU creates effective learning environments.

In the fall of 2003, OPSU established University College (UC) to "address the student academic needs during the freshman year and facilitate the matriculation of students into majors for the success in their educational goals" (ER Folder 3-17). Its establishment provides one method of retaining students and helping them toward their goal of a college degree. OPSU is one of six regional universities authorized by the OSHRE to offer two-year degrees. This authorization allows OPSU to utilize the two-year model of admissions and enrollment to afford the opportunity for attendance to many students who would otherwise be unqualified to attend a four-year institution of higher education. These students are admitted into the UC Bridge Program that offers courses which provide remedial instruction to students in communication skills (reading and writing) and mathematics skills. These students matriculate into the OPSU AA/AS/AAS degree programs through the oversight of the UC. Upon completion of the Bridge Program, the students will be eligible to matriculate into their chosen majors within the baccalaureate programs. The UC works with both students and baccalaureate granting schools within OPSU to facilitate student transition from the UC to a major program.

Statistics

Students in need of remediation in mathematics and communication skills (reading and writing) are required to take and successfully pass the bridge (developmental education) courses in these subjects in order to prepare them for college level courses. More than half (66.1% in fall 2009) of the entering freshmen are placed into at least one developmental course. In order to successfully complete these pass/fail courses, students must earn an "S." Upon entry to the UC Bridge Program, students designate a major of interest and are placed in the appropriate AA/AS/AAS degree plan. This process allows students to pursue courses relevant to their chosen degree plan concurrently with their developmental coursework. In conjunction with the deans, AA/AS/AAS degree programs are overseen by UC, as is advisement for the students in the Bridge Program. Students follow program degree plans tied to their intended majors that describe courses for first- and second-year students, and a "roadmap" is provided for students to utilize in the attainment of their educational goals (Blank "roadmap," EL link ER Folder 3-18). Upon completion of the bridge program courses, students will be eligible to matriculate into their

chosen major within the baccalaureate programs regardless of whether or not they have completed all AS/AA degree program requirements.

University College is one way that OPSU creates effective learning environments for its students. In addition to providing regular classes and classrooms, OPSU also provides non-classroom learning opportunities and environments in the form of "O" Day for new students, academic honor and service clubs, and laboratory experiences for its students. To further learning, OPSU also provides various academic services.

Academic Services Center and Tutoring

The Academic Services Center (ASC), located within and overseen by the UC, provides assistance in mathematics, writing, and reading comprehension on a walk-in or appointment basis. These services free of charge. Tutoring services are also provided for college level coursework for all students enrolled at OPSU. The ASC provides facilities and tutors to support study groups for specific courses at student/instructor request. UC faculty members also provide one-on-one and/or small group tutoring on Fridays at the ASC in their subject areas of instruction.

Faculty members provide advising for students to enable them to choose the best courses and environments for them. To further promote student learning, the Office of Counseling, career Services, and Testing is available for students with academic or personal conditions or problems which might interfere with their learning.

The Office of Counseling, Career Services, and Testing coordinates the functions of the Student Accommodations Committee. This committee provides support to students with physical and/or learning disabilities. Physical support services are designed to enable students with physical disabilities to participate in University activities in the classroom as well as outside the classroom and to attain the highest degree of independence possible. Academic assistance for students with learning disabilities is monitored by the Student Accommodations Committee, composed of the Director of Counseling, Career Services, and Testing; the Director of Student Services; the Director of the University College; and four faculty members. Students provide appropriate documentation of their learning disability to the Office of Counseling, Career Services, and Testing along with their request for applicable accommodations to address each individual's learning needs. The committee collaborates as a team to approve or modify the

requests to best address the needs of the students. The Director of Counseling, Career Services, and Testing is responsible for notifying affected faculty members of approved accommodations necessary for each student.

Traditionally, the classroom has been the center of faculty teaching and student learning. The increasing utilization of technology in teaching and learning has provided significant changes both in the classroom and beyond. OPSU provides technology to enhance student learning. This technology and its use can be seen in the institution's Distance Learning programs which include ITV broadcasts of classes, online delivery of courses, online library access, and off-campus courses in the Guymon Classroom. On the OPSU campus and also in the Guymon Classroom, the institution provides computer labs for student use and classroom instruction in addition to traditional classrooms. Many of the traditional classrooms now have SmartBoards and wireless Internet access to aid student learning and access. In both electronic and traditional classrooms, the University values small class sizes, personal interaction with other students and faculty, and comfortable and convenient study areas to facilitate a collaborative learning community. For the on-campus student, numerous student study and lounge areas exist in buildings across campus. These areas/lounges, along with the buildings in which they are located, are listed below.

- Academic Services Center--SL;
- Taos Muncy Rodeo Study Lounge--SAB;
- Computer lab/study area--SAB;
- Education Media Workroom--HMH;
- Sam Nelson Memorial Study Lounge--HMH;
- Art Department Studio Lounge--HSH;
- Computer Lounge/Lab--NC;
- Carter Hall Computer Labs--CH;
- International Student lounge and Student Senate Room--HFH;
- Hispanic Student Service Lounge--HFH;
- Student Senate Office--SUB;
- Commuter Lounge--SUB;
- Lounge--HS Lobby;
- Lounge--SAB Lobby and Hallways.

Criterion 3d: OPSU's learning resources support student learning and effective teaching.

OPSU supports student learning with a plethora of resources. The most fundamental resource available to support student learning is the effective and dedicated faculty committed to helping students achieve their goals. See Core Component 3b and Criterion 4 for more information. OPSU is a teaching institution; research and publishing are not a requirement of continued employment. OPSU stresses the value of good instruction; the institution's faculty read and research course materials in their teaching areas as a priority to improve and update their curriculum. To assist faculty and students in this learning endeavor, OPSU provides technical, laboratory, library, and classroom resources. The following paragraphs provide an overview of these supportive resources.

OPSU Physical Facilities

The University occupies a 120-acre tract of land in the western portion of Goodwell, Oklahoma. The campus facilities include the University farm which consists of a 2,100-acre tract of land one mile southeast of the campus utilized as a livestock and crops laboratory. A major portion of the farmland is under irrigation with four wells on the premises. The Student Union building houses the cafeteria, snack bar, ballroom, bookstore, commuter lounge, and offices for the Student Senate and campus nurse. The Noble Cultural and Activity Center is a multi-million dollar facility dedicated to meeting social and recreational needs of OPSU students.

Faculty and students make use of nearly all campus facilities. Classes are housed in Carter Hall, Sewell-Loofbourrow Hall, Hesper Hall, Hamilton Hall, Hughes-Strong, Hefley Hall as well as the Science and Agriculture Building, Noble Center, Oscar Williams Field House, Firestone Meat Lab, and some OPSU farm buildings. Many classrooms have been rewired so faculty can make use of the latest technology teaching tools. Three large lecture rooms are available: 101 Hefley Hall with 75 seats, 139 Hamilton Hall with 100+ seats, and 101 SAB with 125 seats. Although lack of space always seems to be a problem for a school this size, OPSU manages classroom assignments adequately. In addition to traditional classrooms and lecture halls, twelve computer laboratories are available to students to use to complete assignments or other coursework: five in Carter Hall, one in the Noble Center, one in Hamilton Hall, two in the

Guymon Classroom, and three in the UC area in Sewell-Loofbourrow Hall. There are also student access computers in the library, dorm lobbies, and the Apartment Clubhouse (ER, EL link, ER Folder 3-19: campus map)

Marvin E. McKee Library

The OPSU library resources play an integral learning role at OPSU. It is here that students and faculty have significant access to the research and review that builds the knowledge base from which the University strengthens pedagogical practices in its faculty, which in turn imparts these practices to students.

Second only to faculty, the library encompasses many of the major learning resources available at OPSU. As listed in the FY 2010 Education and General Budget, a total of $465,494 is allocated to Marvin E. McKee Library for this function (FY 2010 Budget, ER bookshelf).

Faculty librarians provide library instruction for each academic school within the University. Working collaboratively with professors and instructors, the librarians teach individual and curriculum related basic and advanced library research strategies to General Education and upper-level classes. Students complete an evaluation of each instructional session. Librarians also provide new faculty members with a library orientation to familiarize them with McKee Library resources and services.

The American Library Association (ALA) and Association of College and Research Libraries (ACRL) Standards for College Libraries 2000 were implemented during that same year. These new standards continue to consider new acquisitions or "inputs," but they also take into consideration losses and removals or "outputs" which serve to quantify the work done. They also focus on ways library users change as a result of their contact with the library's programs and resources or "outcomes." Librarians are currently creating and tracking measurement and assessment tools to meet the new standards' expectations. Assessment tools currently in place include a survey and information literacy competency standards.

McKee Library distributes and analyzes a User Satisfaction Survey either fall or spring semester each year (EL link, ER Folder 3-20: questionnaire and percentages of responses). To assess information literacy, OPSU follows the Information Literacy Competency Standards for Higher Education, approved by the board of the Association of College and Research Libraries (ACRL) to guide all library instruction lesson plans. The UCSS 1111: Student Success Seminar

library assignment targets basic library knowledge in order to help students locate, identify, and access library resources and services (ER Folder 3-21: copy of assignment). OPSU participates in a statewide AT&T-funded information literacy grant to improve retention and graduation rates in seven peer academic institutions. This grant, entitled "Successfully Completing College: Developing Integrated Information Literacy Skills," funded pre-testing for a core group of freshman students in the OPSU Student Success Seminar class. The Standardized Assessment of Information Literacy Skills (SAILS) test provided a benchmark for assessment. Design standards were defined for online tutorial programs, and instructional guidelines were established to ensure each module includes elements needed for effective instruction. ACRL Information Literacy Competency Standards for Higher Education are also used in the SAILS testing (ER Folder 3-22).

Professional librarians are responsible for the operation of all aspects of the library. Library faculty liaisons are responsible for collection development and faculty communication in each university school and other areas. Trained support staff and student employees work to provide over 70 hours of library operation per week. Electronic equipment available in McKee Library includes a local area network server (LAN) connecting 30 public terminals and 12 staff computer terminals and laptops to wireless and fiber optic Internet access. A coin-operated photocopy machine and microform printer, microfilm readers, a printer for the 30 public terminals, compact disc players, video tape viewing stations, cassette tape players, DVD viewing stations, and other basic audio visual equipment are included in the library's holdings. A projector and laptop computer for PowerPoint presentations provide current technology implementation for librarians. For students, the library has recently implemented a laptop computer check-out program.

Electronic information resources include Online Computer Library Center (OCLC) FirstSearch, SIRS Discoverer Deluxe, and EBSCOhost online databases that are accessible through a statewide consortium contract via the Oklahoma Department of Libraries, the Oklahoma Library Technology Network, and OneNet. Other online resources include PsycINFO, Wilson Web, NewsBank, Merck Index, Comm Search, AGRICOLA, Oklahoma Periodicals Index, Reference Suite @ FACTS.com, SCIRUS, MEDLINE, Children's Literature Comprehensive Database, ERIC, Britannica Online, Grove Dictionaries of Art and Music, Original Sources, Magill on Literature and Authors, World History Full Text, and New York

Times Electronic. Campus-wide and remote access to these electronic resources is available using remote authentication.

The Online Public Access Catalog (OPAC) provides web-based access to the holdings of McKee Library using the ExLibris Voyager Web Voyage software. All students, faculty, and staff can search McKee Library materials holdings at any computer with an Internet connection. Word processing is available on designated computers. The library system of the 10 colleges and universities governed by the BOR adopted an integrated library automation system using ExLibris Voyager software. This system includes cataloging, acquisitions, serials, circulation, and web voyage modules.

Interlibrary loan service is available for university patrons. Access to most Oklahoma academic libraries is available through the OK Share Card. OPSU faculty members, students, and staff can obtain a card at Marvin E. McKee Library and check out materials at other participating libraries. Marvin E. McKee Library provides packaging and postage to return the materials to the lending library.

Bookstore and Book Rental System

For many courses, OPSU provides students the opportunity of renting their textbooks with the option of buying. Students may rent books at a rate of $8.00 per course per credit hour a considerable savings over the purchase cost. The bookstore provides students with a place to purchase all required/recommended textbooks as well as supplies, art supplies, and photocopying necessary for their assignments. OPSU provides textbooks for its online and ITV students who receive instruction in off-campus locations. The bookstore, open a minimum of 40 hours a week, supports learning by supplying textual items and computer software that assist the students in building their knowledge bases in general and professional areas. Students may purchase Office Enterprise Edition and Windows OS software from the OPSU bookstore for a nominal media cost. This software is provided as a student support service via University site license purchased from Microsoft Corporation.

Academic Support

OPSU provides learning assistance for all students. Because OPSU offers associate degree programs, it is able to admit students who do not meet minimum admission criteria for baccalaureate programs to an associate's program. See Core Component 3c above for more detail on UC. Thus, many students who would otherwise have little chance of enrolling in other universities are accepted at OPSU with a nurturing hand extended. The University College (UC) provides developmental coursework in the areas of reading, mathematics, and English, as well as advisement and counseling. Portions of the program are offered with computerized instruction as well as traditional methodology. The UC Academic Learning Center (ALC) is located on the third floor of Sewell Loofbourrow. Its location in a central building and convenient hours (day and evening) make it optimally accessible to OPSU students. The facility, supervised by the UC director, provides tutorial services and a place to type papers. The ALC is open not only to students in UC but also to any student who may need tutorial help in various courses, primarily the General Education courses.

Counseling

All OPSU students have access to personal counseling should the need arise in the Office of Counseling, Career Services, and Testing located in Hamilton Hall. This office provides this service along its other services, including accommodating students with disabilities.

Interactive Television (ITV)

In 1998-99, OPSU doubled the capacity to send and receive programming through a regional and statewide interactive television network (ITV). This capability enables OPSU to make programs and courses available to students and other Panhandle residents. OPSU does not offer any master degree programs; however, in an effort to communicate with and provide leadership for P-12 teachers in the five state area, the University, through partnerships with other state universities (Northwestern Oklahoma State University and Southwestern Oklahoma State University), has made available graduate level work for the Masters degree in Teaching and the Masters of Business Administration through the OPSU ITV classrooms. Several faculty and staff members have taken advantage of these programs to earn one of these Master's degrees. OPSU

partners with the public school systems of the area by using the network to deliver specialized classes to area high schools. In addition, the University serves area businesses by receiving state-required education programming in various areas such as accounting, emergency planning, etc. One of the programs that benefits the OPSU service area is an Associate of Applied Science (AAS) Degree in Nursing which was developed in 1996 at the same time as the BSN program. This degree was originally brought to OPSU from OSU-OKC via ITV with the clinical portions of the courses taught in local hospitals. The OSU-OKC AAS in Nursing program provides much of the curriculum online to students on the OPSU Campus. Nursing faculty on the OPSU campus provide laboratory experiences and supervise clinical experiences in local healthcare facilities. The faculty and students at both locations continue to utilize ITV for monthly program communication.

Continuing Education

The University employs a full-time Director of Adult and Continuing Education. Through this office, the University works collaboratively with area residents and businesses to provide numerous lifelong learning opportunities. Both credit and non-credit courses are offered and include computer applications, Web 2.0 technologies, Spanish conversation classes, and EMT training. The Office of Adult and Continuing Education also provides some training classes for local businesses; all of these courses contribute to the economic development efforts of the University. This activity is centered in the OPSU Guymon Classroom which has two classrooms/computer labs equipped with SmartBoard projection systems and Internet access.

Technology Resources

The University hosts twelve computer laboratories and the McKee Library computers. Five labs are housed in the Computer Information Systems (CIS) department, one lab in the Industrial Technology department, one lab in the Noble Center, two in the Guymon Classroom, one in the School of Education, and three in the UC. The McKee Library has 25 computers available for producing papers, presentations, and research. These labs contribute to OPSU's mission by providing numerous technologies whereby students gain knowledge and experience that will aid them in their preparation for "roles in agriculture, business, education, government, and industry." All labs provide OPSU students access to the Marvin E. McKee Library online

resources. The CIS and education labs host numerous training sessions for faculty and Panhandle area residents. In addition, many areas of the campus have wireless access for all users. This contributes to the lifelong learning portion of the OPSU and schools' missions.

Technology Resources Available to Faculty

All full-time faculty members are furnished with a computer, printer, and Internet access. Computers are equipped with DVD/CD-ROM capability. Software assistance is provided through technology services, the CIS department, and the individual members in their areas of expertise. The goal is to assure that each faculty member has computer power adequate to use services available through the A&M system-wide computing system.

Communication with students is another important factor that is enhanced by the availability of email, Web 2.0 tools, and other forms of electronic communication. Many course syllabi include email addresses and web pages whereby students may gather information and correspond before, during, and after course work (ER Folder 3-23: sample course syllabi).

The School of Business and Technology; the School of Education; the School of Agriculture; the School of Science, Mathematics, and Nursing; and the UC have secured additional laptop computers so that all members of the department have a portable computer in addition to their office computers allowing instructors to take the computers directly into their classrooms to hook up with the Internet and do multimedia presentations which model technology integration to their students.

The strength of OPSU's technology lies in the availability of technology to the students and faculty. With Internet drops in all classrooms, wireless service available on most of the campus, and computer projection equipment in key classrooms, faculty and student presenters almost anywhere on campus may perform high-tech presentations. Students and faculty are provided access to the newest technology. A survey of faculty done in spring of 2008 indicates extensive use of computer resources in teaching and faculty development (EL, ER Folder 3-24).

A recent survey of School of Education faculty and teacher education students shows an increase in the use of technology both in instruction and learning (EL link, ER Folder 3-25).

Data collected from three education portfolio reviews, teaching internships, course work, student files, etc. needs to be tracked and analyzed. In order to manage all this data toward meaningful analysis and application, the School of Education has developed a student database.

The Field Placement Director (FPD) uses current technology to assist with the organizing and using of the collected data. In addition to the student database, the School of Education is using Foliotek, an online portfolio program, to further assess the education programs. Evidence of both the student database and Foliotek are available only upon request in the School of Education office. The School of Education hosts technology training for public school educators in the Education Computer Lab. As part of their professional development activities, two education faculty members have been trained as Master Technology Trainers and assist in the lab and in other area labs with this training. The instructors are also given release time to do training sessions in area schools. Sessions have involved the School of Education faculty in technology training for the P-12 schools with over 200 teachers being trained.

Every faculty and staff member within the School of Agriculture has a desk-top computer, laptop computer, and Internet access. Each also has access to a large copier. The Science and Agriculture Building, the newest on campus, has SmartBoards in all classrooms and in most labs. All lab facilities have state-of-the-art equipment which allows the agriculture faculty to remain on the cutting edge of teaching technology. These facilities and technologies make OPSU's graduates very appealing to future employers and graduate programs. The School of Agriculture has nearly a 100% success rate for its graduates in obtaining employment or being accepted into graduate programs (ER Folder 3-26, list of graduates and jobs attained or programs accepted).

The School of Business and Technology faculty utilizes the computer information system department's network for file and printer sharing via virtual servers hosted on an ESX server and a 12 Terabyte SAN. In addition to office computers and laptops, every classroom is networked and equipped with SmartBoards and projection systems.

Additional Resources

Teacher education students and public school teachers have a variety of resources available to them from the University. Hamilton Hall hosts three resource rooms for the School of Education:

- An Art Resource Room (Hamilton Hall 109) houses various art and music media to assist students in the EDUC 3333: Methods and Materials/Creative Arts class. Students and guests may use this room to laminate project materials, find

materials to create appealing and interactive bulletin boards, and use the piano to work on developing musical skills necessary for the elementary classroom teacher. A computer with Internet accessibility is located in this room for viewing relevant software and downloading usable materials.

- The Computer Software Resource Room (Hamilton Hall 119) houses the Education Computer Lab. The lab has recently been equipped with over $4,000 of educational software. Teacher candidates in methods and educational technology courses evaluate and utilize these programs in conjunction with developing quality lesson plans and learning environments. P-12 teachers are welcome to examine the various software packages.

- The Curriculum Resource Room (Hamilton Hall 108) is available to teacher education candidates for inspection and use of state approved textbook curricular packages.

In addition to school resources areas for students in the School of Education, the Marvin E. McKee Library hosts two important resource areas. The children's literature resource area in the Youth Collection gives students exposure to a wealth of literature appropriate for many age levels. The circulating Curriculum Collection houses adopted materials currently used in Oklahoma public schools. University students and faculty as well as public school faculty and other visitors to the library have access to this collection to compare, contrast, and review curricula used in the public schools. A separate room near the Curriculum Collection, the Textbook Review Center, houses new P-12 curricula on the adoption consideration list.

Assessment

All academic schools and University College within OPSU continually assess all phases of their programs, including the use of resources by students and faculty as evidenced by the material seen in the assessment plans (ER File 3-1). Assessment practices at OPSU are discussed in detail in Core Component 3a.

Conclusion

OPSU believes it has met or exceeded all of the requirements and core components of Criterion 3. Its participation in the HLC Academy for the Assessment of Student Learning has improved its assessment practices. The institution's physical, technological, and human resources ensure that students are acquiring the knowledge and experience necessary to compete and thrive in an ever changing and diverse world.

Criterion 4: *Acquisition, Discovery and Application of Knowledge*

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

In addition to its statement of valuing a life of learning in its mission documents, the administration of OPSU and Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (BOR) have worked to ensure that students, faculty, and staff value lifelong learning and scholarship. The documentation for this support begins with the OPSU mission statement. See Criterion 1.

The educational priority of OPSU to facilitate learning is stated in the strategies of the first goal of the ongoing strategic plan. The strategies include attracting and retaining a qualified, diverse faculty and staff; assessing to improve learning and teaching; supporting faculty and staff development; elevating pay scales for faculty and staff to at least the average level for peer institutions; ensuring success to at-risk students; offering two- and four- year degrees; providing a general education for all students, implementing policies and procedures for distance learning, and exploring new degree and certificate program opportunities.

Faculty

OPSU is committed to hiring and retaining the most qualified and diversified faculty available. It seeks to do this by offering opportunities for professional development and ongoing assessment and review of the current faculty.

OPSU currently employs 61 full-time faculty members. Of this number, 54 are full-time faculty or deans, and 7 are full-time coaches/faculty. This is an increase in full-time faculty from the previous visit when there were 50 full-time faculty members with 46 of those being full-time faculty or deans and 4 full-time coaches who also hold faculty positions. Hiring visiting instructors to replace retiring faculty, faculty moving, and hiring assistant coaches to teach has resulted in the percentage of terminal degrees dropping slightly. These additional hires were necessary due to the enrollment increase and demand for courses. However, two members of the

full-time faculty will receive terminal degrees spring 2010, and three others are working toward terminal degrees in their fields (ER Folder 4-1, Faculty retention and degrees).

The faculty members at OPSU are an invaluable resource. The *Faculty Handbook* clearly states that a life of learning is a philosophy which OPSU is constantly striving to achieve. "The philosophy of faculty development is to keep the faculty involved in the learning process by participating in a program of professional activities that will enable faculty to increase knowledge through scholarly endeavors" (*Faculty Handbook* p. 40).

Professional Development

Faculty are encouraged to seek professional development which is defined as "participation in and promotion of activities which cause individuals to further themselves in academic endeavors, creative efforts, institutional decision-making, professional participation, and other professional growth-oriented activities in their respective field of employment" (*Faculty Handbook* p. 40). OPSU understands that professional growth is needed to be a good teacher. The responsibility for the oversight of professional development lies with "a committee composed of the Vice President for Academic Affairs and Outreach and each dean" (*Faculty Handbook* p. 40) and is to be reviewed on an ongoing basis. Each faculty member completes a professional development plan which is updated yearly and approved by the dean of the appropriate school as well as the VPAAO. These may be seen in the Office of the VPAAO. Professional development at OPSU is an ongoing process. The following statements from the *Faculty Handbook* point this out: "Each faculty member may be allocated funds for approved faculty development projects. Faculty development projects will be evaluated and approved or disapproved, as funds allow, by a committee appointed by the President consisting of the VPAA and a minimum of three faculty members. Faculty will be notified of the committee decision and approved projects will be forwarded to the VPAA for reimbursement in a timely manner" (p. 40).

Opportunities for summer professional development and research funding have also been available from the Baughman Foundation (ER Folder 2-3). OPSU also recognizes that sabbatical leave is an important component for development of faculty and offers a sabbatical leave for those faculty members who have not yet achieved a terminal degree so that they might take the time to be in residence at the university from which they are seeking the degree. OPSU has a

specifically outlined policy on sabbaticals and its qualifications and restrictions in its *Faculty Handbook.*

Faculty, staff, and their immediate families may take courses at one-half the regular tuition rate. Faculty and staff may also take tuition-free, one three-hour course each semester.

Since the last self-study and evaluation team visit, five faculty members have received MFAs, MAs or other forms of certification in their academic areas. In addition, three others are engaged in working toward a terminal degree or other certification. One faculty member has certification in teaching MAYA programming, one of only a handful of people in the US to have completed the rigorous program.

Academic Freedom

OPSU values the academic freedom of its faculty and students. "Freedom in research is fundamental to the advancement of truth. Academic freedom is fundamental for the protection of the teacher and the student. It carries with it attendant responsibilities" (*Faculty Handbook* p. 41). The teacher is entitled to full freedom in conducting research, subject to the adequate performance of other academic duties; however, research for pecuniary return must be previously approved by the administration of the institution and be consistent with the Regents' policies and laws of the State of Oklahoma. Additionally, the teacher is entitled to freedom in the classroom to discuss appropriate, germane subject matter. However, OPSU recognizes that

> The University teacher is a citizen, a member of a learned profession, and an employee of an educational institution. When a faculty member speaks or writes as a citizen outside the classroom, that person should be free from institutional censorship or discipline; however, the special position held by the faculty in the community imposes special obligations. As a person of learning and a professional educator, a faculty member must remember that the public may judge the entire profession and the institution by the individual's utterances (*Faculty Handbook* p. 41).

Recognition of faculty, students, and staff occurs when their achievements are publicized through a variety of sources such as the student newspaper (*The Collegian),* email press releases from the Office of Campus Communications which are distributed campus-wide as well as to

area newspapers; campus electronic announcement boards; the *President's Update*, and "Inside OPSU*"* broadcast on PTCI Channel 2.

Scholarly Activity

OPSU is not a publication-centered, research university; however, scholarly activity is highly valued as it relates to teaching and learning. Many faculty and students are highly involved in some type of scholarly work. Faculty members present papers at conferences sponsored by professional organizations or hold offices in those organizations. Some faculty members are highly valued as speakers about regional history by entities in Oklahoma and the surrounding states. OPSU and its faculty are consistently involved in stimulating organizational and educational improvement in their respective fields. Faculty involvement in scholarly work is contained in detail in the Evidence Room (ER Folder 4-2). However, a few examples are important to point out here:

- Various faculty members of the School of Liberal Arts have presented papers and given public and scholarly presentations on the Santa Fe Trail and the Dust Bowl; composed and published musical pieces; presented a program at the Woody Guthrie Folk Festival; participated in and held leadership roles in the Popular Culture Association; published works and presented papers at psychology conferences;
- Faculty in the School of Business and Technology have presented papers at the International Conference on Knowledge Management in Columbus, OH; presented "Web 2.0 and Economics in the Classroom" at the Gulf Coast Economics Teaching Conference;
- School of Science, Mathematics, and Nursing faculty have served as Middle Level Mathematics OSAT Exam evaluators, assisted in re-writing this exam for the Oklahoma State Department of Education, and participated in and received training to become a National Reviewer of Mathematics Program Reviews for the National Council of Mathematics (NCTM) and NCATE;
- School of Agriculture faculty have presented papers at the American Society of Animal Science meetings; a paper on radio frequency identification in Montreal; collaborated with UC for a presentation on Authentic Assessment in Meats

- School of Education faculty have participated in NCATE activities on a regular basis in Oklahoma, served as NCATE evaluators for other institutions, and presented papers at state teacher education meetings.
- Faculty librarians have presented papers and posters at the Oklahoma Library Association, Mountain Plains Library Association, and the American Library Association. In addition, they have chaired workshops and conferences for these same associations.

Staff

The University is committed to staff development and training for its employees. Departments are encouraged to promote the development and training of their staff. Time off during working hours may be given for professional development activities. Permission to enroll in and attend staff development training opportunities during normal working hours must be obtained through regular supervisory channels.

Training and development activities are open to staff employees. Workshops, seminars, webinars, guest speakers, presentations, and other developmental activities designed to improve the administration of University functions are occasionally offered. Job safety presentations are made quarterly and required of all staff members. Some examples of recent staff development activities have included the following:

- Taking classes toward improving skills or degree completion through the OPSU free or reduced tuition offered to staff members;
- Taking continuing education on-line credits related to their positions;
- Traveling to participate in seminars and additional training;
- Attending workplace safety presentations on campus;
- Participating in webinars on improving workplace skills;
- Meeting on campus with enrollment management specialists from other universities.

A more complete list of staff development activities is found in ER Folder 4-3.

While the University reserves the prerogative of scheduling staff development training time to meet its service requirements, it also expects each department and supervisor to make sure that each person under his/her supervision is allowed to participate in University-sponsored

staff development opportunities. No employee should have to make up time spent attending these programs (*Staff Handbook* p. 40).

The University recognizes and encourages all of its employees to participate in creative and scholarly activities as an inherent part of the educational process. All University personnel, in accordance with the University's policy and basic objectives of promoting creative and scholarly activities, are free to develop, create, and publish copyrightable works. The University owns all works created through the use of state equipment, facilities, or on state time. Such ownership may be granted in whole or in part to the employee on request. Disputes arising over royalty sharing for University-commissioned works shall be referred to the University attorneys (*Staff Handbook* pp. 45, 47).

Students

Students are the life of OPSU, and their education is the highest priority of the University faculty and staff. OPSU faculty and staff members take pride in the individual attention they provide their students. A new student, freshmen or transfer, is assigned to an official faculty advisor who assists the student as a registration and academic advisor and works with each person individually. The advisor will arrange meetings with advisees to discuss grade reports, absence reports, enrollment, and degree plans. Advisors also provide help and encouragement as needed (*Student Handbook* p. 5).

Student personal and career development is essential to the students' transition to the campus and to success during the students' time here as well as later in life. OPSU wants students to have a comfortable transition to the institution's campus; the Office of Counseling, Career Services, and Testing is a valuable resource as it provides comprehensive services including personal counseling, career exploration, placement, and testing services (*Student Handbook* p. 7). More information about the services of this office can be found in previous chapters. New student orientation (the O-Day Program) is fundamental in developing the new student's identification with the basic values and goals of the University. It is one full day of fun, learning, and team building (*Student Handbook* p. 11).

OPSU provides students with aides focusing on the student by providing them with the tools that they need to succeed in University scholarship and learning. The bookstore maintains a complete inventory of all required textbooks, supplies, study aids, laboratory manuals, novelties,

and apparel (*Student Handbook* p. 6). Many of the textbooks are available on a rental basis, saving the students the financial hardship of purchasing textbooks. The University has computer labs available on campus along with copiers at the McKee Library and at the bookstore.

The Marvin E. McKee Library provides resources, instruction, and services to help all students locate, access, and use information for their studies. Materials are available in various formats including print, DVD, video, microfilm, cassette, CD-ROM, and online. Computers with MS Office Suite and Internet access are available in the library. More than 30,000 electronic books and hundreds of thousands of digital journal articles are available 24/7 from any Internet terminal (*Student Handbook* p. 10).

OPSU provides students the opportunity to develop community with one another through athletics--both intercollegiate and intramural--and through various campus organizations representing most academic areas of the University as well as honor and service organizations (*Student Handbook* p. 12).

For intercollegiate athletics, the institution is a member of the Heartland Conference in Division II (DII) of the National Collegiate Athletic Association (NCAA); the Independent Football League (IFL); the National Intercollegiate Rodeo Association (NIRA); the National Cheer Association (NCA); the Intercollegiate Horse Show Association (IHSA); and the National Versatility Ranch Horse Association (NVRHA). The institution sponsors 10 NCAA sports, men's and women's rodeo, equestrian, and coed cheerleading. Integral to its participation in NCAA DII is the Student Athlete Advisory Committee (SAAC). Currently, an OPSU student athlete represents the Heartland Conference to the DII national SAAC. One of the seven goals in the OPSU strategic plan is to improve the institution's athletics programs. Since the time of the last evaluation visit, the athletic program has

- Completed a seven-year probation with the NCAA;
- Revised its athletic policies and procedures;
- Added two sports;
- Moved several coaching positions from joint teaching to coaching only;
- Had one student athlete serve on the Division II national SAAC;
- Had its Faculty Athletic Representative (FAR) elected to serve on the NCAA Division II Management Council and as chairman of the Heartland Conference FAR group;

- Established a chapter of Chi Alpha Sigma, the national student athlete honor society;
- Had several student athletes named to All-Conference and All-American lists;
- Had one NIRA men's rodeo team national championship;
- Won seven individual national championships in rodeo.

In addition to athletics, the application of knowledge can be witnessed by the many and varied accomplishments of the OPSU student body. The following list provides a few examples of the many instances of local, regional, and national recognition of OPSU student scholarship and recognition:

- Livestock Judging Team;
- OPSU student athletes honored for academic and athletic excellence by the Heartland Conference, Chi Alpha Sigma, and various All-American programs;
- AITP Successes: The OPSU Programming Team has 64 top 10 contest awards including 2 National First Place finishes in regional and national AITP competitions in the last 12 years.
- Had a student selected as a 2008-2009 Brad Henry International Scholar and participate in an internship program in Cardiff, Wales;
- Had a student receive the Geraldine Burns Award for Outstanding English Major by the Oklahoma Council of Teachers of English (OCTE).

OPSU recognizes and supports its students in their competitive academic and athletic endeavors which encourage them to continue their life of learning.

Core Component 4b: OPSU demonstrates that the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

OPSU integrates General Education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society. University-wide expectations in general education demonstrate the integral nature of a breath of knowledge and skill as well as the exercise of intellectual inquiry. Schools within the institution encourage interdisciplinary inquiry

through student clubs and organizations and cultural events. OPSU is committed to producing graduates who have a depth of knowledge in their major fields of study and a breadth of general knowledge to address issues in a diverse society. OPSU's General Education program also fosters lifelong learning and personal growth experiences for its students.

The General Education Committee, composed of five faculty members and the Director of the OIRA, is responsible for the General Education goals and outcomes. The formation of this committee has helped promote and sustain the interest and new attitude toward General Education and assessment of student learning among the faculty. In the past, the Curriculum Committee was the driving force in the development and placement of criteria and goals of new General Education courses as well as upper level courses. However, in the fall of 2008, the GEC was created to establish the criteria and goals of General Education at OPSU. OSRHE mandates that every student who receives a baccalaureate degree must complete General Education courses in four content areas: analytical and quantitative thought, humanities, social and behavioral sciences, and natural sciences. In addition, at OPSU, all first-time freshmen and transfer students with fewer than 24 hours must complete a student success course that introduces them to college life and the University, study skills, and equips them with ways of coping with the stresses of being a college student.

The institution also allows students to transfer into OPSU General Education classes as required by OSRHE: "If a student has completed General Education…the receiving institution will recognize General Education for all courses in which a reasonable equivalency…exists" (OSRHE policies, ER bookshelf).

To demonstrate that the acquisition of a breadth of knowledge and skills are integral to its education programs and to meet the need of developing and maintaining a life of learning in a diverse society, OPSU offers a variety of ways for students to receive instruction and acquire information. McKee Library offers individual and group instruction for the online card catalog, electronic databases, e-books, and all resources made available through the library. Communications skills courses are available in most schools, and the General Education program requires nine hours of composition and speech. Students have the opportunity for internships, field experiences, and community service learning in various classes and degree programs (EL, ER Folder 4-4, classes utilizing service learning, visits off campus, and internships). Internships and service learning opportunities are publicized and administered

through the individual academic departments. OPSU is currently considering two methods to provide credit for community service/service learning: placing these activities on the student's transcript or awarding the student a certificate upon successful completion of a service learning experience.

OPSU regularly reviews the relationship between its mission and values and the effectiveness of its General Education. At the deans' level, this review occurs through discussions during the weekly deans' meetings lead by the VPAAO. These meetings bring up any comments or issues raised in individual school meetings. Each of the five schools within the University is also responsible for reviewing the mission and values and ensuring the programs within the school and the school's mission statement supports that of the University. The President's Cabinet (President, VPAAO, and VPFA) has the main responsibility to review the mission, values, and strategic plan and distribute information concerning progress in meeting the goals. They report this information twice a year at the faculty and staff welcome-back events at the beginning of each semester. All faculty and staff present are given the opportunity to comment and ask questions.

OPSU demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility. The linkage between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility is done through various organizations and departments within the University. The Department of Social and Behavioral Sciences has taken students to national meetings to present papers. Within the School of Business and Technology and the School of Education, students participate in service learning projects such as helping to service the needs of a non-profit organization and helping to service the needs of the local schools. Clubs and other organizations on the OPSU campus also contribute to the linkages. The Student Oklahoma Education Association (SOEA) performs various community service and service learning projects, such as the Adopt-a-Highway Program, Outreach to Teach, and monitoring of state testing. The Department of Computer Information Systems takes students to AITP competitions and has won many awards at these competitions. The Images Art Club sponsors various community activities such as the Angel tree and scholarships. The Collegiate FFA every year sponsors FFA competitions on the OPSU campus. Student athletes on the football, basketball, softball, baseball, volleyball, cross country, golf,

equestrian, cheer, and rodeo teams each participate in various community service projects and often work at camps for youth in the area.

Members of the social sciences faculty encourage students to be active in presenting papers and attending conferences. Students present papers at state and regional organizations in other academic areas as well. Other students participate in campus and community services. SOEA also provides service to various local schools and communities through programs such as Ag in the Classroom and sponsors book fairs to raise money for economically disadvantaged elementary schools. SOEA also attend the state convention where they attend presentations on various theories and methods of teaching. Other students serve as guides and proctors for the various academic contests held on campus for local middle and high school students. These areas include art, music, FFA events, and general academic areas such as English, computers, and history.

Learning outcomes on file demonstrate effective preparation for continued learning. This is especially true for the preparation in informational literacy provided under the auspices of the McKee Library (ER Folder 3-22: SAILS data sheet, EL link).

Core Component 4c: OPSU assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Regular academic program reviews include attention to currency and relevance of courses and programs. As stated in the OPSU Strategic Plan, "OPSU will be accountable to its stakeholders through continual measurement and evaluation of educational programs." OPSU completes regular program reviews for currency and relevancy on several levels (EL, ER Folder 3-6, program reviews). The faculty has the primary decision-making responsibilities for the development of curriculum. It is the responsibility of the faculty members and department heads to assure the relevance of the curriculum. If a faculty member feels a change in course offerings or in a specific curriculum is needed, he/she encourages his/her department head to consult with his/her dean about submitting a proposal to the Curriculum Committee. Course and program changes, deletions, and/or additions will first be considered by this committee. Curriculum Committee membership consists of the VPAAO, department heads, deans, and two students. The Curriculum Committee is an administrative committee that makes recommendations to the

Academic Council. The Academic Council, on which the deans also serve, and then accepts, rejects, or asks for modifications of the proposal. The VPAAO, in addition to considering relevance of curriculum, reviews programs for enrollments, cost effectiveness, and congruence with the mission documents of the University. Changes to curriculum are noted in minutes of the review committees, minutes of the Academic Council, and minutes of the BOR. Professional programs such as education and nursing conduct formal program reviews on a regular basis as part of the accreditation process.

The undergraduate core curriculum meets the Oklahoma State Regents for Higher Education (OSHRE) requirements. The University College (UC) tracks and documents each student's success in the Bridge Program, associate degree completion if applicable, grade points, and retention of all students enrolled in developmental classes. Since its inception in 2003, UC has been responsible in part for the increase in retention rates. The UC provides academic support for students who need to improve knowledge in one or more subject areas and has proven successful in helping motivated, yet under-prepared students. This transitional program is a key part of curricula assessment (ER Folder 4-5: retention data).

Practical experiences are provided to students in a variety of areas through the receipt of internships, intercollegiate academic competitions, and service learning opportunities in various areas.

General Education

All degree programs incorporate some aspect of the General Education assessment goals discussed in Criterion 3. General Education assessment is also guided by the University's mission statement, and the purpose of General Education is articulated in the OPSU catalog. Questions evaluating non-major courses satisfaction are included in the OPSU Student Satisfaction Survey. The quality of non-major instruction is evaluated in the OPSU Graduation Survey. These areas and surveys are discussed in detail in the section covering Criterion 3.

Program Outcome Assessment

All OPSU degree programs have an outcomes assessment plan. The section on Criterion 3 details the assessment of program outcomes at OPSU (*vide supra*).

In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce, and the institution's diverse enrollment assures that students have the opportunity to experience and learn about multiple ethnicities and cultures. The institution's diversity helps it provide students with educational opportunities that prepare them to work and live in a diverse society. As part of the undergraduate curriculum (General Education), students have numerous opportunities focused on learning about the diverse world in which they live. A recent survey showed that OPSU students are well informed about global culture and diversity (ER Folder 4-6, EL link). Students can learn firsthand about other ethnic groups and cultures through connecting with the international students on campus or attending events sponsored by various organizations, through service learning activities, through classes such as cultural anthropology, sociology, current and world events, film and literature courses, diversity in education for teacher education students, and through humanities study/travel courses.

As previously discussed, students with disabilities receive services from the Office of Counseling, Career Services, and Testing. Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies. Employers value the graduates of OPSU and inquire at OPSU regarding graduate availability for employment as they have been extremely satisfied with former OPSU graduates (EL link; ER 4-7: letters). The School of Education's placement of newly certified teacher education graduates approaches 100% (ER Folder 4-8: list).

Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OPSU continually strives to obtain feedback from external constituencies regarding the preparation of its students. This is evidenced in a variety of methods including portfolio reviews (education), internship evaluations (business), clinical site feedback (nursing), and employer surveys. The reports submitted for accreditation and the accreditations received from the professional accrediting agencies document that OPSU prepares to meet all applied practice requirements and that students can perform well within their respective fields. Individual departments also follow accepted standards and guidelines, such as the McKee Library using the Association of College and Research Libraries national standards for information literacy

instruction. Close partnership with area law enforcement agencies resulted in implementation of the Collegiate Officer Program (COP) two-year degree program (ER Folder 4-9). The OPSU Alumni Survey rates alumni satisfaction and evaluation of their educational and student life experiences at OPSU. This information is used in future educational planning. The OPSU Advisory Council is a formal, effective group of representatives from internal and external constituents which meets once a year with the OPSU President to receive progress reports from the administration and provides input concerning ongoing or new institutional projects or programs.

The institution supports the creation and use of scholarship by students in keeping with its mission. Students present papers at professional meetings designed for undergraduate research presentations as well as state and regional association meetings. OPSU currently supports two honor societies for its students: Alpha Chi, open to all students who meet the academic requirements, and Chi Alpha Sigma, a society for student athletes with high academic and athletic achievement. Observation or outside project-based classes in agriculture, education, computer information systems, and management help students apply knowledge gained in traditional coursework. In CIS and management, students work with businesses or campus or academic areas to put into practice the material they learn in class. For example, they might develop a database system for a professor, assist with management tasks in a local business, or provide tutorial help in a classroom setting. In addition to practical application of knowledge, these courses and the student clubs and organizations provide curricular and co-curricular opportunities that promote social responsibility.

Core Component 4d: OPSU provides support to ensure that the faculty, students, and staff acquire, discover, and apply knowledge responsibly.

OPSU's academic and student support programs contribute to the development of students, faculty, and staff, all of whom acquire, discover, and apply knowledge responsibly. As primarily a teaching university offering associate and baccalaureate degrees, the support of students in their academic endeavors is the priority of OPSU. This philosophy is pervasive throughout OPSU in keeping with the OPSU Mission Statement--"The mission of OPSU is to provide higher education primarily for people of the Oklahoma Panhandle and surrounding areas

through academic programs, cultural enrichment, life-long learning experiences, and public service activities" (*General Catalog* p. 22; *Student Handbook* p. 3).

Academic skills and attitudes fundamental to acquiring both knowledge and social responsibility are enhanced by a myriad of student services. Academic support begins the minute students step onto the campus when they are assigned a faculty advisor. Advisement and enrollment clinics greet new and returning students at the beginning of each academic year with professional faculty in attendance to help students plan course selection, answer questions regarding academic issues, and advise students regarding scheduling and class rotations. Enrollment clinics are held five times a year, April through August, to help students pre-register and stay on target in their quest to graduate and obtain a degree (*General Catalog* p. 34).

The Office of Counseling, Career Services, and Testing is centrally located and offers several supportive services. All academic testing for ACT, course placement, or CLEP credit is available to all students Monday through Friday from 8:00 a.m. until 4:30 p.m. Special arrangements can be made through the center for those students who need assistance outside of regular office hours. The office also provides assistance with career choices and academic major exploration, assistance with resume' preparation, interviewing skills, filing of credentials, and internship and graduate school searches for students anticipating graduation (*General Catalog* p. 37).

OPSU's UCSS 1111: Student Success Seminar is required for all first-time students to ensure that their college experience is successful. The seminar description states that the seminar is designed to improve skills essential for success in college including communication, critical thinking, and study skills; too the course assists students in exploring career interests and educational or vocational goals and assists them in becoming familiar with available University student support services and resources (*General Catalog*, ER Folder 4-10; UCSS 1111 Syllabus).

Several statements from the *Student Handbook* as well as the *General Catalog* reinforce ethical use of knowledge and ethical treatment of others. Definitions and information about academic misconduct and plagiarism are found in the *General Catalog* (pp. 74-75) as well as in the *Student Handbook* (pp. 17-18). The Notice of Nondiscrimination as well as the statement regarding sexual harassment can be found in the *Student Handbook* (p. 35). OPSU requires that its Disability Accommodation Policy (*General Catalog* p. 37) as well as its statement prohibiting plagiarism (*General Catalog* p. 75) be included in every course syllabus.

OPSU follows implicit and explicit policies and procedures to ensure ethical conduct in its research and instructional activities. Policies and procedures which ensure knowledge of ethical conduct in instructional activities include the following:

- Students are allowed to comment generally on any problems they may have encountered in a class. These comments may include the ethical conduct of the instructor.
- Deans discuss with their faculty ethical conduct in the classroom as it relates to academic freedom and grading.

Students are instructed in academic ethics in various classes and through the academic misconduct policy and definition found in the *General Catalog* (p. 75) and in course syllabi. The policy regarding academic misconduct is found in the *General Catalog* (p. 74) and in the *Student Handbook* (p. 17 paragraphs A, E, and P). Disciplinary Procedures and Penalties for violations of these policies are found in the *Student Handbook* (pp. 20-22).

OPSU, because of its commitment to teaching and the fact that few faculty or staff members conduct research with live subjects, has no formally defined or University-embraced procedures for review of research prior to its conduct. After considering this section in the course of the self-study, the Criterion 4 team suggested to the VPAAO that a committee should be formed to determine the need and possible method for such a review. That committee will begin work in the fall of 2010.

Regarding copyright protection issues, the self-study team found that OPSU professors are aware of and individually work toward maintaining compliance with copyright acts. OPSU's McKee Library staff has established links to federal copyright law (the Intellectual Property Act of 2008, the US Copyright Act of 2005, and other links related to copyright resources) and provides information to faculty regarding copyright law in an effort to assist in maintaining compliance with copyright law; the University holds itself separate and non-liable for the actions of its employees regarding any violation of copyright law. The self-study team found, however, that these links are not widely known. One action that the institution could take would be to communicate the provision of these links in more public documents such as the *General Catalog*, *Student Handbook,* and OPSU website to reinforce University-wide copyright compliance among OPSU faculty, staff, and students.

In addition to operating ethically in the areas of instruction and research, OPSU encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility. The *Student Handbook* lists 25 curricular and co-curricular clubs (EL link, ER bookshelf) that are available to students. Most of these clubs are active both in the University community and locally; all have faculty sponsors and/or supervisors. These clubs give students a chance to practice what they have learned in their academic fields. An example of one such club is SOEA; students in SOEA have sponsored and participated in several activities that link learning with practicing social responsibility:

- SOEA sponsored an Ag in the Classroom presentation from the Oklahoma Department of Agriculture, Food, and Forestry that was open to the general public as well as professional educators from the area. The purpose of the presentation was to provide information about integrating Agriculture concepts into classroom lessons and everyday living;
- OPSU's Collegiate Future Farmers of America (CFFA) annually sponsors the FFA Interscholastic Contest for high school FFA clubs throughout the institution's service area;
- The Aggie Peer Group has several certified "peer educators." These students learn and practice ethical conduct in advising their peers.

Instructors at OPSU are encouraged to engage their classes in service learning, and several classes are generally doing service learning projects. Although classes involved in service learning vary from time to time; Business Administration 4000- Community Service Learning is one such example. Presently, the class includes service learning projects with the Red Cross, Dunaway Manor (local nursing home), and the Guymon Chamber of Commerce.

The Panhandle of Oklahoma historically has had few or no recycling facilities available, but recently, a recycling center opened in nearby Texhoma, Oklahoma. To promote practicing social responsibility, one faculty member and his students are currently involved in a campus-wide recycling and sustainability program. Students provided bins across campus to recycle discarded paper. The students then collect and transport the paper to the new recycling center. The project has mushroomed in a very short time, teaching the students about social involvement.

Several departments offer or require field experience, observation, or internship experiences for their students. Classes specific to the School of Education Department, for example, require field experiences for students that involve them in classrooms across the institution's service area working with specific students and teachers. Their duties include, but are not limited to tutoring students in academics, working with specific academic groups (such as reading groups or science groups working on projects), grading papers for the teachers, making copies, and organizing and distributing classroom materials. Experiences of this type allow students to explore career choices, get experience in working in their academic field and to practice social responsibility.

Conclusion

The institution believes that it has met the requirements for Criterion 4 and its core components. It promotes responsibility and learning at all levels of its faculty, staff, and students and engages its students and employees in professional and community activities which generate ethical and socially responsible citizens. The self-study committee for Criterion 4 suggested the following actions:

ACTION: Form a committee to study the need for and possible functions of an Institutional Review Board to review research conducted using live subjects.

ACTION: Prepare educational material on applicable copyright laws and distribute such material more widely, including the links to copyright issues available to faculty, staff, and students in McKee Library.

ACTION: Initiate evaluation of a policy concerning intellectual property.

Criterion 5: *Community and Constituency*

Core Component 5a: OPSU learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

OPSU's commitments to its constituents are shaped by its mission and its capacity to support those commitments. By identifying the needs of the internal and external constituencies in the OPSU service area, analyzing its success at meeting those needs, and analyzing its capacity to meet future needs, OPSU provides for the valid needs of its constituents. The physical and financial requirements to provide for the needs are evaluated by OPSU before needs are addressed. The previous discussion of Criterion 2 examines the ability of OPSU to plan for and meet its future needs. In doing this, the institution continues to fulfill its mission.

OPSU has a long history of learning from both its internal and external constituents through meetings and surveys. The faculty and staff meet at the beginning of each semester to receive updates on the University and provide input on various items. Surveys for faculty and students are another way the University learns from its internal constituents. Students, faculty, and staff are provided the opportunities to participate in appropriate surveys, a list of which can be found in the discussion of Criterion 3 on student learning and in the discussion of Criterion 2 on planning for the future. OPSU learns from external constituencies through the use of advisory boards, participation on governing boards and committees of local public and private sector entities, and feedback from community partners.

Analyses of the surveys yield data as to the needs and expectations of OPSU's internal constituents and provides information to confirm the University's human, physical, and fiscal resources are being utilized efficiently. For example, using the Student Satisfaction Survey (ER Folder 3-8), OPSU determined that it needed to reorganize its student activities office, enrollment procedures, and cafeteria/snack bar hours. The reorganization and recasting of those areas has been a success. The Athletic Administrative and Coordinating Committees use the athletics exit interviews to determine the level of student athlete satisfaction with everything from coaching to the training room and travel experiences. It acts on the surveys as a whole by conveying the results to the athletic administration staff and the coaching and training staffs and by noting areas which need improvement (ER Folder 5-1). One significant change resulting from

these surveys and from economic need has been the increased use of charter travel for larger teams. Larger, more modern buses provide more room, safety, and comfort than driving several vans or using a smaller, University-owned bus.

Internal Constituents

OPSU's internal constituents include its own faculty, staff, and students. It is a diverse population with various ages, genders, languages, academic interests, and ethnicities. More importantly, the population changes according to the campus environment and situation and includes many townspeople who are not only students, faculty, and staff, but also their families and sometimes extended families. Within the student population, sub-constituencies include athletes, international students, returning students, concurrent students, married students, part-time students, etc. In preparing programs and services and the learning environment, OPSU considers all of these sub- constituencies as well.

How OPSU Learns from Internal Constituents

The Student Satisfaction Survey and Graduate Survey provide data dealing with quality of student life which is addressed by the Resident Hall Committee. This committee consists of the President, VPAAO, VPFA, Director of Student Affairs, and Director of Information Technology. Partially, as a result of information gained from these surveys, the heating and cooling systems and plumbing in Holter and Field Halls were updated and improved over the last four years, and improvements are ongoing in these dormitory buildings. New washers and dryers have replaced old units in the dorms. From surveys and student input, the food services provider has expanded the menu, improved the quality of food, and changed the hours of operation. Summaries of all surveys are evaluated by the President, VPAAO, and VPFA. The Athletics Exit Interview Survey has provided input that has improved the athletic programs in the areas of athletic training, coaching, and team travel. The Athletic Director receives the results of the survey and addresses the concerns.

The students evaluate the class and faculty of each course they are taking. The results of the Course and Faculty Evaluation Surveys are reviewed by the VPAAO. The school deans and faculty are given the results, and any concerns are addressed by the deans and faculty involved.

These evaluations are also used to select outstanding faculty members for awards, and they play a major role in the consideration for rank advancement and tenure.

External Constituents

Each discipline at OPSU develops its own processes for identifying the needs of its external constituents. These needs are then processed through the Office of Vice President Academic Affairs and Outreach (VPAAO) to determine whether or not OPSU is able to meet those needs and what manner of service will be beneficial both to the constituent and OPSU. Through meetings with employers and community leaders, OPSU determines their needs and lets those needs guide the updating of programs or the development of new academic programs or needed continuing education classes or programs. For example the Collegiate Officer Program (COP) and the Fire Safety Programs discussed earlier both resulted from a need conveyed to OPSU through external constituents (ER Folder 4-9).

One hundred years of exposure to the institution's service area has established the institution's capacity to provide services to the institution's community. OPSU provides services to a diverse group of external constituents which include public schools, government agencies, non-profit organizations, businesses, industries, and agriculture. Not only do the constituents benefit but also the students also receive educational experiences from these relationships.

How OPSU Learns from External Constituents

Identification of the needs of external constituents primarily occurs at the school and department level. In order to learn from the institution's external constituents, interaction occurs through advisory boards, class projects, and internships (ER Folder 4.4: List of boards, projects, and internships). Direct requests from public schools, government agencies, non-profit organizations, business and industries, and agriculture provide one avenue for external constituents to express their needs. Other avenues include surveys, informal conversations, recruiting trips, and alumni meetings and reunions.

The VPAAO's office responds to identify community needs. In responding to external constituencies, OPSU is well served by programs such as continuing education, outreach, and customized training. The Guymon Advisory Education Committee provides a means to identify

and coordinate the needs of future students, public schools, businesses, and industries. The Guymon Classroom provides college classes and continuing education.

OPSU reaches out to area high school students with its concurrent enrollment program for freshman level General Education classes. High school seniors and juniors can concurrently enroll in OPSU courses. They can take the courses on campus, at the Guymon Classroom, via ITV, or as online courses. OPSU offers approximately 25 online courses each semester.

Educational experiences though class projects and internships and club projects with industry, agriculture, business, and government provide mutually beneficial partnerships. For example, the Industrial Technology Advisory Committee is made up of five members from industry. This input is vital to the Industrial Technology Program and is used to update the institution's curriculum (EL link to news article, ER Folder 5-2).

The Teacher Education Council is made up of three public school administrators, two teacher education students, and a representative for each Teacher Education Program at OPSU. The monthly meetings provide needs from external and internal constituents (ER Folder 5-3). During the student teaching semester, additional input is received through a mid-term survey completed by the cooperating teacher and through follow-up surveys from the building principal and student teacher. This relationship between public schools and the University provides current needs and input of the institution's area educators.

The Office of Counseling, Career Services, and Testing maintains the online "Aggie Job Board" on the OPSU website for internal and external constituents (EL link). Students and alumni can post their resumes and search for jobs. Employers can post jobs and search for student resumes.

Through input from area municipalities, the area agricultural sector, and other entities that require water testing on a regular basis, the need was established for a Water Quality Testing Laboratory in the OPSU service area. This new laboratory was included as part of the new Science and Agricultural Building to meet the needs of water testing in the Oklahoma Panhandle (EL link to OPSU news articles NEWS/2008-08-29/2008-05-14/2008-10-15/2008-04-1/2008-09-16/2008-10-8/2008-07-21).

The School of Agriculture sponsors the annual beef bull performance test. Area ranchers provide bulls used in the test. The results of the test provide beef producers the opportunity to improve their cattle genetics by purchasing bulls used in the test. Student

involvement in data collection for this test gives an opportunity to see firsthand the utility and results of such testing (EL link to OPSU news articles NEWS/2-07-2008, 12-8-09).

OPSU and the OSU Experiment Station, located at the institution's farm, jointly participate in cattle feeding research. Recent programs include the Vitamin E supplement to cattle rations and the feeding of dry and wet distilled grains, a by-product of ethanol production, to cattle in a feedlot environment. The SAB Chemistry/Feed Analysis Lab provides services for the research (EL link to OPSU news article NEWS 10-29-06). This research provides information critical for the ethanol and cattle feeding industries.

The institution was awarded an economic development grant from the OSRHE to fund research for the radio frequency identification (RFID) cattle tagging products. OPSU will also offer training in proper use of RFID system and help to determine the product that best suits the needs of each operation (EL link to OPSU news articles NEWS 9-22-05).

Community service is provided by student clubs and athletic teams. For example, the Industrial Arts Club has made many community contributions, such as

- Designed the interior for a Guymon church's new prefabricated building;
- Designed the new interior to convert the old Masonic Lodge into a Goodwell Senior Citizen Center;
- Engineered the sprinkler system for the Goodwell Elementary School playground;
- Designed the 9th Hole restroom/concession area for the public Sunset Hills Golf Course in Guymon;
- Updated the Goodwell town map to include zoning, water, and sewer lines (ER Folder 5-4).

In addition, student athletes from OPSU

- Annually officiate at the Golden Senior Olympics in Guymon; Stratford and Spearman, Texas; and Elkhart, Liberal, and Meade, Kansas;
- Participate in community clean-up days;
- Read to local elementary students;
- Help with parking at the Pioneer Days Rodeo;
- Work at clinics in their sports for elementary students.

OPSU internal and external constituents also benefit from classroom projects. One example was the project of CIS 4333: Advanced Database which designed database software for tracking the wind turbines' commissioning process. The program tracks each wind turbine's warranty work, parts, maintenance, invoices, and known troubleshooting. Suzlon Wind Energy Inc. manufactures, installs, commissions, and maintains hundreds of wind turbines in the Oklahoma and Texas Panhandles. An industrial technology class, INDT 4100: Selected Topics in Industrial Technology developed and created CAD blueprints for Phase II Business Enterprise Center for the Guymon Incubator Project. Phase II is the renovation of a 16,600 square foot warehouse/industrial area to include a light industrial warehouse, additional offices, and a commercial kitchen. Other class projects include student-produced documentaries about the Oklahoma Panhandle which air on PTCI Channel 2.

Community Service Learning is an important component of OPSU service to the internal and external constituents. This program is sponsored each year by Tri-County Electric Cooperative of Hooker, Oklahoma. Students learn about and work for a non-profit organization. Students receive college credit through the OPSU School of Business and Technology. The program runs year round (ER 4-4, EL OPSU news article NEWS 12-16-09).

Campus organizations reach out to the surrounding area in support of people in need. The OPSU Student Nurse Association (SNA) organized a toy drive for medically fragile pediatric patients. They also collected used plastic pill bottles to send to medical missionaries in Africa (EL OPSU news article NEWS 03-18-09). The Images Art Club sponsors an annual Angel Tree project at Christmas to collect presents for disadvantaged children in Goodwell and Texhoma.

The Student Senate sponsored the International Festival where students, faculty, and staff representing 12 countries with booths which included food and cultural items typical of each country. (EL OPSU news article NEWS 2009-03-13).

Fifteen OPSU Hispanic American Leadership Organization (HALO) students attended a conference in Chicago sponsored by the United Hispanic Leadership Institute. They were inspired to get involved in their communities and encourage other Hispanic students to attend college (EL OPSU news article NEWS 2009-04-23). They help with Guymon's Fiesta Celebration King and Queen Contest each year (EL OPSU news article NEWS 09-16-09) Members of HALO also provide translation services to the surrounding communities. On

occasion student club members travel with OPSU recruiters to surrounding schools. The Hispanic High School Leadership Day on the OPSU campus is manned by HALO members.

Texas County Upward Bound Program, a federally funded program, provides high school students with the opportunity to be exposed to a collegiate environment. A 6-week residential summer camp with 40 or more students occurs on the OPSU campus. The students attend classes and develop teamwork skills during the week and go home on the weekends. Following the summer camp, a week-long extended classroom trip is part of the Upward Bound Program. The Grand Canyon and Mt. Rushmore were destinations for previous trips (EL OPSU news article NEWS 07-09-09).

The Office of Student Affairs co-sponsors three blood drives on campus through the Coffee Memorial Blood Center from Amarillo, Texas. Students, faculty, staff, and town's people participate in these drives.

After the self-study process, OPSU concluded that the institution's educational partnerships with external constituents are strong and effective. There is a widely demonstrated campus-wide commitment to engagement with the services to constituents. OPSU believes that is a reflection of the institution's mission and involvement of the institution's schools, departments, faculty, staff, and students working in partnership with the institution's external and internal constituents.

Core Component 5b: OPSU has the capacity and commitment to engage with its identified constituents and communities.

Through its diligence and organization, OPSU has the capacity and commitment to engage with its constituencies identified in the previous section and continues to demonstrate the same with the highest level of commitment to those constituencies. Also, as a state university for 100 years, OPSU serves the overall common as well as public good through its commitment to service through cooperative efforts, support, and dissemination of information. OPSU serves its constituencies in diverse ways, ranging from the multifaceted offerings to a wide variety of constituents to offerings which are constituent specific. These services always offer, with respect to the mission of the University, mutually constructive values and continued recognition of changing issues in social, demographic, technological, and overall educational issues. OPSU has effectively defined its constituencies (both public and private sector entities along with

communities) with concentration in a 150-mile radius and has strived to serve them by creating connections with and among them. In addition, the institution has the overall capacity, commitment, and dedication to engage and service its identified constituencies and communities.

Further, OPSU serves the constituency base through the philosophy of partnerships as well as a two-way relationship in which the University is open to both teaching and learning. The school has also enjoyed a reputation of having the ability and capacity to identify, interact, and serve the constituents by responding to their respective needs. OPSU is committed to planning processes that promote ongoing and/or future engagement and service to its constituent groups and will strive to strengthen all partnerships and cooperative situations.

Engagement and Service

The expectation is that OPSU will continue to be closely engaged with clients throughout the service area and is properly staffed with faculty and staff members who are accomplished in their respective disciplines and in both the public and the private sectors. The key word in the OPSU relationship with constituency members is "partnerships;" the key to solid partnerships is collaboration with internal and external constituencies. Several of the institution's partners have been recognized by the OSRHE annual economic development partnership program including Panhandle Telecommunication Cooperative Inc; (PTCI), Tri-County Electronic (TCE); Murphy-Brown, LLC; Panhandle Share-Ed Video Network (PSVN); and the Guymon Fire Department.

The University maintains a connection with the people in the defined service area not only as individuals but also as communities, government, public sector units, for-profit organizations of various types and interests, and workers and managers of units providing goods and services, and OPSU teachers, students, alumni, and donor/patrons. OPSU offers degrees and outreach programs which respond to the direct needs of these constituencies. Some of these include telecommunications management, fire and emergency services management, health care, telemedicine delivery, food technology, new product development, and manufacturing extension services.

Partnerships

Outreach partnerships exist between OPSU and the public through faculty members who do applied research/consultation involving community members, internship programs and through newly hired graduates who help transfer new knowledge into the workplace. One example of OPSU's engagement, the Community Service Learning Project, has been operating since 2006. In this project, students are assigned to work for a not-for-profit organization (within the service area) that is performing in the area of the overall public good. Students involved in this project perform duties and translate their coursework into real world, day-to-day business situations (as employees) and receive class credit through BADM 4000: Independent Studies in Business--Community Service Learning for their work experience. Organizations served include the Guymon Chamber of Commerce, the American Red Cross, the Next Step Network, the Guymon Community Theater, Kids Inc., the City of Guymon, Pioneer Days Rodeo, KPSU Radio, the Hope Pregnancy Center, the YMCA, Dunaway Manor, and several others. During each academic year, approximately 25-30 students participate in this very popular program with the both students and the served organizations benefitting (ER Folder 4-4).

K-12 Systems

The partnerships between OPSU and the K-12 districts in the OPSU service area are very important to both OPSU and the districts; these partnerships are geared not only to the growth of individual students but also to the growth of the individual schools, school districts and OPSU.

In addition to being an educational institution that has supplied and will continue to supply many K-12 teachers to the schools within the service area as well as many other areas, OPSU maintains active co-curricular partnerships of engagement with students, administrators, and faculty in these schools and works to identify OPSU educational programs that connect with the administration, faculty and students. In addition, OPSU also actively assists students from constituent high schools in their transition from high school to college.

Two-Year/Community Colleges Including Vocational/Technical Schools)

The partnerships between OPSU and the two-year and community colleges within the institution's service area are important ones; these partnerships hinge on not only OPSU as an educational institution in the traditional sense but also in OPSU's role as a "player" in area economic development. The latter is especially important to the vocational/technical institutions because of the need for individualized ("custom-based" training) for new and expanding businesses that help the overall area in terms of both jobs and revenue. Two-year and vocational/technical institutions are a prime recruiting grounds for OPSU since the institution is able and willing to provide advanced training and individualized training in many of the traditional two-year and vocational/technical areas.

Area Chambers of Commerce

The internal structures of most chambers of commerce rely heavily on strong committees made up of knowledgeable professionals who volunteer their time as resource people. Many faculty and staff members of OPSU work closely with constituent area chambers of commerce, and they do so with involvement, support, participation, and devotion of organizational resources -- physical, financial, and human. It is important for the University to have the involvement of these people, and it is important to the people and because they work at the grassroots level to inject quality into their communities.

OPSU maintains active memberships in several service area chambers of commerce. As is the norm for chambers, as those in the OPSU service area, they are "event oriented" organizations and rely upon OPSU for advising and the planning of events and also hands-on involvement.

Relevant Area Groups

OPSU is committed to community service and service learning as ways to engage both its internal and external constituents. OPSU strives to assist in the identification and implementation of structures and processes that enable the nurturing of ongoing partnerships and communication processes. These include both public and private sector groups. This is accomplished by OPSU as an individual entity and by the involvement of many faculty members, staff members, and student groups who are involved in professional and service-based activities.

Outreach and Extension

Outreach and extension are more than just words at OPSU. The institution reaches out to employers to determine what qualities they expect in their employees at the various levels, especially the two-year technical levels. This subject area is highly important to all relevant groups, including school systems, government, and public and private sector organizations.

Extension and outreach activities are integral to OPSU's ability to respond quickly and effectively to constituent needs. The various groups representing OPSU that provide these services strive to educate everyone who wants to learn, and students have the ability to participate in learning in several different programs, in several different locations (including on-line), and in convenient ways. While the traditional modes of learning at OPSU still receive the highest focus and attention, alternative locations and modes of delivery serve the external constituencies well. In all modes of delivery, the highest standards are maintained in the areas of quality, integrity, ethics, technology, commitment, and conformance requirements.

Private Sector Employers

The Oklahoma Panhandle region, and especially Texas County where the institution is located, has an economy driven by agricultural-based industry. The traditionally strong businesses of cattle and oil have continued to grow in the last 15 years; in addition, the emergence of pork production (including corporate farming, feed mills, slaughter, and the ancillary functions that accompany it) as a major industry has also occurred. In direct proportion to the business growth over the last 15 years, these operations need employees. The University trains and supplies many of them. OPSU or its individual employees also provide consultation, services, and technical expertise to these operators (ER Folder 5-5, letters).

Core Component 5c: The institution responds to the diverse needs of its constituents.

OPSU demonstrates attention to the diversity of the constituencies it serves. The Guymon Classroom and campus classrooms meet the needs of constituents and learners. Before beginning

any service to an outside constituency, OPSU meets with the constituent to determine how and where the need may best be served.

Within these partnerships, OPSU is responsive to the needs of its service area and works with the constituencies within that service area to provide the bridge between itself as a four-year university and secondary schools. More importantly, OPSU provides a much needed connection for the area between the educational system and the workplace. OPSU has demonstrated the willingness to address the needs of the constituencies in areas within its span of control.

OPSU demonstrates an overall institutional responsiveness to the diversity of its constituents. Diversity is an extremely important facet of the way that OPSU conducts its day-to-day business, and the school well realizes the importance of diversity both internally and externally. The institution's response to diversity echoes through all academic departments, recruitment and admissions, clubs/organizations, and intercollegiate athletic programs. The increasing diversity of the student body reflects, in part, its success in this area.

Core Component 5d: Internal and external constituencies value the services OPSU provides.

OPSU's commitment to providing its constituents with services they find valuable spans academic, support units, and community. These benefit OPSU's external constituencies and its students, faculty, and staff. More importantly, these constituencies value the services the institution provides.

OPSU utilizes multiple communication channels to gather information to gauge the satisfaction of both internal and external constituencies with the programs offered by the University and are used to determine the needs of the community and the best methods to meet those needs. In addition to the multiple surveys administered by the Office of Institutional Research and Assessment, the University actively gathers feedback from community members and area business owners/managers through advisory committees, area chambers of commerce, and PREDCI to find new ways to meet the needs of those in the OPSU service area.

OPSU's external constituents have conveyed multiple requests to the institution. These requests included course offerings closer to the largest population center in the area as well as satellite offices in all Oklahoma Panhandle counties. OPSU addressed this request in 2006 by opening the Guymon Classroom. The Guymon Classroom also maintains office space in Beaver

and Boise City to distribute material about online, ITV, and on-campus courses and to maintain a presence in all three counties of the Oklahoma Panhandle.

Another example of response to community need is the addition of two associate degrees, one in fire protection and one in criminal justice. Oklahoma Panhandle communities have trouble recruiting and retaining qualified fire fighters and law enforcement officers. By offering these degrees, students gain knowledge required to secure employment and excel in a chosen career field without leaving the area.

The institution's continued commitment to serving the region can be seen elsewhere. The opening of the Murphy-Brown LLC Water Quality Testing Lab, which tests drinking water for area communities and businesses, will provide students with an opportunity to apply the knowledge gained in the classroom to real-world issues. OPSU's Upward Bound Program offers multiple opportunities for low-income and first-generation high school age youth to prepare for their collegiate studies.

OPSU also partners with the PSVN to deliver high school and college courses to communities across the Oklahoma Panhandle via interactive television. PSVN also brings graduate programs and other specialized training to the Panhandle area that might otherwise require students to travel to the Oklahoma City area or elsewhere.

Many state, regional, and local leaders have shown the value they place on OPSU by selecting OPSU to host or play a role in organizing and coordinating various activities including Leadership Oklahoma, Leadership Guymon, Texas County Extension Service presentations and Storm Spotter training. OPSU exposes high school students to the campus by hosting or designing scholastic contests, an Art Jubilee, and FFA contests. Areas involved in the contests include agriculture, fine arts, science, mathematics, business, computer information systems, and industrial technology. Between 500 and 1,000 students participate in the FFA contests while the scholastic contests and Art Jubilee attract close to 700 students to campus (EL OPSU news article 5a-E4, Scholastic Contest EL OPSU news article 5a-E5, Art Jubilee EL OPSU news article5a-E6, Industrial Technology Contest EL OPSU news article 5a-E7). Area organizations frequently contact the University to request use of the institution's facilities; examples of this use include

- Goodwell Public School students play home football games at OPSU's Carl Wooten Field;

- Oklahoma Secondary School Association uses Oscar Williams Field House for district basketball games;
- The Student Union ballroom serves as the site for the American Red Cross and Coffee Memorial Blood Center Blood Drives (EL OPSU news article NEWS 2009-02-13);
- The National Cheerleaders Association and OPSU athletic camps use the dorms and campus for cheerleader and sports camps;
- The Science and Agriculture Building serves as the location for the Texas County Farm Service Agency seminars for area farmers;
- The Goodwell Elementary School students play grade school annual basketball tournaments in Oscar Williams Field House.

Each year community members enjoy cultural and educational programs sponsored by OPSU. These include theatrical shows, professional performances, musical programs, art exhibits, cultural reviews, historical presentations, and drug and alcohol awareness programs.

Both internal and external constituencies demonstrate the value they place on OPSU's services in multiple ways. Students continue to attend class and enroll; alumni send family members to OPSU; community members make heavy use of the Noble Cultural Activity Center; area businesses provide financial support; and community members participate in and support cultural events at OPSU. Letters from various external constituencies express the value they place on the institution's services (ER Folder 5-4).

Conclusion

OPSU believes that it meets the requirements of Criterion 5 and its core components. The institution solicits input from all of its constituents, is committed to and engages those constituents, and assesses its value to those constituents. Surveys, course offerings, news releases, and letters of support all provide evidence of the institution meeting the requirements of Criterion 5.

Summary and General Conclusions

Throughout the self-study process, the various teams involved in collecting, evaluating, and writing about each criterion carefully evaluated how the University has met and will continue to meet each of the five criteria for accreditation. One of the key outcomes of this self-study was a realization on the part of the entire institution and surrounding areas of how much progress OPSU has made in the last ten years in the areas covered by the five criteria for accreditation.

This progress has occurred through careful planning; evaluation and reevaluation of programs, policies, and procedures; and a mission that pervades and is supported by all levels of the institution. The accomplishments of each area of the strategic plan speak to the results of this continuing work. By taking the actions noted in the discussions of several of the criteria and their conclusions, the institution hopes to better educate its students and continue to serve all of its constituent communities.

As a whole, OPSU believes it has met or exceeded each of the current HLC criteria for reaccreditation and will continue to meet these and future criteria and requirements into and beyond the next ten years.