Table of Contents

Introduction

During the 1950's and 1960's higher education experienced a period of rapid growth as veterans of World War II, the Korean War and the "baby boom" generation entered college. During this golden age of American higher education, enrollments soared, new campuses sprang up across the nation, state and federal support increased substantially, and admissions officers spent much of their time functioning as institutional gatekeepers.[1]

By the 1970's, however, the number of high school graduates in many parts of the nation began to level off and then decline. Slowly, institutional leaders realized that the days of unprecedented enrollment growth were drawing to a close and that new approaches were required. During the 1980's, enrollment management emerged as an important feature within the higher education landscape. The budgetary, political and economic implications of declining enrollments prompted many college and university leaders to place greater emphasis on marketing and student recruitment, as well as efforts to improve student retention and completion rates. During this time, colleges and universities also realized the value of integrating the offices or functions focused on these tasks. By 1987, approximately 65 percent of the nation's colleges had adopted some form of enrollment management structure.[2]

Defining the term "enrollment management" may seem problematic in that institutional needs and objectives often vary widely. Not surprisingly, enrollment management units also vary in size and scope; from *ad hoc* advisory committees to institutional divisions with numerous departments. But whether the organization is large and complex, or small and limited in authority, enrollment management can typically be described as:

> . . . a process or activity that influences the size, shape and characteristics of a student body by directing institutional efforts in marketing, recruitment, and admissions, as well as pricing and financial aid. In addition, the process exerts a significant influence on academic and career advising, the institutional research agenda, orientation, retention studies, and student services.[3]

---

[1] Western Interstate Commission on Higher Education (WICHE), The College Board, ACT, Inc. (2003). Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1988-2018. (WICHE Publication No. 2A303). Boulder, CO: WICHE, p. 89; Don Hossler, John P. Bean, and Associates, The Strategic Management of College Enrollments. San Francisco: Jossey-Bass Publishers, pp. xiii-xiv; Garlene Penn, Enrollment Management for the 21st Century: Institutional Goals, Accountability, and Fiscal Responsibility. (ASHE-ERIC Education Report Volume 26, Number 7). Washington, D.C.: The George Washington University, Graduate School of Education and Human Development, pp. iii-v.

[2] Hossler and Bean, Strategic Management of College Enrollments, pp. 6-7.

[3] Don Hossler, Creating Effective Enrollment Management Systems (New York: College Entrance Examination Board, 1986), pp. 9-10; Don Hossler, Enrollment Management: An Integrated Approach. (New York: College Entrance Examination Board, 1984), p. 6.

Today, enrollment management continues to play an important role in supporting student and institutional success. Issues such as rising tuition costs, declining state and federal support, increasing mandatory costs (i.e., utilities, health care coverage and retirement benefits) and the changing demography of college students present significant challenges to all colleges and universities, including Oklahoma State. The need for a proactive enrollment management effort, that involves all segments of the campus community, is essential if we are to attract, retain and graduate students in a manner consistent with our strategic goals and land grant mission.

The next step in developing an enrollment management tradition at Oklahoma State University involves actively utilizing the plan that follows. This plan is not intended to serve as a substitute for the OSU Strategic Plan. Rather, it seeks to complement our strategic plan by projecting undergraduate and graduate enrollment over the next five years, evaluating current programs and services that influence student outcomes, and proposing actions needed to reach the enrollment goals set out in the strategic planning process. This plan is, in effect, a tool designed to promote discussion, guide planning and stimulate action. Through the collaborative efforts of the academic and administrative leadership, this plan can play a meaningful role in shaping the future of Oklahoma State University.

Michael R. Heintze
Vice President for Enrollment Management and Marketing

Executive Summary

In 2004, the OSU-Stillwater/Tulsa Enrollment Management Council[4] established a steering committee to begin work on a five-year enrollment management plan. The steering committee included members of the Enrollment Management Council as well as faculty and staff from across the campus. Chaired by William Ivy, the committee took on the responsibility of researching and writing the various components of this study. Michael Heintze served in an advisory capacity. The steering committee, in October 2004, included:

William Ivy	Assistant Vice President for Enrollment Management
Amjad Ayoubi	Director, Career Services; (Interim VP for Student Affairs, OSU-Tulsa)
Charles Bruce	Director, Scholarships and Financial Aid
Paul Carney	Director of Undergraduate Admissions
Joe Weaver	Associate Vice President for Administration and Finance
Darlene Hightower	Chief Information Officer
Robert Spurrier	Director, Honors College
David Thompson	Associate Dean, College of Engineering, Architecture and Technology

As a result of extensive discussions, the steering committee settled on a framework for the plan and established a timeline for its completion. The primary objectives to be addressed in the plan included:

- projecting OSU-Stillwater/Tulsa's undergraduate and graduate enrollment mix over the next five years;
- determining OSU's current market position and recommending actions to insure that we are positioned to successfully respond to traditional competitors;
- exploring ways to expand our market share inside and outside of Oklahoma—especially among high ability, diverse and transfer students.
- surveying OSU's present human and physical capacity to serve students, i.e. course offerings, size and composition of the faculty, student support services, campus infrastructure, scholarships and student financial aid, and information technology; and
- recommending new resources and activities to achieve future enrollment goals and enhance the quality of the academic experience for OSU's undergraduate and graduate students.

The committee then divided the project into nine topic areas and established corresponding chapter committees. Additional faculty and staff were then recruited to conduct the research and prepare the plan's text. Christie Hawkins and the Office of

[4] See Appendix EX-A for the OSU-Stillwater/Tulsa organizational chart.

Institutional Research and Information Management provided invaluable service to the groups throughout the process. The chapter chairs and members included:

Chapter	Chapter Leader	Chapter Team
Demographic Analysis & Enrollment Projections	William Ivy	Michael Heintze, Craig Satterfield, Amjad Ayoubi
Market Position	Paul Carney	Zane Quible, Milt Morris, Mary Kay Jennings
Pricing and Financial Aid	Charles Bruce	Mary Kay Jennings
Academic Instruction & Services	Robert Spurrier	Jerry Auel, Bruce Crauder, Robert Graalman, Adrienne Hyle, Gerald Lage, Michael Lorenz, Martha McMillian, Ed Miller, Jeretta Nord, Shiretta Ownbey, Zane Quible, David Thompson
Graduate College	Gordon Emslie	Debra Jordan, Craig Satterfield, Al Carlozzi
Student Services	Lee Bird	Tom Keys, Amjad Ayoubi
Campus Infrastructure	David Thompson	John Houck, Ron Knight
Budget Analysis	Robert Dixon	Mary Bryans, Tony Brown
Information Technology Analysis	Darlene Hightower	Marshall Allen

The following paragraphs provide a brief summary of the nine chapters in this plan and offer suggestions that will enable OSU to improve the student experience and successfully manage its enrollment over the next five years.

Demographic Analysis and Enrollment Projections

A plan to determine the optimal enrollment for Oklahoma State University must take into consideration many factors that influence student recruitment and persistence. One of the most important of these, from a predictive standpoint, is demography. Understanding the projected trends in high school graduation rates allows decision-makers to anticipate and prepare for enrollment opportunities or challenges.

National Trends

Nationally, the number of high school graduates from both public and nonpublic high schools is expected to increase from 2,958,908 in 2004 to 3,177,850 in 2010 (7.4 percent). For the time frame of our initial enrollment management plan, 2004 through 2010, annual projected increases range from 0.3 percent to 2.5 percent. After peaking in 2009, the total number of graduates will then gradually decrease through 2015.[5]

These data also show a significant change in the ethnic make-up of these future graduating classes. Among minorities and ethnic groups, African Americans, Native Americans and Hispanics are particularly relevant for Oklahoma. The number of African American graduates is projected to increase by 16.4 percent (350,381 in 2004 to 407,995 in 2010). The Native American cohort projects a 15.4 percent increase. The largest growth, however, will be among Hispanic graduates, where a 42.4 percent increase is expected (340,337 in 2004 to 484,479 in 2010). The number of White, non-Hispanic graduates, on the other hand, will decrease slightly from 1.8 million in 2004 to under 1.74 million by 2010 (-3.5 percent), and White, non-Hispanics as a percentage of all graduates is expected to drop from 60.8 percent to 54.6 percent.[6]

Regional Trends

In its recent study of projected high school graduation rates, the Western Interstate Commissions on Higher Education (WICHE) divides the nation into four regions– West, Midwest, Northeast and South. Oklahoma and OSU's primary out-of-state market, Texas, are included in the South region. The South had the largest number of graduates of any region in 2004, about 915,000, and by 2010 that number is expected to reach one million, a 9.5 percent increase. While Texas is projected to increase its number of graduates by 9.4 percent between 2004 and 2010, from 245,000 to over 268,000, Oklahoma is projected to decline 2.7 percent, just over 1,000 students.

Additional encouraging data regarding Texas demographics has to do with regional trends within Texas. The Texas Higher Education Coordinating Board projects college enrollments in the Dallas- Ft. Worth region to grow by 18.9 percent in the next ten years and in the Gulf Coast region, which includes Houston, by 15.7 percent. Through recent Texas initiatives undertaken by the Office of Undergraduate Admissions, OSU is positioning itself to compete for students in these important growth areas.

The other region of the country that is contiguous to Oklahoma is the Midwest. That region had the second highest number of high school graduates in 2004 with 726,000. Growth in that region, however, is projected to be at a much lower rate than the South with just under 745,000 graduates in 2010, an increase of just 2.6 percent. Unfortunately,

---

[1] Western Interstate Commission on Higher Education (WICHE), The College Board, ACT, Inc. (2003). Knocking at the college door: projections of high school graduates by state and race/ethnicity, 1988-2018 (WICHE Publication No. 2A303). Boulder, CO: WICHE, p.89.

[6] *Ibid*.

states in the Midwest region closest to Oklahoma project flat or slightly declining numbers of graduates.

State Trends

Both WICHE and Oklahoma State Regents for Higher Education (OSRHE) data indicate that the number of Oklahoma high school graduates peaked between 1999 and 2001 at approximately 38,500. By 2004, the number had decreased to 36,355. Over the next five years, the in-state graduation rate is expected to decline to a low of 35,212 in 2006 and remain around 36,500 afterward.

Not only will the number of potential college applicants in Oklahoma decline in the next five years, but the ethnic composition of graduating seniors will also change. By 2010, Hispanic graduates are projected to increase by 75.5 percent to 3,081; Native Americans by 22.4 percent to 7,751; African Americans by 8.2 percent to 3,584; Asian Pacific Islander by 7.2 percent to 778. White graduates, on the other hand, are expected to decrease from 24,226 in 2004 (65.6 percent of all graduates) to 21,405 (58.5 Percent). Another demographic factor that could impact OSU's in-state enrollment is Oklahoma's high school dropout rate. The attrition rate from grade nine to grade twelve for the class of 2003 was 27 percent. Unfortunately, dropout rates for African American and Hispanic students were significantly higher—39.9 percent and 37.5 percent respectively. As the number of diverse students increases, there is concern that the state's dropout rate will also increase. If this occurs, then a decrease in college participation is likely. State programs must be initiated to address preparation and retention issues in the public schools.

Finally, it expected that many students in Oklahoma will continue to be first generation college students with limited family resources. Most will be located in the Oklahoma City and Tulsa metropolitan areas. Given issues of academic preparation and limited resources, Tulsa Community College, OSU-Oklahoma City and other Oklahoma City area community colleges will likely be the "first stop" for many of these students. For OSU to attract a diverse student body reflecting the demographic profile of the state, strong relationships with two-year colleges, and especially those in the urban areas, must continue to be developed and strengthened.

Enrollment Projection Model

The focal point of the enrollment management plan is the enrollment projection model. The Office of Institutional Research and Information Management, working with the Office of the Vice President for Enrollment Management and Marketing and the Graduate College developed a model to project OSU enrollment through 2010. The model draws upon quantifiable data that have affected enrollment in predictable ways over time. It also takes into account anticipated changes that could influence future outcomes, such as changes in freshman and transfer admission standards, and enhancements to scholarship programs.

When constructing a comprehensive enrollment projection model, it is important to realize that some factors are observable, but out of the University's control. These include such things as the national economy, state and federal financial aid programs, and state appropriations. At the graduate level, the effect of SEVIS and other federal requirements, the state of international affairs, and the condition of the world economy are some of the factors that influence enrollment.

Taking into account the demographic data and the factors and variables cited above, the model projects that the freshman class will decrease from 3,307 in 2005 to 3,113 in 2010. With higher admissions standards in place, however, the academic profile of entering freshmen is expected to improve significantly. During the same time period, transfer enrollment is expected to increase from 1,745 in 2005 to 2,112 in 2010. Special programs such as the NOC/OSU Gateway Program and the TCC/OSU Dual Admission Program will further enhance our ability to attract qualified transfer students. Over the next five years, the total undergraduate and graduate headcount in Tulsa is expected to increase from 2,206 to 2,915, and graduate student enrollment on the Stillwater campus is projected to increase from 3,795 to 4,000. Overall, OSU-Stillwater/Tulsa enrollment is projected to increase from 23,607 in 2005 to 24,372 by 2010.

Market Position

Oklahoma State University's position within the postsecondary market is strong; yet within the next five years the University will be confronted with some significant challenges. These challenges must be addressed if Oklahoma State University is to continue to meet future enrollment goals. The single most effective way to continue our success is to reinforce the University's academic reputation. OSU's academic accomplishments must be emphasized at every opportunity in all of its contacts with the public. If the University is successful in this endeavor and the initiatives it has undertaken and will continue to undertake, Oklahoma State University's market position will become even stronger and the results will be long lasting.

Given demographic trends in Oklahoma and the Southwest and the increasing competition for well qualified students, the following initiatives have been undertaken or are in the planning stages:

- Strengthening OSU's marketing message with respect to its academic programs and the student's total academic experience including enhancement of University publications in collaboration with University Marketing and introduction of newly-created Undergraduate Admissions video.
- Increasing the size of the undergraduate applicant pool as the best way to increase the number of enrolling freshmen.
- Enhancing the campus visit experience with the introduction of the new Alumni Center in Fall 2005.
- Increasing the quality of communication with prospective students and their families through targeted, age-specific publications and an improved website.

- Improving management of the recruitment process through implementation of installation of the *Recruitment Plus* software.
- Continuing development of out of state markets through the opening of regional offices in Dallas and Houston.
- Increasing the involvement of OSU Alumni in the identification of qualified prospective students through "Team OSU."
- Continuing to enhance the excellent interaction of the University's Colleges and Schools in the recruitment process.
- Developing stronger relationships with community colleges and initiating new programs, such as dual enrollment partnerships, for recruiting, enrolling and graduating transfer students.

Pricing and Financial Aid

Difficult economic times, increases in the cost of attendance, grant and scholarship funding shortfalls, and increasing student and parent borrowing create a challenging environment in which to make decisions related to financial aid programs. As college costs have risen, middle-income families have found the share of income required to cover average charges varies from 17 to 19 percent of their income; the picture is even bleaker for low-income families, where the ratio of price to income reached 71 percent in 2003-04.

During the same period, college prices have increased faster than inflation. As a result, paying for college now requires a larger share of low-income families' annual income than it did when the Pell Grant program began. The reduced buying power of the Pell Grant program has led to an increase in borrowing, both at the undergraduate and graduate levels.

In the 1970's and 1980's, most aid programs were designed to increase access to college for students who would otherwise be unable to afford to enroll. Over the past decade, student aid programs have been focused increasingly on influencing students' choice of institutions, on rewarding academic achievement, and on reducing the financial strain on middle-income families.

Within Oklahoma, the amount of student loan debt continues to grow at a greater rate than grant aid. In 2002-03, Oklahoma ranked 29th in the nation for need-based undergraduate grant dollars; of the states in our region, only Missouri and Kansas ranked lower. There are also other developments in our state programs that cause concern:

- OSU has led the state in the number of Oklahoma Higher Learning Access Program (OHLAP) students enrolled; however, the increased cost of the OHLAP program to the state, coupled with a lower-than-expected return on new funding sources, puts the future of this program into question.
- The Academic Scholars Program is currently operating with an annual deficit of $2 million. The funding shortfall is covered by spending down the program's trust fund; an option that cannot continue long-term.

- Changes in the Oklahoma Tuition Aid Grant Program have resulted in a loss of eligibility by graduate students.

In Spring 2004, Noel-Levitz was contracted to assist OSU in a comprehensive review of its undergraduate scholarship program, with the goal of improving the leveraging of institutional funds to meet recruitment and retention goals. A new program, designed to attract more high ability students, was implemented in January 2005.

In addition to these undergraduate initiatives, OSU has also embarked on a four-year plan to bring graduate student financial packages to levels commensurate with the high quality of the institution's graduate academic programs. This initiative will provide additional tuition waiver funding, to the point where all graduate teaching and research assistants with 0.50 FTE appointments will have the tuition for *all* of their required courses covered. The program also aims to provide increased funding to the academic colleges, enabling them to elevate graduate assistant stipend levels to the top quartile of our nation's research universities.

Even with tuition increases in 2004-05, OSU remains at the bottom of the Big 12 institutions in total direct costs for undergraduate and graduate students, both resident and non-resident. Ongoing analysis of program effectiveness and cost benefits is planned, to ensure that the initiatives in this report are meeting the needs of the people of Oklahoma and Oklahoma State University.

Academic Instruction and Services

This chapter included the responses of the six undergraduate colleges, the College of Veterinary Medicine, and the five Academic Affairs units (The Honors College, Office of Scholar Development and Recognition, Study Abroad Office, University Academic Services, and Academic Services for Student Athletes) that provide academic instruction and advising on the Stillwater campus. Each academic unit was given the opportunity to address the ways in which it is responding to a series of challenges and opportunities based the operating assumption of a relatively stable number of students through 2010. More specifically, each of the degree-granting colleges was invited to respond to the following issues, not all of which are equally applicable:

- The effect of increased OSU admissions standards
- College/department/program admission standards
- Accreditation considerations
- Instructional faculty size, composition, workload
- Credit hour production, degree production, and time to degree
- Majors/programs expected to grow in enrollment
- Majors/programs expected to decline in enrollment
- Constraints faced by college/departments/programs
- Diversity Issues
- Impact of AP/CLEP credit earned by entering freshmen

- Providing for increasing numbers of honors students, scholar development, study abroad
- Provision for and evaluation of academic advising
- OSU-Tulsa considerations

The narratives and data provided by these colleges and units generally may be summarized as follows:

- There is significant across-the-university concern about the reduction of tenure-track faculty positions that has taken place over the last several years. The Restore, Reward, and Grow program for faculty has been implemented to address this concern. As the university moves forward, the Strategic Plan and the data provided in the annual Academic Report Card will be of key importance in the allocation of new faculty positions (and the filling of faculty vacancies as they occur) to meet the pressing needs of colleges, departments, and programs that are attracting significantly larger numbers of students.

- The number of students participating in The Honors College, Scholar Development and Recognition, and Study Abroad has increased dramatically in recent years. The undergraduate-degree-granting colleges indicate interest in providing more for these students—but report lack of resources at this time to do significantly more than already is being done.

- None of the degree-granting colleges anticipate significant negative consequences from increased OSU admission standards. Although the College of Human Environmental Sciences indicated some possible losses, they are more than offset by the tremendous growth in that college. In addition, as that college's narrative above indicates, knowledge of the increased standards may motivate high school students to higher performance and thus offset projected losses based on data from previous years.

- Making admission standards for some degree programs more rigorous will restrict access to those programs somewhat, but overall quality will be increased.

- Accreditation issues do not appear to be a significant threat to any programs at this time.

- Diversity remains a significant problem, both in terms of composition of the faculty and the student body.

- The increasing number of AP/CLEP credit hours earned by entering freshmen does not appear to be a major issue.

- Academic advising is provided by all of the degree-granting colleges, but there is no systematic evaluation of the quality of academic advising (unlike the regular student course evaluation process mandated by the university).

- OSU-Tulsa considerations apply only to some of the colleges (as indicated in their respective narratives), and there is no clear pattern in responses.

Graduate College

As with undergraduate admissions, issues related to enrollment management in the Graduate College include recruitment and retention data, such as residency information, feeder schools, and yield ratios. Identifying new sources for recruiting prospective students and learning what attracts students to graduate programs at OSU are also important issues.

Between FY 2001 and FY 2003, graduate applications increased; however, applications dropped in 2004. Sixty percent of the applications received in Fall 2003 were from international students while domestic students comprised 39 percent of applications that year. In Fall 2004, international applications represented only 47 percent of the total applications received while applications from domestic students comprised 53 percent

The relationship between numbers of applications received and actual student enrollments varies. While the number of applications has fluctuated, graduate student enrollment has remained steady over the past 10 years. Domestic student enrollment in doctoral programs has been on the rise, while international enrollment at this level has decreased. At the Master's degree level, both domestic and international enrollment has increased over the past several years.

While students from Oklahoma represent the largest source of new graduate students at Oklahoma State University, the ratio of domestic in-state to domestic out-of-state students is changing. A higher percentage of out-of-state graduate students enrolled in 2004 than in the previous three years. Not surprisingly, students from states adjacent to Oklahoma contributed the greatest numbers of domestic non-resident students to OSU graduate programs.

The Student and Exchange Visitor Information System (SEVIS) is taking a toll on international enrollment at OSU as well as on the entire U.S. educational system. Last year, applications from Chinese students fell by 76 percent, while those from India dropped by 58 percent. Applications to research universities in general from international graduate students have fallen by approximately 25 percent. OSU experienced a 37 percent drop in international applications for Fall 2004.

For Fall 2005, the Graduate College expects to receive fewer applications from international students, but that should level off in the coming years. International student enrollment will stabilize with the percentage of total enrolled students to remain around 30 percent. Domestic applications will probably continue to increase over the next few years. Continued growth in enrollment in master degree programs across the campus is anticipated. With the addition of graduate certificate programs, continuing education will draw more students as well.

Given greater competition from domestic and international institutions, a number of initiatives have been undertaken to more aggressively recruit potential graduate students:

- Partnering with Information Technology to pursue electronic application and admissions processes.

- Exploring ways to better communicate with students to inform them of issues pertinent to their degree completion.

- Initiating a plan to enhance stipends and tuition waivers for graduate teaching assistants and research assistants.

- Developing a Bridge Program in collaboration with academic departments in response to inquiries from students who complete three-year Bachelor's degrees from other countries.

- Reimbursing admission application fees as a recruiting initiative for international students. .

- Making use of an alternative admissions process into the English Language Institute (ELI) for otherwise qualified students who do not present minimum TOEFL or IELTS tests scores.

- Hosting Graduate College Welcome Week, a collection of orientation activities held during the week prior to the fall semester.

- Developing Graduate Certificate Programs to offer students the opportunity for focused study of a body of knowledge at the graduate level, leading to the award of an academic credential that can be earned in a relatively short time.

- Providing "Training in the Professoriate Seminars" (TIPS) to ensure that graduate students are well qualified before participating in classroom instruction.

- Reformulating web pages to ensure that students easily find information pertinent to graduate education at OSU.

- Inviting McNair program participants from across the country to visit campus and participate in the annual student research symposium.

- Providing Graduate Student Travel Awards to allow current students attend student and professional meetings to present research.

- Enabling graduate students to submit their theses and dissertations on-line.

- Providing travel support to Assist prospective students to visit campus prior to their making a decision about where to pursue their graduate education.

To support the recruitment and retention of graduate students, the Graduate College has requested help from the OSU Foundation to seek endowed funding for several additional initiatives.

Student Services

The Division of Student Affairs encompasses a broad array of services designed to meet the needs of a diverse and increasingly complex student body and other constituents. Beyond meeting the basic needs of food, shelter, health care, Student Affairs programs and services support academic excellence, create leadership exposure, and promote service to others.

Student Affairs units are funded as auxiliary enterprises, through educational and general (E & G) funds, or through student fees, with some units receiving funding from a combination of these sources. Funds generated through auxiliary enterprises and student fees are particularly sensitive to both enrollment (headcount) and credit hour production. A stable and growing enrollment is ideal for Student Affairs. If per student credit hour production drops, fee funded areas would face a financial challenge.

Some areas, such as Counseling and University Dining, have little unused capacity. Moderate student growth in Residential Life would necessitate changes to policies allowing students to stay in the halls (including traditional residence halls, apartments, and suites) until they graduate. Capacity for upper-division students would need to be limited in order to serve new freshman and transfer students.

Other Student Affairs units, such as the Seretean Wellness Center, could absorb another 2,000 to 3,000 students over the next five to ten years with only slight modifications to staff. Student participation in the newly renovated and expanded Colvin Recreation Center already exceeds 800,000 visits per year. With a ten percent enrollment increase the Colvin Center could meet demand by expanding operational hours, but would have increased financial needs tied to utilities and the need to need increase staffing, both professional and student.

Campus Infrastructure

A complex infrastructure is required to support a residential campus and this complexity is increased when that university has a substantial research component. This chapter attempts to assess some of the critical components of the infrastructure supporting

Oklahoma State University at Stillwater and at Tulsa. Fortunately, many aspects of the infrastructure at both locations appear to be adequate or better. Aspects of the infrastructure that appear to need study or attention now or in the near future include: library space at Stillwater, library holdings at Tulsa, research space at Stillwater, and reducing the level of deferred maintenance at Stillwater.

Frequently as additional facilities are contemplated, only the construction cost is considered in the capital expenditure. While capital funds are vital to the continued growth of OSU, the increased annual operating costs generated by new buildings are also significant. It is recommended that landscaping, art and furnishings, and annual operating expenses be integrated into all future capital building projects.

Based on the information collected from the Physical Plant, the Facility Condition Index (FCI) for OSU-Stillwater is a concern. OSU's calculated 8.5 percent FCI is in the fair to poor range. More importantly, the level of deferred maintenance needs to be reduced to protect the quality of the educational and work environment for students, faculty, and staff and to preserve the capital resources of OSU. To reduce the FCI to 5 percent (the upper end of the good range) will require an additional annual maintenance investment of approximately $2.4 million for each of the next ten years. Furthermore, at current funding levels, the Physical Plant expects the deferred maintenance costs to increase by over 20 percent in the next four years. It is recommended that greater priority be given to deferred maintenance needs.

The accuracy of the description and analysis in this chapter could have been enhanced if more complete data were available. Some of the data appears to have internal inconsistencies. This was due to the fact that for some measures data had to be compiled from multiple sources, which sometimes did not correlate precisely. In other cases, data did not exist and estimates from the Physical Plant were used. Effective management of the infrastructure would be enhanced by more reliable and consistent data sets.

Budget Analysis

Revenue projection, institutional dollars available for student aid, housing, classroom space, faculty requirements, and staffing are all uniquely tied together and affected by national, regional, and state trends as well as by the history of the institution. Thus fiscal planning and enrollment management must be a coordinated effort.

Nationally, higher education has been affected by rising costs of operation and by the failure of state appropriations to adequately meet the financial needs of the institutions, and Oklahoma State University has not been exempt from the financial pressure. Oklahoma State University has experienced flat or decreasing state appropriations, rising tuition costs, widening gaps in student affordability, and rising costs of operation. These same challenges have a profound impact upon the institution's enrollment strategies.

If state appropriations continue to remain flat increase incrementally, any desired growth of the university will be affected. As student/faculty ratios continue to climb and faculty

salaries remain below competitive levels, it will become increasingly difficult to attract and retain high quality faculty. While some gaps caused by reduced appropriations may be filled with increases in tuition increases, continued increases in student costs will affect the ability to recruit and retain students. Tuition increases, without proportional increases in financial aid, continue to widen the gap of affordability. Though Oklahoma State University remains a "good buy" as one of the least expensive schools in the Big XII Conference, the rising costs of education will deter some students from accessing higher education.

If Oklahoma State University wishes to meet or exceed the enrollment estimates set out in the projection model, we will need to maximize our recruitment and retention efforts, and do everything possible to better utilize our faculty resources. We also need to manage our enrollment so that our student body optimizes our facilities. Housing, classroom space, and services have limits beyond which the student body can no longer be efficiently and effectively served. Conversely, capacity should not be under utilized. If the enrollment growth is below the institution's capacity requirements, resources are not being used to the fullest extent.

Information Technology Analysis

The mission for Information Technology (IT) is to provide innovative, reliable, and integrated technology solutions, quality services, and information resources. Collaboration with students, faculty, and staff is necessary for IT to be able to meet the stated mission. As the demand and the costs of technology continue to increase, it is also imperative that delivered services meet the needs of the university and community.

In January 2005, needs assessment was conducted to evaluate the current IT environment, identify and document performance gaps and opportunities, and develop a report with recommended improvements. IT services received a 3.5 level of customer satisfaction on a 5.0 scale with greatest satisfaction expressed for Blackboard, ID Services and the SIS Web. The services deemed most important by students were email, internet access, campus computer labs and SIS. Among new and improved services requested through the survey were campus-wide wireless internet connectivity, internet services to off-campus students, more informative web sites, additional software available to students, more student labs, especially in residential life communities, remote access to disk storage, student portal with unified identity management, and additional training for software and system security.

Over the next five years, several projects will move IT forward in meeting the needs of the OSU student population.

- Creating virtual labs to provide students with access to lab resources from remote locations.

- Implementing print metering to provide a mechanism to release print jobs to help cut down waste and authenticate who is using the resources.

- Building a student portal to provide a single, streamlined source of information for the entire range of OSU stakeholders – prospective students, current students, alumni, faculty, and staff.

- Enhancing systems security to give the Oklahoma State University network the defense mechanisms required to survive future security attacks and the freedom necessary for academic and administrative departments to function.

- Adopting an anti-spam solution to minimize spam received and free critical IT resources as well as relieve faculty, staff, and students from the burden of managing unwanted email.

- Enhancing the campus-wide ID so that it is a the new unique identifier that is portable for all individuals in the OSU A&M System and will be available for use by all the System's institutions.

- Detecting and preventing intrusion by providing the OSU/A&M System with a means to secure intellectual property, prevent cyber attacks from originating from the networks, and prevent cyber attacks from entering the networks.

- Developing an online directory that will be searchable by campus for all schools in the OSU system that will feature a white pages search for people, and yellow pages search for departments.

- Resubnetting campus VLANs to provide added efficiency, increase room for needed growth, and shift to the building-based approach as recommended in the 2004 systems security report.

- Connecting to a research network, National Lambda Rail, to provide infrastructure for research and experimentation in networking technologies and applications nationwide.

Chapter I

DEMOGRAPHIC ANALYSIS AND ENROLLMENT PROJECTIONS

A plan to determine an optimal enrollment for Oklahoma State University must take into account a number of factors, both internal and external. Internally, issues such as faculty size and infrastructure are significant. Externally, the institution's image and what can be done to shape that image are important, as is the potential market for the university's academic offerings at the undergraduate and graduate level. In this chapter, demographic information that will likely affect the university's potential market is presented and analyzed. Demographic information plays an important role in institutional planning by allowing decision-makers to anticipate challenges created by changes in the external environment and to make better informed decisions with respect to strategic planning and resource allocation.

UNDERGRADUATE

National Demographic Trends

As depicted in Table 1-1, the number of high school graduates from both public and nonpublic high schools is expected to increase from 2,958,908 in 2004 to 3,177,850 in 2010 (7.4 percent). For the time frame of our initial enrollment management plan, 2004 through 2010, annual projected increases range from 0.3 percent to 2.5 percent. After peaking in 2009, the total number of graduates will then gradually decrease through 2015.[7]

Table 1-1
Number of U.S. Public/Private HS Graduates
2003-04 to 2009-10 (actual and projected)

	Number of Graduates (public)	Number of Graduates (private)	Total Public and Private
2003-2004	2,670,390	288,518	2,958,908
2004-2005	2,693,926	289,551	2,983,477
2005-2006	2,748,022	293,980	3,042,002
2006-2007	2,809,484	298,448	3,107,932
2007-2008	2,882,758	304,181	3,186,939
2008-2009	2,891,921	303,338	3,195,259
2009-2010	2,877,189	300,661	3,177,850

[1] Western Interstate Commission on Higher Education (WICHE), The College Board, ACT, Inc. (2003). Knocking at the college door: projections of high school graduates by state and race/ethnicity, 1988-2018 (WICHE Publication No. 2A303). Boulder, CO: WICHE, p.89.

When considering the effect of demographics on future enrollment growth or decline, it is important to consider not only the number of high school graduates among the overall population, but also the projected demographic changes by race or ethnic group. College enrollments are not only a function of the number of high school graduates, but of the percentage of high school graduates who attend a postsecondary institution. A shift in the ethic or racial composition of public school enrollment and high school graduating class toward more minorities, who have historically had higher secondary school dropout rates and lower college participation rates, can pose greater challenges for maintaining or increasing the number of high school graduates who attend college.

As noted earlier, data reported by WICHE indicate that the overall number of high school graduates is likely to increase by 7.4 percent through 2010. These data also show a significant change in the ethnic make-up of these future graduating classes. Among minorities and ethnic groups, African Americans, Native Americans and Hispanics are particularly relevant for Oklahoma. The number of African American graduates is projected to increase by 16.4 percent (350,381 in 2004 to 407,995 in 2010). The Native American cohort projects a 15.4 percent increase. The largest growth, however, will be among Hispanic graduates, where a 42.4 percent increase is expected (340,337 in 2004 to 484,479 in 2010). The number of White, non-Hispanic graduates, on the other hand, will decrease slightly from 1.8 million in 2004 to under 1.74 million by 2010 (-3.5 percent), and White, non-Hispanics as a percentage of all graduates is expected to drop from 60.8 percent to 54.6 percent.[8]

Unfortunately, Hispanics, the minority for whom the greatest growth is projected, do not graduate from high school, nor do they participate in higher education, at the same rate as do the White and African American population subgroups. In 2001, 27.0 percent of Hispanics aged sixteen to twenty-four were high school dropouts while the number was considerably lower for both African Americans (10.9 percent) and Whites (7.3 percent).[9] College enrollment for Hispanics completing high school in 2001 was 51.7 percent, compared with 54.6 percent for African Americans and 64.2 percent for Whites.[10]

Regional Trends

WICHE divides the nation into four regions for its regional analysis – West, Midwest, Northeast and South. Oklahoma and OSU's primary out-of-state market, Texas, are included in the South region. The South had the largest number of graduates of any region in 2004, about 915,000, and by 2010 that number is expected to reach one million, a 9.5 percent increase.[11] While there is apparent cause for optimism in the growth projections for the South region, it must be noted that three of the four states for which the greatest growth is projected – Georgia, Florida and North Carolina – are quite distant

---

[8] *Ibid*.
[9] Wirt, John, Choy, Susan, *et al. The Condition of Education 2003.* National Center for Education Statistics, June, 2003, p. 125.
[10] *Ibid*., p.127.
[11] WICHE, p.17.

from Oklahoma. Texas, however, is projected to increase its number of graduates by 9.4 percent between 2004 and 2010, from 245,000 to over 268,000. By comparison, Oklahoma is projected to lose 2.7 percent, just over 1,000 students.[12]

Additional encouraging data regarding Texas demographics has to do with regional trends within Texas. The Texas Higher Education Coordinating Board projects college enrollments in the Dallas- Ft. Worth region to grow by 18.9 percent in the next ten years and in the Gulf Coast region, which includes Houston, by 15.7 percent.[13] Through recent Texas initiatives undertaken by the Office of Undergraduate Admissions, OSU is positioning itself to compete for students in these important growth areas.

The other region of the country that is contiguous to Oklahoma is the Midwest. That region had the second highest number of high school graduates in 2004 with 726,000. Growth in that region, however, is projected to be at a much lower rate than the South with just under 745,000 graduates in 2010, an increase of 2.6 percent. As is the case in the southern region, with Texas being a significant exception, states closest to Oklahoma project flat or slightly declining numbers of graduates.[14]

Projected growth for the West region is 11.3 percent by 2010, peaking at just over 771,000 students. Thus the West will be the fastest growing region during the time frame for this plan, though it should be noted that beyond 2010 declining numbers of graduates are projected through 2015. The Northeast region will a relatively slow growth rate, 5.3 percent, and the fewest graduates of any region in 2010, 661,000. [15]

State Trends

While there are some differences in the numerical projections of high school graduates between WICHE and the 2002-2003 Oklahoma State Regents for Higher Education (OSRHE) Student Data Report, both indicate that the number of Oklahoma high school graduates peaked between 1999 and 2001 and will not reach that level again through the WICHE projection timeframe of 2018. OSRHE data indicate that Oklahoma public and private high schools graduated 38,512 in 2000, the highest number in history. In 2004, roughly 37,200 students graduated in Oklahoma. Through the OSRHE projection time frame, graduates are expected to drop to 36,411 in 2005 before a slight increase to 36,961 by 2010.[16]

Not only will the number of potential college applicants in Oklahoma decline in the next several years, the racial and ethnic composition of the graduating class will shift as well. As indicated in Table 1-2 below, based on WICHE data, each ethnic or racial minority in Oklahoma shows a projected increase in graduates during the five-year span of the report.

---

[12] Ibid., p.22.
[13] Hacker, Holly. "Enrollment up, but pace falls short of goals," Dallas Morning News, January 27, 2005, p. 4a.
[14] WICHE, pp. 19-20.
[15] Ibid., pp. 18-20.
[16] Student Data Report: Oklahoma Higher Education, 2002-2003. Oklahoma City: Oklahoma State Regents for Higher Education, June, 2004, p.19.

Hispanic graduates are projected to increase by 75.5 percent to 3,081; Native Americans by 22.4 percent to 7,751; African Americans by 8.2 percent to 3,584; Asian Pacific Islander by 7.2 percent to 778. White graduates, on the other hand, are expected to decrease from 24,226 in 2003-2004 (65.6 percent of all graduates) to 21,405 (58.5 Percent). [17]

Table 1-2
Oklahoma High School Graduates
2003-04 to 2009-10

Race/Ethnicity	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	% change
American Indian	6,335	6,561	6,534	7,033	7,216	7,587	7,751	**22.4**
Asian/Pacific	726	711	759	759	728	808	778	**7.2**
African American	3,312	3,359	3,396	3,392	3,627	3,559	3,584	**8.2**
Hispanic	1,756	1,989	2,100	2,328	2,523	2,737	3,081	**75.5**
White	24,226	23,165	22,423	22,336	22,230	21,850	21,405	**-11.6**
Totals	**36,355**	**35,785**	**35,212**	**35,848**	**36,324**	**36,541**	**36,599**	**0.7**

Source: WICHE, p. 130.

When anticipating the size of the potential in-state market for OSU, two factors besides the number of high school graduates must be taken in to account. These are the shift in the racial or ethnic composition of graduating classes as noted above and the overall participation rates of Oklahoma high school graduates in higher education.

As indicated in Table 1-3 that follows, overall attrition rate from grade nine to high school graduation for the class of 2003 was 27 percent. These ethnic groups that are expected to grow most significantly, however, also exhibit significantly higher dropout rates. For example, attrition rates for African Americans and Hispanics were 39.9 percent and 37.5 percent, respectively. By contrast the dropout rate for Whites was 26 percent and seven percent for Asian Pacific Islanders.[18] If programs are not initiated to address preparation and retention issues in the public schools, the number of potential OSU students will be much smaller than aggregate statistics would indicate.

[17] WICHE, p. 130.

[18] Oklahoma Educational Indicators Project: Profiles 2003 State Report. Oklahoma City: Education Oversight Board/Office of Accountability, May, 2004, p. 78.

Table 1-3
Oklahoma High School Dropout Rate
2003 Graduating Class

Race & Gender	9th	10th	11th	12th	Graduates	% Loss 9th- Graduation
African Am. Male	2,882	2,300	1,888	1,602	1,555	-46%
African Am. Female	2,555	2,095	1,809	1,666	1,680	-34%
Native Am. Male	4,037	3,701	3,463	3,267	3,086	-24%
Native Am. Female	3,807	3,525	3,379	3,142	3,025	-21%
Hispanic Male	1,355	1,154	945	826	783	-42%
Hispanic Female	1,148	1,014	899	807	782	-32%
Asian Male	352	350	337	346	334	-5%
Asian Female	356	334	338	343	320	-10%
White & other male	17,717	16,102	14,495	13,286	12,502	-29%
White & other female	16,061	15,135	13,793	12,916	12,409	-23%
State Total	50,270	45,710	41,346	38,201	36,476	-27%

Source: Oklahoma Educational Indicators Project, 2003.

Improvement in overall participation rate can lessen the effect of a smaller number of graduates. Through 2002-2003, a three-year average of 56.3 percent of Oklahoma high school graduates attended a college directly from high school (50.1 percent attended an Oklahoma college).[19] Achieving the Oklahoma State Regents for Higher Education goal of 60 percent participation as stated in the *Report Card on Higher Education 2002* may stabilize the market, but significant obstacles must be overcome.[20] The average ACT in Oklahoma is below the national average (20.8 v. 20.5 in 2003) and well below OSU's required twenty-three, which will increase to twenty-four in 2006. Furthermore, while minorities in Oklahoma outperform their national counterparts, the average for Blacks (17.2) and Hispanics (19.8) is significantly below that required for test score only admission.[21]

Table 1-4
Oklahoma ACT Scores v. National ACT Scores
2003 Graduates

Race	Oklahoma	National
African American	17.2	16.9
Native American	19.4	18.7
Caucasian	21.1	21.7
Mexican American	18.6	18.3
Asian	21.5	21.8
Hispanic	19.8	19.0
Average	19.6	19.4
ACT SCORE AVERAGES	20.5	20.8

[19] Oklahoma Educational Indicators Project: Profiles 2003 State Report, p. 87.
[20] Report Card on Higher Education. Oklahoma City: Oklahoma State Regents for Higher Education, 2002.
[21] Oklahoma Educational Indicators Project: Profiles 2003 State Report, p. 83.

Many diverse students in Oklahoma will continue to be first generation college students with limited family resources. Most will be located in the Oklahoma City and Tulsa metropolitan areas. Given issues of academic preparation and limited resources, Tulsa Community College, OSU-Oklahoma City and other Oklahoma City area community colleges will likely be the "first stop" for many of these students. For OSU to attract a diverse student body reflecting the demographic profile of the state, strong relationships with two-year colleges, and especially those in the urban areas, must continue to be developed and strengthened.

ENROLLMENT MANAGEMENT PROJECTION MODEL

Since 1994, OSU's enrollment has shown consistent improvement for both Stillwater and for Stillwater and Tulsa combined. Graduate enrollment growth has not been as consistent as undergraduate, but has shown a net increase of almost 400 between 1994 and 2003. Market share (OSU applicants as a percentage of all Oklahoma high school graduates) improved through 2003, peaking at 12.4 percent, and remained strong at 11.8 percent in 2004. While the University has benefited from an increasing number of high school graduates in the state over the time period, intentional efforts played a role as well. Primary among these was expansion of the tuition waiver scholarship program, and a greater focus on freshman to sophomore retention.

While OSU reached its highest enrollment since 1983 in 2003 and declined only slightly in 2004 (and this drop could be accounted for by a sharp drop in international enrollment), an area for concern is that freshman to sophomore retention has begun to decrease (84.6 percent for 1999 freshmen compared with 78.1 percent for 2003 freshmen). This statistic is one key indicator of the need for an enrollment management plan that includes an analysis of current enrollment patterns and capacities, retention efforts, and an enrollment projection model for the future. An enrollment management plan provides useful data for administrative decision-making. What is our capacity for graduate and undergraduate enrollment in terms of facilities, faculty size, and infrastructure? What academic programs are at their capacity and what programs can accommodate more students? How can we improve student retention and graduation rates? A well-conceived model will answer questions such as these.

The Office of Institutional Research and Information Management, working with the Office of the Vice President for Enrollment Management and Marketing, has developed a model projecting OSU enrollment through 2010. The model is based on quantifiable data that have affected enrollment in predictable ways over time. The model also must take into account anticipated future changes that could affect historical trends for factors such as yield rate. These might include, for example, changes in freshman and transfer admission standards and changes in scholarship programs. At the graduate level, the affect of SEVIS requirements and other international issues on graduate student enrollments will have to be considered.

Data used in developing the OSU projection model included the following:

- Trends in Oklahoma high school graduation rates (for the model, OSRHE rather than WICHE data were used).
- The percentage of Oklahoma high school seniors applying to OSU—annual market share.
- The percentage/number of in-state freshman applicants accepted and enrolled.
- The anticipated number of out-of-state freshman applicants.
- The percentage/number of out-of-state freshman applicants accepted and enrolled.
- The effect of increased admission standards to be phased in from 2005 to 2007.
- Anticipated full use of the eight percent admission program using holistic evaluation.
- The anticipated number of transfer students applying for admission.
- The percentage/number of transfer students accepted and enrolled.
- The affect of increased transfer admissions standards.
- The estimated number of additional transfer enrollment from the NOC/OSU Gateway program.
- The estimated number of masters and doctoral student applicants.
- The estimated number masters and doctoral students accepted and enrolled.
- Current retention rates for enrolled students by classification.

When constructing a comprehensive enrollment projection model, it is necessary to factor in some variables that do not lend themselves as well to trend data and that are further removed from the University's direct influence. These variables nevertheless influence the enrollment projection model, and therefore assumptions that have been made about these must be stated. For the time span of the model which follows:

- The national and state economy will remain stable.
- Federal and state financial aid programs will remain unchanged.
- State funding for higher education will remain in tact.
- University budgets will remain stable.
- Admissions standards and matriculation rates will not change beyond the announced increases which have already been included in the formulae.
- Retention and graduation rates will remain level.

Taking into account the variables cited above, the model as presented is based on recent historical enrollment trends, assumptions about the political and economic environment, and on demographic trends. It projects a freshman class of 3,113 in 2010 compared with a fall, 2005 class of 3,307. Enrollment figures cited for future years are good statistical estimates. If it is determined that the University, in Stillwater and Tulsa, can accommodate more students and serve them well, those charged with marketing the University to prospective students will set out to "defeat" the model and attract greater numbers of students to the campuses.

In light of the challenges that OSU faces to maintain undergraduate enrollment – e.g., fewer Oklahoma high school graduates, higher admissions standards, and increased competition for high ability students – the Division of Enrollment Management and Marketing is already taking steps to improve market share and increase the applicant pool.

- New regional offices are being opened in Dallas and Houston staffed by full-time admissions counselors;
- The Offices of Admissions and High School & College Relations have been merged into a comprehensive Office of Undergraduate Admissions;
- The quality and scope of recruitment publications has been greatly enhanced;
- State-of –the-art recruitment software will soon be implemented;
- A scholarship leveraging analysis has been completed and the merit scholarship program for both resident and nonresidents has been improved.

While these initiatives are sources for optimism, such optimism must be tempered by the reality that competitors in Oklahoma and regionally face similar challenges and will respond aggressively. For example, a number of competitors continue to provide full out-of-state tuition waivers for nonresidents, and the number of universities with Dallas-Ft. Worth area offices increases annually.

To counter the effect on undergraduate enrollment of a predicted decrease in freshmen, OSU will enhance efforts to attract transfer students. The model predicts that the number of enrolling transfers will increase from 1,517 in 2003 to 1,801 in 2010. Factored into this increase is the NOC/OSU Gateway Program. The prospects for exceeding the projection, however, rest with more recruiting efforts focused on the two-year schools by Undergraduate Admissions and campus-wide support for "dual enrollment" agreements with leading feeder Tulsa Community College, system two-year institutions in Oklahoma City and Okmulgee and other two-year institutions.

Graduate College enrollment was 3,787 in the 2004 fall semester and is projected to increase to 4,052 by 2010. A clearer picture of future graduate enrollment will evolve as the full effect of SEVIS and other issues affecting the international cohort over the next two to three years. Much more significant growth is projected for Tulsa at both the graduate and undergraduate level. This growth, however, given the demographics of the Tulsa student body, could be greatly affected by the economy as well as by the University's ability to expand program offerings in Tulsa.

Figure 1.1

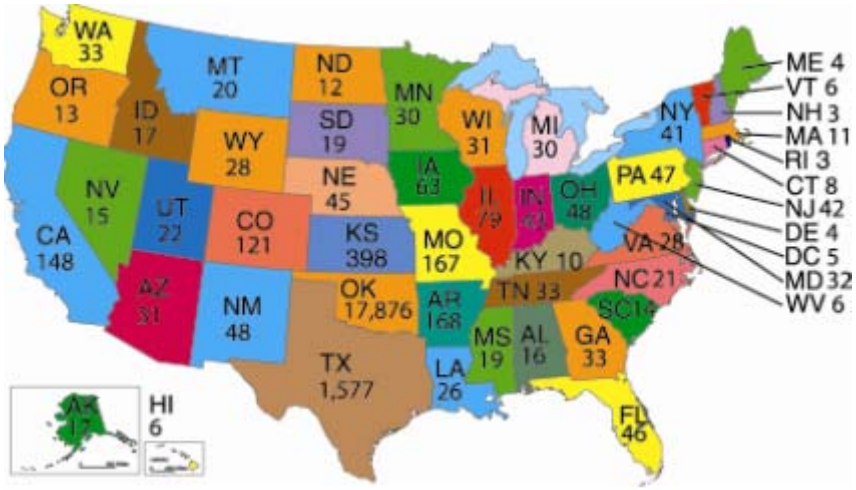
ENROLLEMENT PROJECTION MODEL 2005-2010		Actual				Projected					
		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Oklahoma HS Graduates		38,344	37,699	37,688	37,283	36,411	36,534	36,498	36,874	36,909	36,961
In-State Freshman Applicants		4,238	4,236	4,685	4,396	4,234	4,248	4,244	4,288	4,292	4,298
Market Share of Oklahoma HS Graduates		11.05%	11.24%	12.43%	11.79%	11.63%	11.63%	11.63%	11.63%	11.63%	11.63%
Out-of-State Freshman Applicants		1,485	1,490	1,944	2,237	2,461	2,584	2,713	2,849	2,849	2,849
Total New Freshman Applicants		**5,723**	**5,726**	**6,629**	**6,633**	**6,695**	**6,832**	**6,957**	**7,137**	**7,141**	**7,147**
In-State Freshmen Admitted		3,944	3,941	4,291	3,985	3,725	3,521	3,348	3,383	3,386	3,390
Out-of-State Freshmen Admitted		1,263	1,312	1,639	1,896	2,004	1,973	1,963	2,061	2,061	2,061
Total New Freshmen Admitted		**5,207**	**5,253**	**5,930**	**5,881**	**5,730**	**5,494**	**5,311**	**5,444**	**5,447**	**5,452**
In-State Freshmen Enrolled		2,566	2,634	2,833	2,526	2,434	2,300	2,187	2,210	2,212	2,215
Yield (In-State)		65.06%	66.84%	66.02%	63.39%	65.33%	65.33%	65.33%	65.33%	65.33%	65.33%
Out-of-State Freshmen Enrolled		599	631	652	738	873	859	855	898	898	898
Yield (Out-of-State)		47.43%	48.09%	39.78%	38.92%	43.56%	43.56%	43.56%	43.56%	43.56%	43.56%
Total New Freshmen Enrolled		**3,165**	**3,265**	**3,485**	**3,264**	**3,307**	**3,159**	**3,042**	**3,108**	**3,110**	**3,113**
FRESHMEN	New Freshmen	3,165	3,261	3,485	3,264	3,307	3,159	3,042	3,108	3,110	3,113
	Continuing *	765	836	780	828	814	820	798	778	789	791
	New Transfers	368	286	321	308	306	330	354	371	371	371
	Readmits	63	90	67	63	71	71	71	71	71	71
	TOTAL	**4,361**	**4,473**	**4,653**	**4,463**	**4,498**	**4,380**	**4,265**	**4,328**	**4,341**	**4,346**
SOPHOMORES	Continuing *	3,170	3,265	3,369	3,349	3,271	3,296	3,210	3,125	3,171	3,181
	New Transfers	602	563	598	577	574	618	664	694	694	694
	Readmits	114	116	112	129	118	118	118	118	118	118
	TOTAL	**3,886**	**3,944**	**4,079**	**4,055**	**3,963**	**4,032**	**3,992**	**3,937**	**3,983**	**3,993**
JUNIORS	Continuing *	3,421	3,519	3,572	3,683	3,605	3,523	3,585	3,549	3,501	3,542
	New Transfers	387	465	499	459	456	492	528	552	552	552
	Readmits	117	131	126	124	125	125	125	125	125	125
	TOTAL	**3,925**	**4,115**	**4,197**	**4,266**	**4,186**	**4,140**	**4,238**	**4,226**	**4,178**	**4,219**
SENIORS	Continuing *	4,044	4,228	4,322	4,371	4,386	4,304	4,256	4,356	4,345	4,295
	New Transfers	70	79	99	75	75	80	86	90	90	90
	Readmits	120	151	127	158	139	139	139	139	139	139
	TOTAL	**4,234**	**4,458**	**4,548**	**4,604**	**4,600**	**4,523**	**4,481**	**4,585**	**4,574**	**4,524**
SPECIAL	TOTAL	**51**	**49**	**14**	**105**	**55**	**55**	**55**	**55**	**55**	**55**
Total OSU-Stillwater Undergraduate		**16,457**	**17,039**	**17,491**	**17,493**	**17,301**	**17,123**	**17,030**	**17,131**	**17,131**	**17,137**
OSU-Stillwater Undergraduate Growth Rate		2.01%	3.54%	2.65%	0.01%	-1.10%	-0.99%	-0.58%	0.59%	0.00%	0.03%
Vet Med		289	292	297	296	305	311	320	320	320	320
Total OSU-Stillwater Graduate		3,526	3,818	3,816	3,787	3,795	3,835	3,885	3,925	3,960	4,000
Total OSU-Stillwater **		**20,272**	**21,149**	**21,604**	**21,576**	**21,401**	**21,275**	**21,235**	**21,376**	**21,411**	**21,457**
OSU-Stillwater Growth Rate		2.07%	4.33%	2.15%	-0.13%	-0.81%	-0.59%	-0.19%	0.67%	0.16%	0.21%
OSU-Tulsa Undergraduate - New Transfers		190	258	342	336	334	360	386	404	404	404
OSU-Tulsa Undergraduate - Continuing/Readmits		564	746	850	960	1,092	1,209	1,308	1,426	1,554	1,691
Total OSU-Tulsa Graduate		846	839	775	754	780	730	800	810	815	820
Total OSU-Tulsa		**1,600**	**1,843**	**1,967**	**2,050**	**2,206**	**2,359**	**2,494**	**2,640**	**2,773**	**2,915**
TOTAL ENROLLMENT		**21,872**	**22,992**	**23,571**	**23,626**	**23,607**	**23,634**	**23,729**	**24,017**	**24,184**	**24,372**
Growth Rate		0.43%	5.12%	2.52%	0.23%	-0.08%	0.11%	0.40%	1.21%	0.70%	0.78%

*CONTINUING - Students that attended in prior Fall and are now classified as Freshmen, Sophomores, Juniors or Seniors.

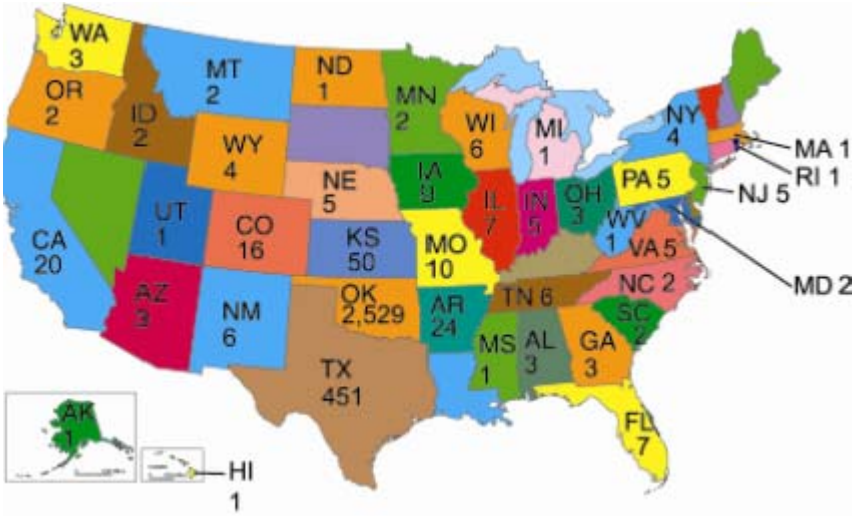
**OSU-Stillwater/Tulsa concurrent students are included in Stillwater counts

Oklahoma State University 2004

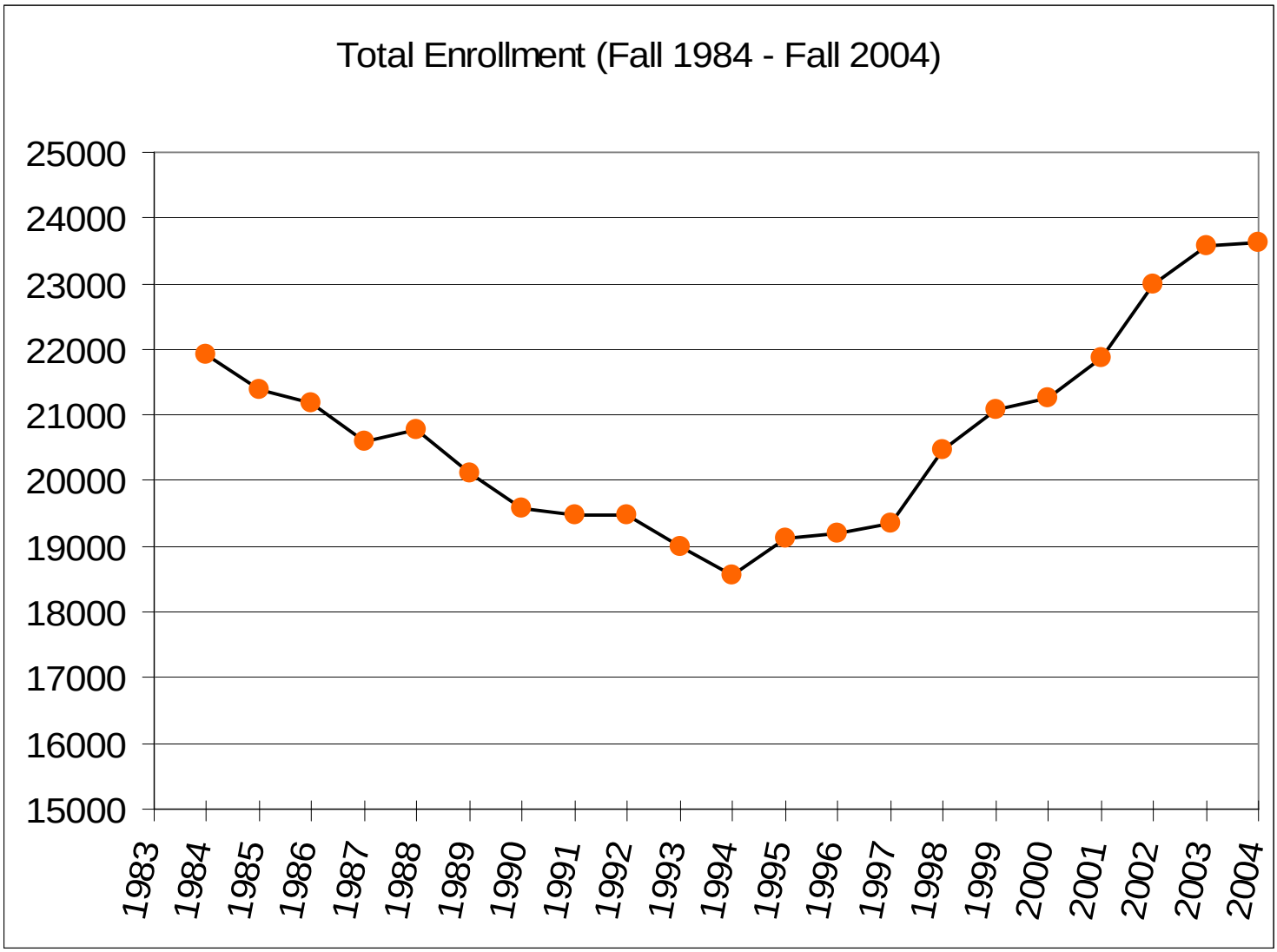
Total Enrollment by State



Freshmen by State



Oklahoma State University



Chapter II

MARKET POSITION

FRESHMEN MARKET ANALYSIS

As the University looks to the future, Oklahoma State University's position within the post-secondary market[1] can be characterized as an anomaly—strong, yet significantly challenged. As the projection model presented in Chapter One indicates, OSU's share of the market (in terms of the percentage of high school graduates applying) increased to 12.43 percent in 2003 before declining in 2004 to just under 12 percent. To continue to improve our position within the market, the University must engage in more aggressive marketing and recruitment programs.

Table 2-1
Oklahoma High School ACT Participation 1999-2004

	1999		2000		2001		2002		2003		2004	
High School Graduates in Oklahoma	37,396		38,512		38,344		37,699		37,688		37,283	
Number of Oklahoma H.S. Students Taking ACT[1] *	26,455		27,850		27,910		26,717		27,009		26,556	
Total ACT Scores Received by OSU[1] **	10,103		10,741		10,282		9,579		9,758		9,468	
1st Choice % of Scores Received	3,536	35.0%	3,870	36.0%	3,630	35.3%	3,357	35.0%	3,412	35.0%	3,290	34.7%
2nd - 6th Choices%of Scores Received	6,567	65.0%	6,871	64.0%	6,652	64.7%	6,222	65.0%	6,346	65.0%	6,178	65.3%
Applications Received by OSU	5,717		5,816		5,730		5,725		6,629		6,633	
New Freshmen Accepted by OSU	5,081		5,322		5,214		5,253		5,930		5,881	
% of Applications Received	88.9%		91.5%		91.0%		91.8%		89.5%		88.7%	
New Freshmen Enrolled at OSU	2,929		3,113		3,209		3,303		3,485		3,264	
% of Freshmen Accepted (yield rate)	**57.6%**		**58.5%**		**61.5%**		**62.9%**		**58.8%**		**55.5%**	

[1] The primary post-secondary market referred to in this chapter is defined as the ratio of resident freshman applicants to the total number of high school graduates within Oklahoma.

As the enrollment data in Table 2.1 indicate, yield rates (the percentage of new freshmen enrolled divided by the number of freshmen accepted) are strong at OSU—with excellent yields of between 58 percent and 63 percent in the years 1999-2003, yet a 55 percent yield in 2004 indicates how difficult it is to maintain a strong position in the current market. The difficulty (as previously discussed in Chapter 1) is that OSU is earning a relatively consistent market share in a market that is not projected to grow in the coming years. In fact, the market for Oklahoma high school graduates is projected as declining slightly from 2004 and essentially flat from 2005 through 2010 (see table1.2, p. 4). These figures indicate how challenging it will be for all post-secondary institutions in Oklahoma to maintain their respective positions in the post-secondary market in the coming years, and Oklahoma State University is no exception.

As the projection model indicates, the University's applicant market share of Oklahoma high school graduates has fluctuated less than one percentage point from the mean of 11.62 percent over the four-year period from 2001 to 2004 (i.e., 11.05 in 2001, 11.24 in 2002, 12.43 in 2003, 11.79 in 2004). Since the number of in-state high school graduates, and to a lesser extent, yield rates have remained relatively stable during that time, OSU's in-state enrollee market share has followed a similar path peaking in 2003 at 7.7 percent, growing from 6.8 percent in 2001 and 7.2 percent in 2002, before declining to 6.9 percent in 2004. This, again, supports the conclusion that the University's market position, though relatively stable, must be strengthened in the near future if we are to achieve the enrollment goals set out in the University's strategic plan.

As a public institution, Oklahoma State focuses most of its recruitment efforts within Oklahoma. In the fall of 2004, 82 % of our undergraduate students were Oklahoma residents. In terms of geographical representation, OSU has significant student enrollment from every region of the state. As the enrollment data in Figures 2 and 3 demonstrate, OSU enrolls students from every region of the state and from virtually every state in the country.

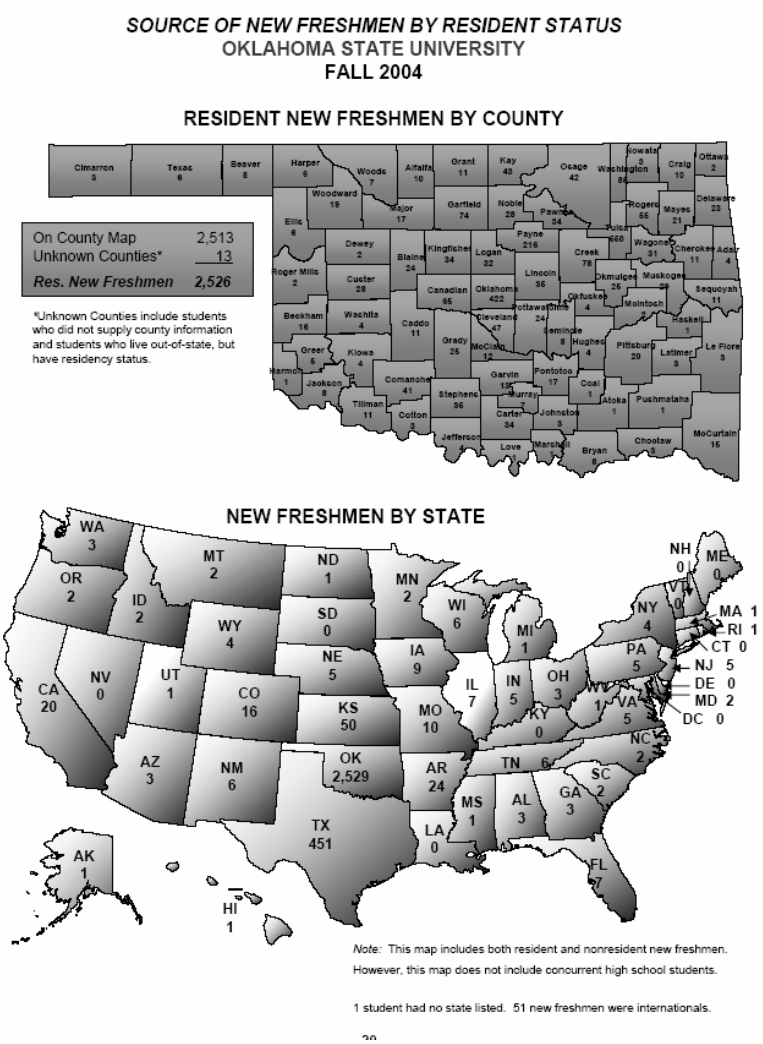
As previously noted, the demographic situation within the state has led the University to explore opportunities outside the state, particularly in Texas. This effort has resulted in a significant increase of out-of-state applicants from 1,485 in 2001 to 2,237 in 2004 (an increase of 50.6 percent). Yet the competitiveness of this market can be measured by the fact that the number of out-of-state freshmen enrolled at OSU has increased only 23.2 percent during the same period as other public and private universities from states that are not growing (e.g., Missouri, Arkansas, Louisiana, Illinois) move into growth states such as Texas.

This decease in nonresident yield (i.e., 48 percent in 2002, but les than 40 percent in 2002 and 2003) can be tied directly to a significant decrease in the out-of-state tuition waiver program in 2002. Prior to 2002, the out-of-state tuition waiver was a 100percent waiver of out-of-state tuition. In 2002, the out-of-state waiver was capped at $3,750. The cap, compounded with several years of significant tuition increases, reduced the waiver to approximately 37 percent of out-of-state tuition. This decrease in "buying power" resulted in the decrease in yield for out-of-state students. As the Oklahoma market continues to tighten, the recruitment of out-of-state students, particularly those from Texas, will become even more important to OSU.

In addition, the increase in University admissions standards will further decrease the size of the pool of prospective students that are admissible to OSU. Between 2005 and 2006, the University

will increase admission standards from an ACT-Composite of 22 to an ACT-Composite of 24. Using ACT's *Enrollment Information Service*, an estimate of the effect of this change in standards can be made by using historical data. In 2004, 3,603 seniors scored a 22 or 23 on the ACT. Thus, approximately 38 percent of the total 9,468 ACT scores received in 2004 were received from students who scored a 22 or 23. While the expectation is that many of these students who will apply for Fall 2006 will improve their test scores because of the increased admissions standards and others will meet admissions criteria in terms of class rank and GPA, it stands to reason that a significant number of students will not be successful. This, again, reinforces the point that meeting future enrollment goals, both numerically and qualitatively, will require an aggressive set of marketing programs as the competition continues to escalate for a shrinking pool of academically-able students.

Figure 2-2



TRANSFER MARKET ANALYSIS

It is difficult to assess the University's market position for transfer students, primarily due to the fact that a population figure does not exist for transfer students as it does for high school graduates. If enrollment figures are used, OSU has increased its market position. The number of new transfers enrolling at OSU has increased from 1,660 students in 1999 to 1,755 in 2004, an increase of 5.73 percent. As might be expected, the largest number of transfer students comes from Tulsa Community College. But as Table 2-2 and 2-3 show, OSU also draws a significant number of transfer students from a number of other institutions across the state, as well as from out-of-state institutions. As noted in Chapter I, given issues of academic preparation, higher admission standards, and limited resources, community college may likely be the "first stop" for many Oklahoma high school graduates in the future. Consequently, one of OSU's primary enrollment objectives must be to develop strong relationships with community colleges within Oklahoma and the region and to make the transfer process as seamless as possible for these students.

Table 2-2
Leading Sources of Transfer Students
In-State Institutions
Fall 2004

Institution	Fr	Soph	Jr	Sr	Total
Tulsa Community College (Tulsa)	70	162	180	60	472
Northern Oklahoma College (Tonkawa)	22	43	76	6	147
University of Central Oklahoma (Edmond)	14	28	15	3	60
Oklahoma State University Technical Branch (Oklahoma City)	15	24	15	6	60
Northeastern State University (Tahlequah)	3	26	14	7	50
University of Oklahoma (Norman)	8	17	15	6	46
Northeastern Oklahoma A&M College (Miami)	2	9	32	0	43
Rogers State University (Claremore)	4	20	14	3	41
Eastern Oklahoma State College (Wilburton)	1	8	23	2	34
Southwestern Oklahoma State University (Weatherford)	4	11	13	3	31
Rose State College (Midwest City)	7	9	8	0	24
Connors State College (Warner)	3	9	12	0	24
Redlands Community College (El Reno)	2	10	10	0	22
Oklahoma State University Technical Branch (Okmulgee)	4	6	5	7	22
Langston University (Langston)	2	5	5	9	21
Oklahoma City Community College (Oklahoma City)	3	10	7	1	21
Western Oklahoma State College (Altus)	1	10	7	1	19
Carl Albert State College (Poteau)	2	8	8	1	19
Seminole State College (Seminole)	3	6	8	0	17
Northwestern Oklahoma State University (Alva)	4	9	2	1	16
Cameron University (Lawton)	7	5	1	0	13
East Central University (Ada)	4	4	1	2	11
Murray State College (Tishomingo)	1	4	5	0	10
Oral Roberts University (Tulsa)	3	2	4	0	9

Table 2-3
Leading Sources of Transfer Students
Out-of-State Institutions
Fall 2004

Institution	Fr	Soph	Jr	Sr	Total
Coffeyville Community College (Coffeyville, KS)	1	5	7	0	**13**
Tarrant County College (Fort Worth, TX)	8	4	1	0	**13**
Butler County Community College (El Dorado, KS)	2	6	3	0	**11**
Cowley County Community College (Arkansas City, KS)	0	4	6	0	**10**
Fort Scott Community College (Fort Scott, KS)	0	5	4	0	**9**
Collin County Community College (McKinney, TX)	5	3	1	0	**9**
Seward County Community College (Liberal, KS)	1	3	4	0	**8**
North Harris Montgomery Community College (The Woodlands, TX)	1	6	0	0	**7**
University of Arkansas Main Campus (Fayetteville, AR)	2	1	0	3	**6**
University of Arkansas - Fort Smith (Fort Smith, AR)	0	4	2	0	**6**
Hutchinson Community College Vocational School (Hutchinson, KS)	0	1	5	0	**6**
North Central Texas College (Gainesville, TX)	1	5	0	0	**6**

Note: Transfer students who did not supply their previously attended institution and students who transferred from an institution outside the U.S.A. are not included in this table.

INITIATIVES TO BE UNDERTAKEN TO INCREASE OSU'S MARKET POSITION

Enhance the University's Academic Reputation with Prospective Students and Their Families

The single most important factor in this effort is that the University must strengthen its marketing message with respect to its academic programs and a student's total academic experience at the University. OSU needs to focus on its students, its academic programs, its faculty, its graduates and all of their respective achievements and reinforce these messages repeatedly to all of its constituents. Increased efforts are underway under the auspices of University Marketing Services in the University's new marketing campaigns, the enhancement of University publications, and other collaborative efforts to enhance the academic reputation of Oklahoma State University throughout the state and the nation.

Increase the Size of the Undergraduate Applicant Pool

The best way to increase the number of enrolling freshmen is to increase the number of applicants. To expect to continue the excellent yield rates that OSU has experienced over the last several years (see Table 2.1) may be unrealistic. The applicant pool needs to grow significantly. An increase of 10 to 20 percent in the applicant pool would allow yield to move to a more realistic figure of 45 percent in a very competitive market and still allow classes of entering freshmen of 3,200 to 3,500 students and new transfer classes of approximately 2,000 students.

Enhance the Campus Visit Experience

With the introduction of the new Alumni Center in Fall 2005, the opportunity to introduce OSU's campus to visitors will be enhanced significantly. The Office of Undergraduate Admissions will have group presentation space in the Jones Seminar executive board room which will seat approximately 110 visitors. This space will allow the showing of the newly-created Undergraduate Admissions video and the newly-developed group presentations by Undergraduate Admissions counselors which will emphasize the total academic experience available to OSU undergraduate students.

Increase the Quality of Communication with Prospective Students and Their Families

The Undergraduate Admissions publications program is being redesigned through a collaborative effort between University Marketing Services and the Office of Undergraduate Admissions. The Undergraduate Admissions website will also have a new look and new interactive features. The program's introductory search piece to rising seniors has been changed completely and focuses on a targeted theme that will be reinforced throughout the entire 9^{th} through 12^{th} grade communications program. A new viewbook is being designed that again will focus on specific words that capture the OSU undergraduate experience. These descriptive words will be used as a common thread throughout our total communications effort for prospective students and their families.

Improve the Management of the Recruitment Process

The installation of the Recruitment PLUS (trademark) software package in fall 2005, will move the University's ability to communicate with prospective students and their families to a new level. The software will allow admissions counselors to track all correspondence with prospective students and their families. New opportunities for our admissions counselors to communicate with high school counselors will be created and the opportunity for staff to analyze the overall recruitment process at their respective levels will be available in an interactive way that simply did not exist prior to the purchase of the software.

Continue to Develop New Markets

Permanent office space in the Dallas-Fort Worth Metroplex is being finalized. This space will allow the two Dallas-based admissions counselors the opportunity to make group presentations to students and their families in an OSU environment. It will allow additional recruitment activities to take place in the DFW area and it will provide the opportunity for OSU to develop more formal relationships with high school principals and counselors in the Metroplex area. A similar office will be opened in Houston by September, 2005.

Create An Undergraduate Admissions Video

A new Undergraduate Admissions video will be in place as we move the Visitor's Center into the new Alumni Center space. This video will reinforce the theme already established in the new Undergraduate Admissions publications program. It will highlight several undergraduate

students in their day-to-day experiences at OSU and has been developed to take advantage of the state-of-the-art facilities within the new Alumni Center.

Increase the Interaction of OSU Alumni in the Identification of Qualified Applicants

"Team OSU" is a new program that will encourage OSU alumni who hold significant positions in leadership in high schools across the state to identify qualified students who are interested in OSU. These students can be identified beginning as early as their freshman year so that our Undergraduate Admissions counselors have the opportunity to develop an ongoing relationship with the student and his/her family.

Continue to Enhance the Excellent Interaction of the University's Colleges and Schools In the Recruitment Process

The University's Colleges and the Spears School of Business play a significant part in the undergraduate recruitment process. Through the collaboration of the Office of Undergraduate Admissions and the numerous academic and other University departments that are involved in the recruitment of undergraduate students, OSU will continue to offer prospective students and their families one of the best recruitment experiences in the country. The Office of Undergraduate Admissions will continue to explore new opportunities to collaborate with everyone within the University community in introducing students to the "OSU experience."

Develop Stronger Relationships with Community Colleges and Explore New Programs for Recruiting, Enrolling and Graduating New Transfer Students

To enhance the University market position as the institution of choice in Oklahoma for transfer students, OSU has launched three initiatives: the Gateway Program with Northern Oklahoma College, the SBC/OSU Presidential Transfer Scholarship Program and the Transfer Institutions Symposium Program. Through these programs and by creating additional more formal outreach initiatives with community colleges, OSU is working to create a more seamless environment for prospective transfer students.

A fourth initiative is the development of the new Dual Enrollment Program between Tulsa Community College and Oklahoma State University at the Stillwater and Tulsa campuses, scheduled to begin Spring 2006. This program will allow students to identify Oklahoma State University as their final destination in the transfer process. It will encourage increased interaction and sharing of information between the TCC and OSU campuses and will assist transfer students in creating their own seamless environment for completing their undergraduate degree program.

Another possible initiative under review is the establishment of a Transfer Recruitment Coordinator within the Undergraduate Admissions Office. This position would be responsible for coordinating the recruitment activities of all of the undergraduate admissions counselors in a concerted, comprehensive transfer recruitment effort. In addition, this individual would be responsible for exploring any and all opportunities to promote interaction between OSU and community college faculty and staff, coordinating the development of program articulation

agreements where needed; helping to create web-based tools for community college students, and increasing the annual visits of OSU faculty and staff to community college campuses.

UNDERGRADUATE SUMMARY

Oklahoma State University's position within the postsecondary market is strong; yet within the next five years the University will be confronted with some significant challenges. These challenges must be addressed if Oklahoma State University is to continue to meet future enrollment goals. The single most effective way to continue our success is to reinforce the University's academic reputation by emphasizing OSU's academic accomplishments at every opportunity throughout all of its contacts with the public. If the University is successful in this endeavor and the initiatives it has undertaken and will continue to undertake, Oklahoma State University's market position will become even stronger and the results will be long lasting.

Chapter III

PRICING AND FINANCIAL AID

Over 80 percent of the students attending Oklahoma State University receive some type of financial assistance to finance their educational dreams. Difficult economic times, increases in the cost of attendance, grant and scholarship funding shortfalls, and increasing student and parent borrowing create a challenging environment in which to make decisions related to financial aid programs.

ECONOMIC OVERVIEW

Table 3-1
Regional Comparison of Per Capita Income (1999)

Nation	$21,587
Colorado	$24,049
Kansas	$20,506
Missouri	$19,936
Texas	$19,617
Oklahoma	$17,646
New Mexico	$17,261
Arkansas	$16,904

Source: US Census Bureau, Per Capita Income in 1999 (Dollars).Census 2000 Summary File 3 (SF3), American Fact Finder, March 31, 2004 http://factfinder.census.gov

Oklahoma, at $3,941 less than the national average, is fifth of the seven states in the comparison. Colorado is the only state in our region with a per capita income higher than the national average. At the close of the 20th century, 14.7 percent of the Oklahoma population reported 1999 family incomes that were below the poverty thresholds, as compared to 12.4 percent for the nation.[1]

The employment recession for Oklahoma, indicated by negative employment growth, began in June of 2001, three months behind the start of the U.S. recession. From September 2002 to September 2003, only twelve states posted larger percentage employment losses than Oklahoma. Among bordering states, only Colorado and Missouri had greater percentage losses.[2]

Public policies designed to fight poverty in the United States are generally structured to focus solely on income, which creates the necessary cash flow to provide food, housing, health care, and other urgent needs. Yet, in 1998, one quarter of all American households and 21 percent of Oklahoma households had insufficient net worth to sustain living *at the federal poverty level*[3] for

[1] "Poverty: 1999" Census 2000 Brief issued May 2003. Alemayehu Bishaw and John Iceland. C2KBR-19. Retreived from Web: http://www.census.gov/prod/2003pubs/c2kbr-19.pdf on March 31, 2004.

[2] "The 2004 Economic Outlook," College of Business Administration, Oklahoma State University, January 2004, p. 8.

[3] Poverty threshold for a family of four was $16,530. Source: U.S. Census Bureau, 1998 Current Population Survey. <<http://www.census.gov/hhes/povertly/threshld/thresh98.html>>.

three months if their income were to be disrupted. That means that over one fifth of Oklahoma households—even those with current income streams—could plummet into economic disaster in times of job loss, divorce, long-term illness, economic downturns, and other factors that commonly disrupt income.[4]

Assets have different dynamics and effects. Assets are the way resources can be moved through time. They are flexible and can be used to survive a time without a job, meet an emergency, invest in a business, purchase a house— or finance an education. In a very real sense, it is assets that allow people to live in and for the future—they provide the reason to believe in it, the confidence to shape it, the impetus to plan for it, the investment to make it real.[5]

The State Asset Report Card for Oklahoma[6] includes rankings on a number of key asset-related components. For purposes of the comparison, 'assets' include either financial assets or assets that can be quickly converted into financial assets, and that typically appreciate in value. This definition encompasses a range of assets including home equity, stocks and fund shares, vehicles, business capital, checking accounts, other interest-bearing accounts, and retirement accounts.

- Oklahoma ranks lowest in the nation with a mean household net worth of $74,431;
- Oklahoma ranks 36th in the percentage of adults with associate's degrees and 41st in attainment of an four-year degree;
- The gap in college attainment between high-income earners and low-income earners is somewhat large (ranked 36th);
- The gap in college attainment between men and women is even larger (ranked 42nd) when compared with the other states;
- Twenty-seven percent of Oklahoma low-income children are uninsured, leading to a ranking of 42nd in this measure;
- Oklahoma ranks 31st in K-12 expenditures.

EMPLOYMENT OUTCOMES

Research has repeatedly confirmed the individual benefits of higher education in terms of increased salaries, greater participation in the labor force and lower unemployment rates. Oklahoma data for graduates of the state's public colleges and universities confirm that the higher degrees students earn, the higher salaries they earn:[7]

---

[4] State Asset Development Report Card: Benchmarking asset development in fighting poverty. Corporation for Enterprise Development. Web: www.cfed.org. 2002. p. 5. (The poverty threshold for the comparison year—1996—for a family of four was $15,911. Source: U.S. Census Bureau, 1996 Current Population Survey. Web: www.census.gov/hhes/povertly/threshld/thresh96.html).

[5] State Asset Development Report Card: Benchmarking asset development in fighting poverty. Corporation for Enterprise Development. Web: www.cfed.org. 2002. p. 6.

[6] State Asset Development Report Card: Benchmarking asset development in fighting poverty. Corporation for Enterprise Development. Web: www.cfed.org. 2002. p. 67.

[7] Oklahoma State Regents for Higher Education Employment Outcomes Report, February 2004, Pages i-ii. Available: http://www.okhighered.org/studies-reports/employment-outcomes/

- Five years after graduation, bachelor's degree recipients employed in Oklahoma were earning $32,072 on average;
- Earnings for certificate and associate in arts/associate in science degree holders for five years after graduation were 20 percent and 30 percent less than bachelor's degree recipients;
- Master's, doctoral, and professional degree recipients earned more (19 percent, 60 percent, and 108 percent, respectively) than bachelor's degree recipients;
- Graduates with computer science, engineering, and other technical degrees consistently earn higher average salaries;
- Five years after graduation, 59 percent of the 1997-98 bachelor's degree recipients were employed in Oklahoma. More certificate (75 percent) and associate (73 percent) recipients remained in Oklahoma and fewer master's (52 percent), and doctoral (40 percent) graduates remained;
- One year after graduation, 79 percent of the 2001-02 bachelor's degree recipients were employed in Oklahoma.
- Oklahoma retained a large percentage of bachelor's degree recipients who were Oklahoma residents: 86 percent of the 01-02 graduates after one year and 67 percent of the 1997-98 graduates after five years. Additionally, 45 percent of State System bachelor's degree recipients who were not Oklahoma residents remained one year after graduation; 19 percent remained after five years;
- These numbers reflect decreased employment rates for both residents and non-residents compared to previous studies;
- Although the vast majority of graduates of Oklahoma public higher education institutions remains in Oklahoma, the "out" migration is evident in technical fields of study such as engineering and computer science.

PUBLIC UNDERSTANDING OF HIGHER EDUCATION COMMUNICATION AND MARKETING:

Public Attitudes Toward Higher Education

In 2002, the American Council on Education completed a national survey of attitudes toward public higher education.[8] Results indicated that large majorities (77 percent) believe getting a college education is more important today than it was ten years ago.

Also of note is that, since the initial survey conducted in 1998, respondent estimates of actual tuition and total costs continue to rise; however, the average estimate was fully *three times higher* than the actual cost. Interestingly, the estimates of those who indicated they knew "a lot" about costs were no more accurate than those who indicated no knowledge.

[8] American Council on Education; Attitudes Toward Public Education National Survey Results. KRC Research and Consulting, February 2002. From web: www.acenet.edu on 3/14/04.

Just over half of the respondents believe that public colleges and universities can lower tuition without lowering quality. Those who have attended or have had a family member attend a public institution are slightly more likely to believe that tuition and quality are linked, and those who have at least a four year college degree are most likely to link tuition with quality. Half of the respondents say states should spend more on public education; however, primary and secondary schools are the highest priority for funding.

Student/Parent Understanding of College Costs

In 1999, the vast majority (91 percent) of both 6th- through 12th-graders and their parents agreed that the students would attend college or some other type of postsecondary institution. Among those who indicated plans for postsecondary education, 45 percent of students and roughly half of parents thought the students would attend a 4-year college.[9]

While students in 11th and 12 grades were more likely to have acquired cost information than their 9th- and 10th-grade counterparts, just 52 percent of 11th- and 12th-graders had acquired such information; 54 percent of their parents had acquired cost information.

While less than one-tenth of 1 percent of all students enrolled in public 4-year institutions (in-state) were charged $8,000 per year or more in tuition, approximately one-quarter of 11th- and 12th-grade students and their parents expected they would have to pay this much for a college education at 4-year in-state public institutions.

No relationship was detected between the proximity of a student starting postsecondary education and their parents' plans to pay for it. However, as the likelihood of students' knowing where they wanted to attend college or their involvement in family decision-making increased, so did their likelihood of discussing college cost requirements.[10]

NATIONAL TRENDS

The College Board's annual survey of colleges provides for short-and long-term trends in pricing.[11] For the 2004-2005 academic year, the average tuition and fees for in-state students at public four-year colleges and universities was $5,132, up 10.5 percent from 2003-04. Because room and board charges increased at the lower rate of 5.7 percent, the increase in the average total charges at four-year public colleges and universities for 2004-05 was 7.8 percent, up $824 to $11,354 from $10,530 in 2003-04. In inflation-adjusted dollars, this constitutes a 5.7 percent increase.

---

[9] U.S. Department of Education. National Center for Education Statistics. *Getting Ready to Pay for College: What Students and Their Parents Know About the Cost of College Tuition and What They are Doing to Find Out*, NCES 2003-030, by Laura J. Horn, Xianglei Chen, and Chris Chapman. Washington, DC: 2003.

[10] U.S. Department of Education. National Center for Education Statistics. *Getting Ready to Pay for College: What Students and Their Parents Know About the Cost of College Tuition and What They are Doing to Find Out*, NCES 2003-030, by Laura J. Horn, Xianglei Chen, and Chris Chapman. Washington, DC: 2003.

[11] The College Board. *Trends in College Pricing, 2004*. College Entrance Examination Board, Washington, DC: 2004.

In the 1970's there was little, if any, real growth in college prices. In the early 1980's, tuition and fees began to grow much more rapidly than consumer prices. In constant 2004 dollars, over the 10-year period ending in 2004-05, average tuition and fees rose 51 percent ($1,725) at public four-year college and universities.

The published charges at public four-year colleges have remained a fairly constant 5 to 6 percent of income for those in the highest income quintile (with incomes over about $99,000 in 2003). For middle-income families, the share of income required to cover the average charges was a constant 17 percent from 1993-94 through 2001-02, but reached 19 percent in 2003-04.

The picture is much more bleak for low-income families. Over the 1980's and early 1990's, the ratio of price to income rose dramatically for these families, reaching 64 percent in 1993. This ratio was not exceeded until 2001-02, but has leaped to 71 percent in 2003-04.

Federal Funding

In the 1970's and 1980s, most aid programs were designed to increase access to college for students who would otherwise be unable to afford to enroll. Over the past decade, student aid programs have been focused increasingly on affecting students' choice of institutions, on rewarding academic achievement, and on reducing the financial strain on middle-income families.[12]

Grants

Pell Grant funds increased by 6 percent between 2002-2003 and 2003-2004, after adjusting for inflation. This is the smallest real increase since 1999-2000. In 2003-2004, the $12.7 billion in Pell Grants funded 5.1 million students with average grants of $2,466. Because of an increase in the number of Pell recipients in 2003-2004, the average grant per student fell by 1 percent in constant dollars. This was the first decline in the inflation-adjusted value of the average Pell Grant since 1999-2000. The average Pell Grant covered 35 percent of public four-year charges in 1980-81; in 2003-2004 the average Pell covered only 23 percent of total charges.[13]

In 1976-77, the two major federal grant programs (Pell Grants and Supplemental Educational Opportunity Grants [SEOG]) accounted for 43 percent of all Title IV federal student aid. Slow growth in these programs and expanded eligibility for federal student loans, leading to dramatically increased loan volume, reduced the Pell/SEOG share of Title IV assistance to 19 percent in 2001-02.[14]

The average income of families in the lowest income quintile has declined slightly since the early 1970's in real terms. During the same period, college prices have increased faster than inflation. As a result, paying for college now requires a larger share of low-income families'

---

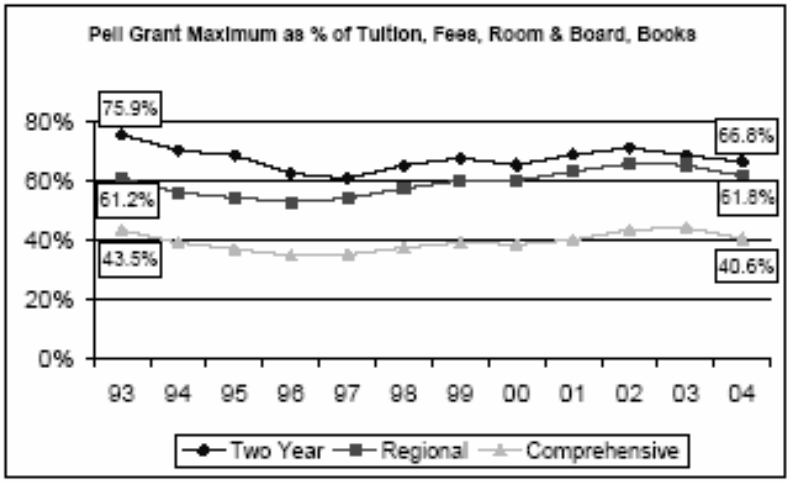
[12] The College Board. *Trends in Student Aid, 2003*. College Entrance Examination Board, Washington, DC: 2003.

[13] The College Board. *Trends in Student Aid, 2004*. College Entrance Examination Board, Washington, DC: 2004.

[14] 2003 Status Report on the Federal Pell Grant Program; American Council on Education Center for Policy Analysis. Jacqueline E. King. October, 2003. p. vii.

annual income than it did when the Pell Grant program began.[15] And, for the lowest income students, the maximum Pell Grant generally covers a smaller portion of their college costs than it did in 1992-93.

Figure 3.1



Source: Oklahoma State Regents for Higher Education *Annual Financial Aid Report (OCR b3), 2002-2003; April 1, 2004.*

Loans

Because of the reduced buying power of the maximum award, Pell Grant recipients are four times more likely to borrow Subsidized loans and twice as likely to borrow unsubsidized loans as other students. As a result, they are far more likely than other graduating seniors to incur student loan debt. Today, subsidized loans account for 49 percent of federal education borrowing, unsubsidized loans represent 40 percent and parent borrowing through the PLUS program accounts for the remaining 11 percent of annual federal education borrowing.[16]

The median amount of federal student loan debt for a bachelor's degree recipient at 4-year public institutions is $15,375. By the time students complete a graduate program, they may have borrowed as undergraduates, as graduates, or both. As such, the likelihood that students will have borrowed at some point in their academic careers, and the cumulative amounts that they have borrowed, are substantial. Nationally, students earning masters degrees at public institutions graduate with an average of $17,341 in student loan debt; doctoral graduates leave with an average of $24,078 and professional students begin their careers with an average $61,417 in education loan debt.[17]

REGIONAL AND STATE TRENDS

[15] Ibid.

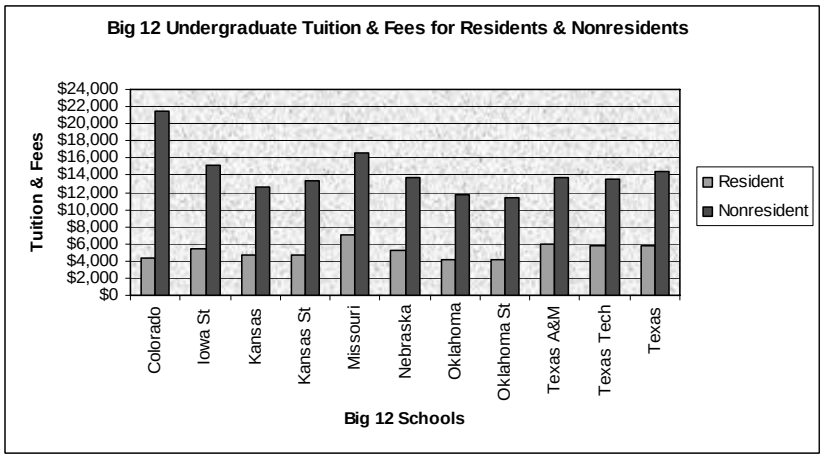
[16] 2003 Status Report on the Federal Education Loan Programs; American Council on Education Center for Policy Analysis. Jacqueline E. King. October, 2003. p. vii.

[17] 2003 Status Report on the Federal Education Loan Programs; American Council on Education Center for Policy Analysis. Jacqueline E. King. October, 2003. pps. 25, 36.

Undergraduate Costs

The 2004-2005 increases in undergraduate tuition and fees for resident students ranged from $324 to $399 at OSU and OU. Even with these increases, OSU and OU remain at the bottom of the Big 12 institution in total direct costs for undergraduate attendance.[18]

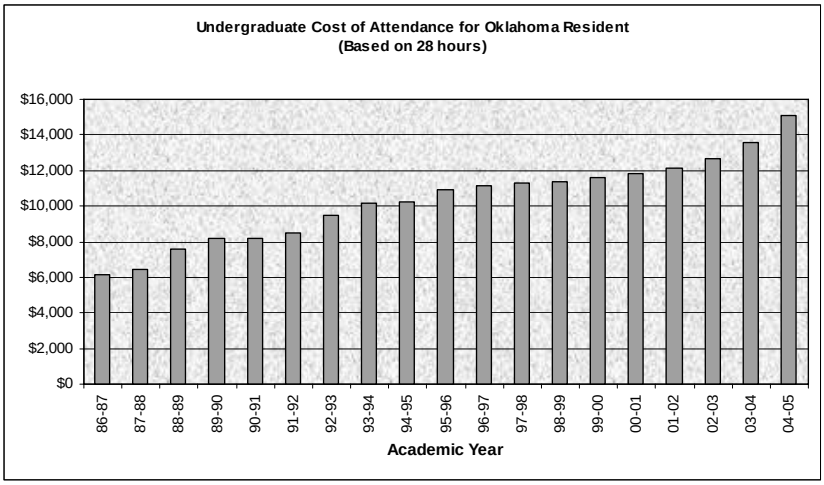
Figure 3.2



Source: "FY2004-2005 Tuition Impact Analysis Report"; Oklahoma State Regents for Higher Education, December, 2004

Undergraduate educational costs at Oklahoma State University inched upward during the mid-to-late 1990's, with a more significant increases for 2003-2004 and 2004-2005. While nonresident students incur higher costs to attend OSU, the general trend in increases is similar to resident students

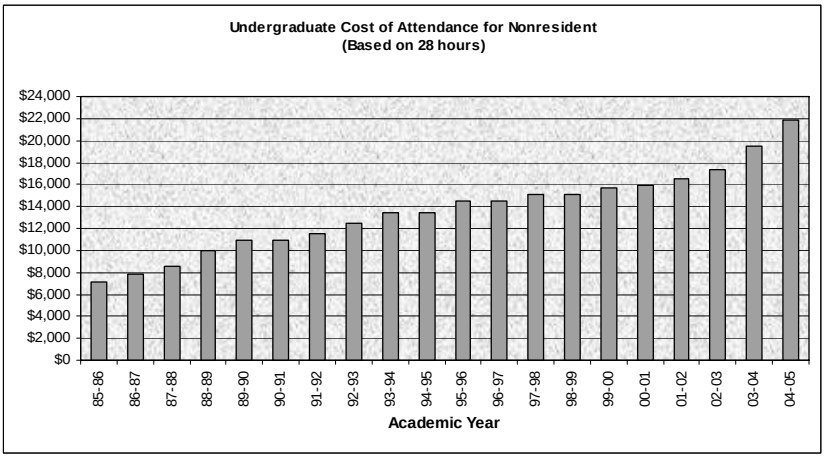
Figure 3.3



Source: OSU Office of Scholarships and Financial Aid

[18] "FY 2004-2005 Tuition Impact Analysis Report"; Oklahoma State Regents for Higher Education, December, 2004.

Figure 3.4



Source: OSU Office of Scholarships and Financial Aid

Graduate Costs

As with undergraduates, graduate students in Oklahoma pay far less in tuition and fees than their counterparts in other states. This finding is true for both Oklahoma residents and non-residents.

The average total cost of attendance (tuition, fees, books/supplies, living costs, and miscellaneous expenses) nationally for graduate/professional programs at public colleges in 2002-2003 was $17,207; 60 percent of those seeking master's degrees received one or more loans.[19] In 2002-2003, the total cost of attendance for a full-time Oklahoma graduate student at OSU was $12, 650, well below the national average.

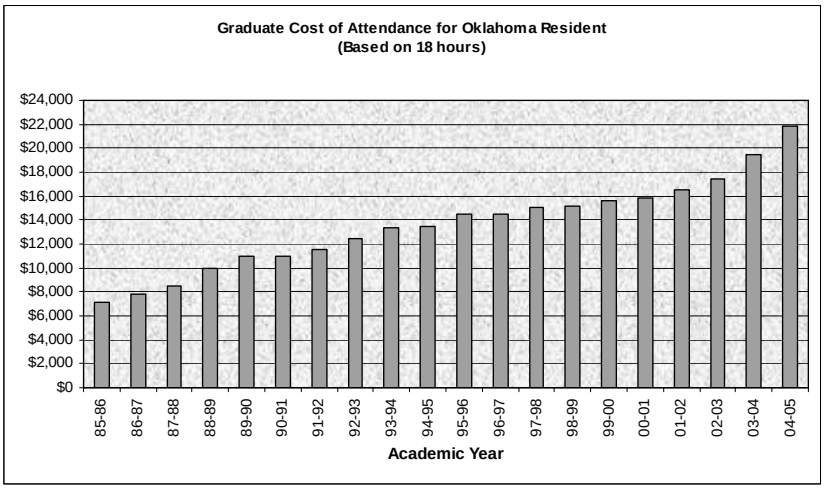
Total OSU graduate student costs for 2004-2005 is $14,270 for Oklahoma residents and $20,570 for non-residents. Since funding is limited for these students, particularly since OTAG is no longer available to graduate students, borrowing is the primary funding source for these students.

The federal regulations limit a graduate student, regardless of program cost, to a maximum of $18,500 per year ($8,500 in the Subsidized Loan program, and $10,000 in the Unsubsidized Loan Program). Without other funding, such as departmental tuition waivers or Perkins Loan, resident students are dangerously close to the $18,500 limit, while nonresidents, at $20,570, already exceed the limits.

Costs for Veterinary Medicine students are, of course, even higher. In 2002-2003, the cost for a resident, first-year student was $19,060, which already exceeded the $18,500 limit of Subsidized and Unsubsidized Loans together. Costs for nonresidents in 2002-03 were $34,770. For 2004-2005, resident first-year students paid $21,880 and nonresidents paid $38,020. While Veterinary Medicine students can borrow additional funding in the Unsubsidized Program, the challenge of meeting their costs continues to grow.

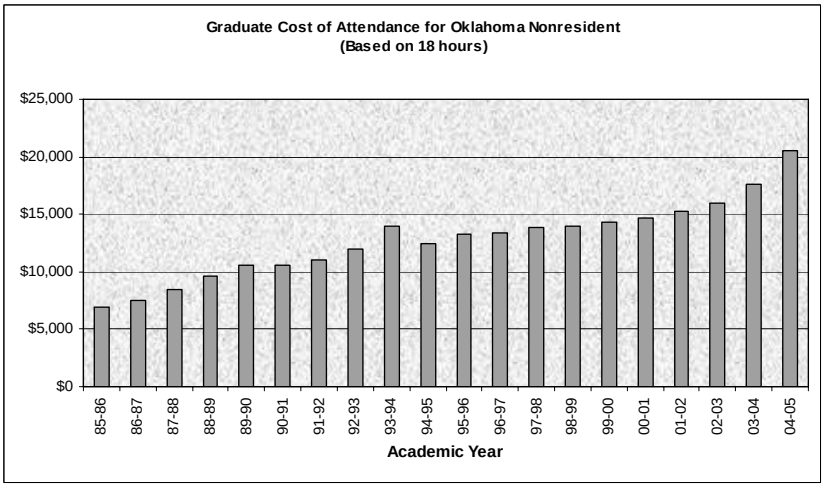
[19] Financial Aid Awards and Services to Graduate/Professional Students in 2002-2003: Results from the 2003 Survey of Graduate Aid Policies, Practices, and Procedures. National Association of Student Financial Aid Administrators, 2004.

Figure 3.5



Source: OSU Office of Scholarships and Financial Aid

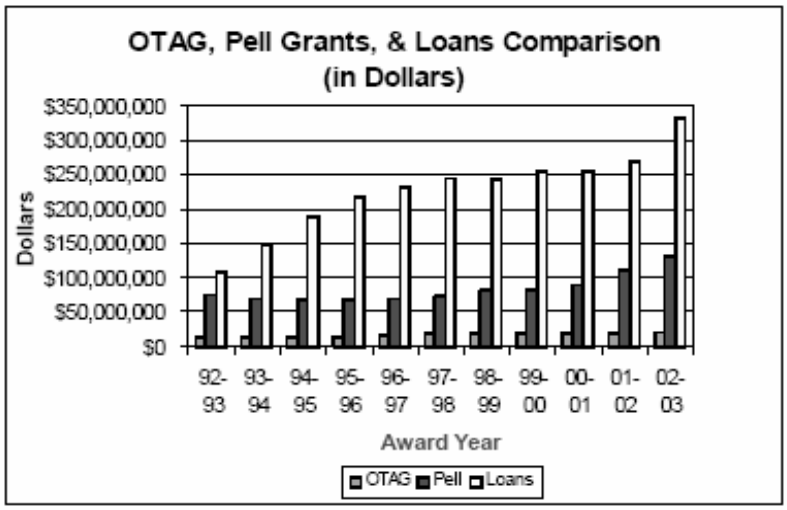
Figure 3.6



Source: OSU Office of Scholarships and Financial Aid

Within the state of Oklahoma, two trends are apparent over the last decade. First, the amount of student loan debt continues to grow at a greater rate than grant aid such as federal Pell Grants or Oklahoma Tuition Aid Grants (OTAG).

Figure 3.7



Source: Oklahoma State Regents for Higher Education *Annual Financial Aid Report (OCR b3), 2002-2003; April 1, 2004.*

In 2002-2003, Oklahoma ranked 29th in the nation for need-based undergraduate grant dollars; of the states in our region, only Missouri and Kansas ranked lower.[20] Oklahoma's three primary student aid programs are the Oklahoma Tuition Aid Grant (OTAG), the Oklahoma Higher Learning Access Program (OHLAP), and the Oklahoma Academic Scholars Program (ASP).

Oklahoma Tuition Aid Grant (OTAG)

The OTAG program is designed to provide aid to the neediest Oklahoma residents. The maximum award of $1,000 has not been increased since 1982. Additionally, while the program serves thousands of students, thousands more are potentially eligible but do not receive awards due to insufficient funding. Beginning with the 2003-2004 award year, graduate students were not funded by OTAG. For OSU, this change meant that 332 graduate students were not eligible for funding through this program for 2003-2004.

The state higher education appropriation for 2004-2005 provides for an increase of $450,000 from $17.3 million to $17.7 million. The increase allows for a match with federal LEAP (formerly SSIG: State Student Incentive Grant) funds lost in 2003-04 due to program funding cuts; however, the increase is not enough to recapture federal SLEAP (Special LEAP) funds also lost in 2003-04.[21]

Oklahoma Higher Learning Access Program (OHLAP)

OHLAP is an incentive scholarship designed to provide college access to financially needy students who demonstrate a commitment to academic success in high school. Students enroll in the program in the 8th, 9th, or 10th grade.

---

[20] National Association of State Student Grant Aid Programs. (July, 2004) 30th Annual National Association of State Student Grant and Aid Programs survey report [on-line]. Available: http://www.nassgap.org/researchsurveys/default.htm. p. 23.

[21] Email from Bryce Fair, Oklahoma State Regents for Higher Education, on 6/8/04 at 9:18 am.

In addition to income limits at the time of entry to the program, participants must achieve at least a 2.5 GPA in 17 required courses and overall, and students must maintain certain conduct standards. Since the first awards were made in the 1996-97 academic year, the Oklahoma Higher Learning Access Program (OHLAP) has grown to become the major source of state-funded financial aid in Oklahoma.

Of the 1,610 students originally enrolled in OHLAP from the high school graduating class of 1996, 40% completed the program and were eligible for the OHLAP scholarship. In 1996-97. The number of OHLAP high school seniors qualifying for the scholarship in 2004 totaled nearly 5,019 students, an increase of 19% over the previous year. And, over 70% of students in the 2004 OHLAP class successfully completed program requirements.[22]

The original income requirement was $24,000 or less at the time of enrollment in the program. The income cap was increased in 2002 to $32,000 and again in 2003 to $50,000 or less at the time of enrollment.

A review of the performance of OHLAP students indicates the program is a success:

Table 3.2

Academic Performance Comparison
OHLAP Graduates Compared to All Oklahoma High School Graduates

Indicator	**OHLAP Graduates**	**All Oklahoma HS Graduates**
High School Grade Point Average	3.47	3.00
High School to College-Going Rate	81%	56%
College Freshman GPA of 2.00 or better	86%	72.6%
Persistence Rate to Second Year of College	90.5%	78.4%
Six-year Degree Completion Rate for 1996 1st time freshmen	56.7%	41.9%

Source: Oklahoma Higher Learning Access Program (OHLAP) 2003-2004 Year-End Report. Oklahoma State Regents for Higher Education.. Issued 12/9/04.

Oklahoma State University has led the state in the number of OHLAP students enrolled, with 818 students, or percent of all OHLAP recipients, in Fall 2003. OSU's share of OHLAP recipients has ranged from 16 percent to 18 percent since the 1996-97 year; Fall 2003 represents the first decrease in the percentage of total OHLAP recipients enrolled at OSU.[23]

As the number of students enrolling and completing the program requirements increases, so will the cost to the state. Based on current enrollment trends, OHLAP costs will continue to grow significantly every year.

---

[22] Oklahoma Higher Learning Access Program (OHLAP) 2003-2004 Year-End Report. Oklahoma State Regents for Higher Education. Issued 12/9/04. <<http://www.okhighered.org/ohlap/ohlap-report-03-04.pdf>>

[23] Oklahoma Higher Learning Access Program (OHLAP) Year-End reports 1996-97 through 2003-04. Oklahoma State Regents for Higher Education. << http://www.okhighered.org/ohlap/reports.shtml>>

Table 3.3

OHLAP Funding Projections		
Year	**Cost (in $millions)**	**OHLAP Recipients**
2001-02 actual	$2.9	2,004
2002-03 actual	$4.6	2,982
2003-04 actual	$10.4	5,882
2004-05 projected*	$19.2	9,023
2005-06 projected*	$27.0	12,242
2006-07 projected*	$36.0	15,203
2007-08 projected*	$47.0	$17,767

*Projections assume 10% annual enrollment increases, 73% completion rate, and 10% annual tuition increases.
Source: Oklahoma Higher Learning Access Program 2003-2004 Year-End Report. Oklahoma State Regents for Higher Education. Issued 12/9/04. <<http://www.okhighered.org/ohlap/ohlap-report-03-04.pdf>>

Academic Scholars Program (ASP)

The Academic Scholars Program, established by the state Legislature and governor in 1988 and operated by the Oklahoma State Regents, provides scholarships to academically outstanding students who attend an Oklahoma college or university. These cash awards go to National Merit Scholar Finalists, students who score in the top one-half of 1 percent ACT/SAT, and nominees of public institutions.

This program is funded by a statutory trust fund. Appropriations for the 2004-2005 award year include a token increase of $100,000 from $7.1 million to $7.2 million. The program is operating with an annual appropriations deficit of $2 million. The funding shortfall is covered by spending down the program's trust fund.

SCHOLARSHIP LEVERAGING ANALYSIS

In Spring 2004, Noel-Levitz was hired to assist OSU in a comprehensive review of its undergraduate scholarship program, with the goal of effective leveraging of institutional funds to meet the recruitment and retention goals of the institution. Final data was available in Fall 2004, and changes to the 2005-2006 scholarship program were instituted in January, 2005.

The new undergraduate program is designed to provide incentives for incoming freshman and transfer students to enhance their academic qualifications (thus improving OSU's academic profile) and to provide incentives to high-scoring students to select OSU as their university of choice. Revisions included increasing the base value of a number of awards, and providing for additional increases in some awards for students who demonstrate sufficient financial need. The plan includes ongoing analysis of program effectiveness and cost benefits.

A major factor in many prospective graduate students' decision on where to pursue a graduate degree is the competitiveness of the financial package that is offered. Currently, graduate assistant stipends at OSU are significantly below competitive levels; further, the amount of funds available for graduate tuition waivers and scholarships has not kept pace with the rapidly rising

costs of tuition over the past few years. Recognizing this critical situation for graduate enrollment prospects, OSU has embarked on a four-year plan to bring graduate student packages to levels commensurate with the high quality of OSU's graduate academic programs.

During FY 06, an increase of approximately $650,000 in tuition assistance for graduate students is planned, with an emphasis on providing partial (3 credit hours per semester) resident tuition support to all graduate teaching and research assistants with at least 0.25 FTE employment. This increase, coupled with the existing waiver of the non-resident portion of tuition for such graduate assistants, will reduce the tuition burden on graduate assistants and will thus have a significant impact on OSU's competitiveness with peer institutions.

Over the next three years, the University plans to provide yet more funds for resident tuition waivers, to the point where all graduate teaching and research assistants with 0.5 FTE appointments will have the tuition for *all* of their required courses covered. OSU also aims to provide increased funding to the academic colleges, enabling them to elevate graduate assistant stipend levels to the top quartile of our nation's research universities.

SUMMARY

Difficult economic times, increases in the cost of attendance, grant and scholarship funding shortfalls, and increasing student and parent borrowing create a challenging environment in which to make decisions related to financial aid programs. As college costs have risen, middle-income families have found the share of income required to cover average charges varies from 17 to 19 percent of their income; the picture is much more bleak for low-income families, where the ratio of price to income reached 71 percent in 2003-04. The average income of families in the lowest income quintile has declined slightly since the early 1970s in real terms.

During the same period, college prices have increased faster than inflation. As a result, paying for college now requires a larger share of low-income families' annual income than it did when the Pell Grant program began. The reduced buying power of the Pell Grant program has led to an increase in borrowing, both at the undergraduate and graduate levels.

In the 1970's and 1980's, most aid programs were designed to increase access to college for students who would otherwise be unable to afford to enroll. Over the past decade, student aid programs have been focused increasingly on affecting students' choice of institutions, on rewarding academic achievement, and on reducing the financial strain on middle-income families.

Within Oklahoma, the amount of student loan debt continues to grow at a greater rate than grant aid. In 2002-03, Oklahoma ranked 29th in the nation for need-based undergraduate grant dollars; of the states in our region, only Missouri and Kansas ranked lower.

- OSU has led the state in the number of Oklahoma Higher Learning Access Program (OHLAP) students enrolled; however, the increased cost of the OHLAP program to the

state, coupled with a lower-than-expected return on new funding sources, puts the future of this program into some question.

- The Academic Scholars Program (ASP) is currently operating with an annual appropriates deficit of $2 million. The funding shortfall is covered by spending down the program's trust fund; an option that cannot continue long-term.
- Changes in the Oklahoma Tuition Aid Grant (OTAG) Program have resulted in a loss of eligibility by graduate students.

In Spring 2004, Noel-Levitz was hired to assist OSU in a comprehensive review of its undergraduate scholarship program, with the goal of effective leveraging of institutional funds to meet the recruitment and retention goals of the institution. A new program, designed to attract high-scoring students to OSU, was implemented in January, 2005.

In addition to these undergraduate initiatives, OSU has embarked on a four-year plan to bring graduate student packages to levels commensurate with the high quality of the institution's graduate academic programs. This initiative will provide additional tuition waiver funding, to the point where all graduate teaching and research assistants with 0.5 FTE appointments will have the tuition for *all* of their required courses covered. The program also aims to provide increased funding to the academic colleges, enabling them to elevate graduate assistant stipend levels to the top quartile of our nation's research universities.

Even with tuition increases in 2004-05, OSU remains at the bottom of the Big 12 institutions in total direct costs for undergraduate and graduate students, both resident and non-resident. Ongoing analysis of program effectiveness and cost benefits is planned, to ensure that the initiatives in this report are meeting the needs of the people of Oklahoma and Oklahoma State University.

Chapter IV

ACADEMIC INSTRUCTION AND SERVICES

This chapter addresses academic instruction and advising provided on the Stillwater campus. Each academic unit was given the opportunity to address the ways in which it is responding to a series of challenges and opportunities given the operating assumption (see Chapter I) of a relatively stable number of students through 2010. More specifically, each of the degree-granting colleges was invited to respond to the following issues, not all of which are equally applicable:

- The effect of increased OSU admissions standards
- College/department/program admission standards
- Accreditation considerations
- Instructional faculty size, composition, workload
- Credit hour production, degree production, and time to degree
- Majors/programs expected to grow in enrollment
- Majors/programs expected to decline in enrollment
- Constraints faced by college/departments/programs
- Diversity Issues
- Impact of AP/CLEP credit earned by entering freshmen
- Providing for increasing numbers of honors students, scholar development, study abroad
- Provision for and evaluation of academic advising
- OSU-Tulsa considerations

In addition to the degree-granting colleges, five Academic Affairs units provided information for this chapter.

Responses from the degree-granting colleges are presented below, followed by the responses of The Honors College, Office of Scholar Development and Recognition, Study Abroad Office, University Academic Services, and Academic Services for Student Athletes.

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

OSU Admission Standards

Academic department heads predict little if any enrollment declines because of OSU's plans to increase admission standards. Programs that currently enjoy large transfer enrollments may see slight decreases in freshman numbers and consequential increases in transfer numbers. Strategically, the College would choose to increase freshman enrollment over transfer enrollment.

Transfer retention has long been of concern College-wide and especially to programs in Animal Science, Agricultural Education, Agricultural Economics and Forestry. The College is anticipating placing greater emphasis on transfer student success. Currently we do not have a clear understanding of the factors that lead to the success or alternatively the failure of transfer students, so we will have to start with a problem analysis. Advising fees will provide some resources to pursue this issue.

Program Admission Standards

Academic programs in the College of Agricultural Sciences and Natural Resources adhere to OSU freshman admission standards, and programs have not opted to impose higher admission standards. In Landscape Architecture, admission to the Professional Phase of the program requires a minimum retention GPA of 2.25. In Landscape Contracting, students must maintain a 2.25 GPA or higher in Courses listed as Major Requirements to graduate. In the Agricultural Education Teaching Option, graduation and certification requirements are: (1) 2.50 overall GPA; (2) 2.50 in Major Requirements and (3) 2.50 in Professional Requirements. These standards do impact junior and senior enrollment in the respective programs. Students not meeting these standards may choose other options.

Spears School of Business admission standards may have an impact on the programs in Agricultural Economics and Agribusiness. The Agricultural Economics Department may consider adjusting its admission standards to gain consistency with the changes in School of Business requirements.

Accreditation Considerations

Accredited programs in the College of Agricultural Sciences and Natural Resources include the following:

Landscape Architecture
Landscape Contracting
Forestry
Agricultural Education, Teacher Education
Biosystems and Agricultural Engineering.

Traditionally, accreditation standards were input oriented, Requirements concerning faculty numbers, class size and specific course offerings, for example, strongly influenced programs and the resources needed to maintain accreditation. Today's accreditation standards are increasingly output oriented and require an assessment of the capabilities of graduates and allow greater latitude in how those capabilities are developed.

In Landscape Architecture, input standards are still in place and the size of the classes in the Professional Phase of the program is strongly influenced by criteria on space and faculty/student contact in design courses. In Engineering, outcomes requirements strongly influence the breadth and the professional standing of faculty needed to meet disciplinary objectives. The College struggles to meet the requirements in these two areas.

Instructional Faculty

Size

Instructional faculty numbers for the College were essentially flat for the five-year period 2000-2004. Teaching assistants are down about 5 percent over this period, but TA's represent a small percentage of the College teaching effort (numbering fewer than fourteen in 2004). Most College classes are taught by tenured or tenure-track faculty, 71 percent of lower-division and 87 percent of upper division respectively, though this represents a decrease from previous years.

Total faculty headcount is not accurately reported in the Academic Ledger, however the trend is clear with tenured/tenure track faculty reported at 183 in 2004, a 27 percent decrease for the five-year period 2000-2004. With budget cuts faculty positions have been sacrificed but teaching loads have not decreased. The College had to hire a significant number of retired faculty members on contract in 2004 to meet demand, hence the apparent anomaly in instructional faculty and total faculty headcounts.

The reduction in total tenured/tenure track faculty numbers has resulted in a significant reduction in breadth within disciplines. In Animal Science, Agricultural Economics, and Biosystems and Agricultural Engineering these problems are most severe. Relief could be provided by spreading current instructional FTE's across a larger number of faculty appointments. The reduction in faculty appointments in the Oklahoma Agricultural Experiment Station and Oklahoma Cooperative Extension Service has a serious negative impact on teaching programs.

Comparisons of instructional faculty numbers, student headcount, and student credit hour production clearly show that the College of Agricultural Sciences and Natural Resources is at a serious disadvantage relative to our peers in the Big XII and southern colleges of agriculture.

Composition

The issue of breadth within discipline is addressed above.

The recent retirement incentive program for rule-of-80 faculty members in the Division of Agricultural Sciences and Natural Resources, including the College, has shifted the age distribution downward. There remain a number of faculty who exceed rule-of-80 criteria, so we would anticipate retirements to continue to occur at a rapid pace over the next several years.

The distribution of faculty ranks follows generally the rule-of-80 trends; however, the situation varies greatly by department. The Department of Agricultural Economics has moved from a very mature group in the late 1990s to a younger group but still with a preponderance of full professors. Agricultural Education, Communications and 4-H, Animal Science, and Biochemistry have significant numbers of faculty at the Assistant Professor level. The rest of the academic departments have a reasonable mix of full, associate and assistant professors and are therefore not unreasonably top-heavy.

If OSU and Division budgets improve and faculty positions can be restored, the Division and the College will enjoy a shift towards more faculty positions at the assistant and associate professor

levels. Further, the addition of new faculty positions provides great opportunities to keep pace with advances in sciences and the arts.

Workload

The reduction in the total number of faculty positions in the Division has had a serious impact on the instructional workload. The College continued to fund teaching FTE's in academic departments while faculty numbers were reduced. This resulted in a shift in teaching responsibilities to remaining faculty members, many of whom accepted new and unfamiliar course assignments that were outside their respective areas. Further, it has been difficult for such faculty members to reduce self-imposed, departmental, and significant outside expectations for continued output in research or outreach.

Enrollments have been steady or in some areas have increased significantly. The College culture and expectation that advising is the responsibility of the teaching faculty remains strong. However, reduced faculty numbers increased the advising loads of remaining faculty members. Further, while retired faculty have been contracted to teach, retired faculty escape advising responsibilities so this load must be carried as well be remaining faculty members.

The College is moving to shift the load for some of the mechanical aspects of enrollment from the faculty to reduce the overall advising pressure. The objective is to improve the opportunities and increase the time available for faculty to mentor students. Areas for faculty-student interaction will focus, for example, on academic and career direction, undergraduate research, internships, leadership, and related student development activities.

Production Criteria

Credit hours

The College has seen a modest 4.5 percent increase in student credit hour production over the 2000-2004 period as a result of increases in Agricultural Economics, Biosystems and Agricultural Engineering, Agricultural Education, and Agricultural Communications programs. All other programs in the College have been flat or decreased in the period. Decreases in student credit hour production in programs did not result in reduced numbers of courses taught, sections offered, and teaching loads. Opportunities to increase credit hour production without significant increases in costs will be discussed in the following section.

The College has somewhat limited opportunities to increase summer credit hour production as most faculty revert to research or outreach appointments in the summer and are not available to teach. There are some notable exceptions, and the summer school task force is examining opportunities to increase summer school enrollments and production.

Degrees granted

Undergraduate degrees granted have increased recently in proportion to enrollment trends and reflect the general trend for OSU. The University experienced a 13 percent increase in degrees

granted while the College increase was about 12 percent for the period 2001-02 through 2003-04. Over a six-year period, however, undergraduate degrees granted by the College have been steady, in 2000-2001 was at 400, and degrees granted actually peaked in 1982-83 at 443. Graduates in Biosystems and Agricultural Engineering are not included in the College of Agricultural Sciences and Natural Resources totals.

Graduate degrees granted by the College have increased modestly over the past three years in proportion to the OSU trend and were seventy-four and thirty-one for masters and doctorates respectively in 2003-04. Graduate enrollment continues to decline, a 13 percent decrease for the period 2000 through 2004. A decrease in graduate degrees granted should be expected in the near term even if graduate enrollment should increase in 2005 and beyond.

Time to degree

The College clearly kept pace with the University in 5 and 6-year graduation rates. The University 6-year graduation rate increased steadily from 2000 through 2003 and stood at 57.6 percent in 2004. The College rate increased from 55.6 percent to 67.0 percent from 2000 through 2003 and was 62.2 percent in 2004.

The College has a significant number of undergraduate students in pre-professional programs including pre-veterinary science and pre-medicine, exceeding 10 percent of the total undergraduate enrollment. While the College makes every effort to assist students entering professional schools in their junior year to complete their Bachelor's degrees, many do not complete this step. This should not reflect poorly on the College or the students' academic departments.

Many academic programs in the College maintain 130 credit hour requirements. It would not appear that students in undergraduate programs requiring in excess of 120 semester credit hours are disadvantaged regarding graduating on time.

Students in the College of Agricultural Sciences and Natural Resources are often interested in developmental activities, curricular and extracurricular, that will enhance their opportunities in the future. Exit interviews with graduating seniors tend to support this trend. The list of activities that may take precedence over shorter time to graduation at OSU includes internships, short and long-term international study, academic minors and certificates, professional and social organizational membership and leadership, and undergraduate research. Reducing the time to graduation may be a primary goal of parents and University administrators seeking greater financial efficiencies, but not of the average undergraduate student.

Enrollment Growth Projections

Undergraduate programs in the College can generally be classified as either fully subscribed and under funded or as undersubscribed with growth opportunities. The first group (Table 4.1.) includes the following: Agricultural Economics/Agribusiness, Animal Science, Agricultural Education, Agricultural Communications, and. Biochemistry and Molecular Biology. Undergraduate enrollment increases are not likely or advisable for these programs without

additional resources. Requests for teaching positions in these areas have been forwarded as a part of the President's plan to restore one hundred faculty positions over a three to four year period.

Table 4.1
Current and Projected Enrollment, Instruction Faculty Size, and Student Faculty Ratios for Selected CASNR Academic Departments

	2004 Enrollment		Inst. FTE's		SCH	S/F Ratio*	S/F Ratio**	Projected Enrollment	
	Undergrad	Grad	Prof.	TA		(SCH)	(Raw)	Undergrad	Grad
Ag Econ	386	51	7.31	1.62	3085	23.7	52.8	385	60
An Sci	658	69	10.69	2.61	4521	32.3	61.6	660	75
Ag Ed & Ag Com	270	54	10.30	3.23	2065	25.5	26.2	270	55
Biochem & Molec Bio	181	37	6.46	1.00	946	11.7	29.0	180	45
Totals	1495	211						1495	235

* Student faculty ratio based on SCH production as reported by IR
** Student faculty ratio based on undergraduate enrollment and instructional faculty FTE's

Undersubscribed programs (Table 4.2) provide opportunities for enrollment growth without significant new resources. With one or two notable exceptions the following programs have set goals that if realized could grow undergraduate enrollment about 9% over the next five years to 2225 students. Graduate enrollment goals are more problematic because they depend on faculty appointments not fully supported by the College and increases in base and extramural research funding. However, College graduate programs have set goals that if realized would increase graduate enrollment about 20% over the next five years to 415 graduate students.

Table 4-2.
Current and Projected Enrollment, Instruction Faculty Size, and Student Faculty Ratios for Selected CASNR Academic Departments and Programs

	2004 Enrollment		Inst. FTE's		SCH	S/F Ratio*	S/F Ratio**	Projected Enrollment	
	Undergrad	Grad	Prof.	TA		(SCH)	(Raw)	Undergrad	Grad
Biosystems, Ag Engineering	99	30	4.74	1.50	876	11.6	20.9	120	35
Ento Plant Pathology	16	33	2.88	1.0	1389		5.6	40	35
Forestry	54	3	4.15		417	5.1	13.0	100	25
Hort. And L.A.	216	10	8.92	1.0	1656	14.2	24.2	220	20
Plant and Soil Science	73	47	6.13	.5	2262	4.3	11.9	150	60
Environment Science	91		.50	0			182.1	100	
Totals	549	123						730	175

* Student faculty ratio based on SCH production as reported by IR
** Student faculty ratio based on undergraduate enrollment and instructional faculty FTE's

Enrollment Decline Projections

The College does not plan to limit enrollment in any area below current levels. While graduate enrollment may decline due to factors outside of institutional control, it is our objective to grow the graduate program to 2000 levels with reasonable improvements in teaching and research budgets.

Diversity

The diversity of the student body and faculty continues to be a priority for the College. At the undergraduate level, the College profile generally represents that of OSU. Colleges of Agriculture nationally have struggled to attain the diversity of their respective state populations, but have made important strides in gender equality. At the graduate level, we have been fortunate to have major grants aimed at supporting under-represented populations in the sciences.
The College needs to continue to work towards greater diversity of the faculty. It is our view that this is an important step in attaining greater diversity among students. We still struggle to recruit minorities and women at the Ph.D. level when we have opportunities to fill faculty positions.

Advanced Placement and CLEP

There are no special concerns in the College regarding AP and CLEP credit. Students with AP credit who apply to veterinary school find that AP credit may earn a “C” grade in veterinary school applications.

Honors, Scholars Development and International Programs

The College will continue to stress the importance of OSU’s outstanding Honors College and support students who choose to participate. We would be interested in additional Honors courses or sections, but faculty are increasingly feeling overloaded.

The College will continue to work closely with the Office of Scholar Development to capitalize on its outstanding efforts. Early identification of students with high potential will require additional effort.

The College has been a leader at OSU in encouraging and supporting student involvement in international programs. We have limited but dedicated resources for international programs, and a number of faculty members are actively involved and lead short-term international study experiences. This should continue to stimulate students to consider longer-term opportunities to study abroad.

Academic Advising Loads and Evaluation

The College is currently reevaluating our advising strategies while remaining strongly committed to a program of student advising and mentoring by teaching as well as research and extension faculty.

Alumni surveys indicate that College of Agricultural Sciences and Natural Resources graduates, with few exceptions, have been satisfied or very satisfied with the quality of advising they have received. Our goal is to improve the quality of faculty advising with an eye towards increasing efficiency and reducing high faulty workloads.

OSU Tulsa Programs

The College does not see significant opportunities to extend our current resources to initiate programs in Tulsa over the next five years.

COLLEGE OF ARTS AND SCIENCES

Effect of Increased OSU Admissions Standards

For these planning purposes we assume that OSU's planned admissions standards, as part of a carefully developed enrollment plan, will result in a student body better prepared for college work and yet of approximately the same overall size. In addition we assume that the proportion of OSU students as transfer students will increase. The immediate consequence of this plan is an increase in the number of upper-division students and demand for upper-division classes with a concomitant decrease in the demand for lower-division classes.

The change in the student body resulting from the assumptions above will surely impact the College of Arts and Sciences in several ways. The most obvious impacts we can predict will be to remedial classes, general education classes, and undergraduate majors. Ultimately we can expect impacts on both retention and graduation rates.

Remedial courses are taught at Northern Oklahoma College (NOC). In the 2004 fall semester, 330 OSU students took remedial courses at NOC. As admission requirements increase, it is reasonable to assume that fewer OSU students will need remedial courses. Indeed, the 330 represents a drop from 442, the figure for Fall 2003, and may be explained by changes in OSU admissions representing a first step in the enrollment management plan. Instead of taking remedial courses, we assume that these students will take OSU general education classes, adding to that responsibility of the College. In addition, by not needing remedial classes, such students will be more on track to graduation and so will be more likely to graduate in a timely fashion.

General education classes will be affected in both obvious and subtle ways by better preparation of entering students. Better preparation of entering students will shift demand for general education classes from the most introductory classes, such as College Algebra and Composition I, to more advanced courses, such as Elementary Statistics or Calculus I and Composition II or Introduction to Literature. For some subjects, such as mathematics as currently taught, this shift would be from sections of 100 students taught by lecturers to sections of 40 or fewer taught by graduate teaching assistants at a significantly higher cost per student. A more subtle effect would be that the first OSU courses taken by entering students may well be the second course in a series of general education classes. Such students, despite their better high school preparation, may well be challenged by courses that assume a knowledge of how to learn in college (how to

study, what is expected by professors, how to be an autonomous learner), whereas the first of the series of general education classes would have helped students learn these skills and habits of learning. Such problems may, for example, already be seen in the performance of Calculus I students. Thus a shift in pedagogy may be needed to address this effect.

A shift in enrollments toward more transfer students, especially if it were to occur rapidly, will also affect the general education classes. Again assuming the same overall OSU enrollments, additional transfer students will shift the proportion of lower-division to upper-division students in favor of upper-division; this will result in a greater need for upper-division general education classes. Such classes are taught almost exclusively by regular (tenured and tenure-track) faculty. Moreover, little or no excess capacity currently exists in such classes.

As with general education classes, a shift toward transfer students, thus increasing the number of upper-division students, will increase undergraduate majors in their upper-division years and so the demand for major-specific classes. The implications will vary from nil in programs with substantial potential to absorb additional majors with current resources, such as Physics, to those already stressed by insufficient faculty for their current majors, such as Journalism and Broadcasting and Psychology (see items 6-8 below). The planned increase in upper-division enrollments (and decrease in lower-division enrollments) also has implications for advising, since advising needs will shift from college-based advising for undeclared students to a combination of specialized advising for transfer students and an increased need for departmental-based advising for majors.

College/Department/Program Admission Standards

Consistent with its mission, the College of Arts & Sciences has no College admissions standards beyond those of OSU generally. Four programs that are largely pre-professional have additional admission requirements as outlined below.

BFA in Art, option in Graphic Design. Because of limitations from a combination of faculty and suitable computer laboratory space, this resource-intensive program is available to a limited number of students who are selected and carefully tracked through the program to ensure maximum utilization of the resources available. Admission standards to enter this program are a 2.75 GPA and a portfolio review.

BS in Communication Sciences and Disorders. Consistent with accreditation standards (see item 3 below), admission into this program requires a 2.5 GPA.

BS/BA in Journalism and Broadcasting. In order to make academic expectations more consistent with those of the workplace, these programs require a 2.5 GPA, proficiency in language usage (measured by passing a language proficiency exam), and typing or computer competence.

BFA in Theatre. The BFA program in Theatre is a pre-professional program having, of necessity, very small classes and so is a small program. Admission to the BFA program is based on audition or portfolio review.

Accreditation Considerations

There are currently seven programs accredited in the College of Arts and Sciences and two additional programs that may seek accreditation in the foreseeable future. Programs, accreditations, and implications of the enrollment management for each are described below.

Chemistry. The Chemistry program, including a specialized BS degree, is accredited by the American Chemical Society (ACS). The implications of ACS accreditation requirements, while comprehensive, impact the department primarily in terms of the curriculum for the ACS-accredited BS degree.

Communication Sciences and Disorders. The Communication Sciences and Disorders program is accredited by the American Speech-Language-Hearing Association (ASHA). ASHA certification sets standards for curriculum and supervised clinical work for graduate programs. These standards, combined with the small size of the department and limited clinical facilities, place limitations on the size of the graduate program in Communication Sciences and Disorders.

Journalism and Broadcasting. The School and all its programs are accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).
ACEJMC accreditation standards include a requirement that a substantial portion (80+ SCH) of degree requirements be outside Journalism and Broadcasting, affecting the number of hours required for degrees (127). In addition ACEJMC has low student to faculty requirements for skill and laboratory sections of classes which, combined with limited computer lab facilities and faculty, limiting class sizes and so the movement of students through the major requirements.

Medical Technology. The medical technology program is accredited by the National Accrediting Agency for Clinical Laboratory Services (NAACLS). NAACLS and the degree requirements specify the general curriculum and internships at NAACLS-accredited schools of medical technology, limiting the number of these degrees.

Music. The Music Department is accredited by the National Association of Schools of Music (NASM). NASM accreditation requires a large proportion of degree credit hours to be music courses; consequently the BA in Music and BM degrees have higher credit requirements than most other degrees in the College.

Psychology. The doctoral clinical program in the Psychology Department is accredited by the American Psychological Association (APA). The APA provides comprehensive guidelines for doctoral programs. We anticipate no particular impact on this program coming from enrollment management.

Theatre. The Theatre Department's programs are accredited by National Association of Schools of Theater (NAST). NAST accreditation requires a large proportion of degree credit hours to be theatre courses; consequently the BFA degree has higher credit requirements (128) than most other degrees in the College.

We anticipate two programs will seek accreditation in the foreseeable future. These are:

Art. Art departments' programs are accredited by National Association of Schools of Art and Design (NASAD). NASAD accreditation requires a large proportion of degree credit hours to be art or design courses; consequently the BFA degree will need to require more than the current 120 hours.

Computer Science. Computer Science departments are accredited by the Accreditation Board for Engineering and Technology (ABET). ABET computing accreditation would require, at minimum, additional hours for the BS degree, smaller class sizes for upper-division classes. Such accreditation would require additional time-to-degree for undergraduate majors. The current faculty size would probably allow fewer undergraduate majors to be accommodated if the department is accredited.

Instructional Faculty Size, Composition, Workload

Reviewing the Five-Year Academic Ledger from Fall 2000 to Fall 2004 for the College, we find revealing information showing a growing faculty gap in meeting instructional needs:

Increased workload:

- SCH rose 10.0 percent from 135,754 to 149,376 (10.4 percent undergraduate and 2.3 percent graduate).
- Undergraduates in the College rose 11.5 percent from 4918 to 5484.

Slightly increased faculty size:

- Instructional staffing rose 5.9 percent from 357.20 FTE to 378.25 FTE.
- Tenured/tenure track faculty rose 3.5 percent from 314 to 325.

More use of temporary faculty (calculating using 0.975 FTE per tenure-track faculty member based on 95 percent of tenure-track faculty as full-time):

- Non-tenure track faculty rose from approximately 51.05 FTE to approximately 61.38 FTE, or a rise of about 20 percent.

This faculty gap is further evidenced by a decline in the measures of good teaching practices:

- The percentage of small classes (less than 20 students) declined from 30 percent to 25 percentof all lecture classes taught.
- The student to faculty ratio rose from 26:1 to 27:1.

It is hoped that increased faculty hiring for FY05 and FY06 will address and even reverse the negative trends above. College plans include a significant increase in hiring tenure-track faculty should funding be available.

Credit Hour Production, Degree Production, and Time to Degree

As mentioned above, SCH has increased significantly for undergraduates. From Fall 2000 to Fall 2004, undergraduate SCH increased 10.4 percent from 129,618 SCH to 143,097 SCH.

During the same interval of time, graduate SCH increased only by 2.3 percent, from 6136 SCH to 6279 SCH.

Degree production has also increased considerably for undergraduates. Counting five years of degrees (1999-2000 through 2003-2004), undergraduate degrees in the College of Arts & Sciences increased by 29.9 percent, from 722 to 938 degrees. During the same time period, OSU undergraduate degrees increased by 20 percent, from 2823 to 3392 degrees.

Degree production for graduate students has been much less robust. Counting the same five years of degrees (1999-2000 through 2003-2004), graduate degrees in the College of Arts & Sciences decreased by 11.8 percent, from 212 down to 187 graduate degrees. During the same time period, OSU graduate and professional degrees increased by 9.2 percent, from 1168 to 1276 degrees. Even though the numbers themselves are not large, the trend is disturbing. These degree number changes track well with the actual graduate headcounts, so the problem in the College is in graduate admissions than in graduate programs themselves. Graduate stipend increases have lagged behind those of competing universities. Because a large proportion of College graduate students support themselves as graduate teaching assistants, our low stipends have taken their toll on graduate admissions.

In the College of Arts and Sciences, the departmental average times to degree vary from a low of eight semesters to a high of ten semesters, with a median department time to degree of 8.8 semesters. The most significant college-wide statistic is the six-year graduation rate. This graduation rate, on the Five-Year Academic Ledger increased from 48.8 percent to 57.0 percent, with high value of 58.9 percent in 2003. These rates track closely with the overall OSU six year graduation rates.

Majors/Programs Expected to Grow in Enrollment

To quote the physicist Niels Bohr, “Prediction is very difficult, especially if it’s about the future.” The list of majors and program we predict to grow is based on recent histories of growth and on estimates based on the changing nature of entering students as planned in the enrollment management plan.

As a greater proportion of incoming students enter as transfer students, it is likely that degrees that best facilitate degree completion of transfer students will grow rapidly. In the College of Arts and Sciences, such degrees as American Studies, Economics, Liberal Studies, Political Science, and Sociology provide both flexible degree requirements and career opportunities.

The programs and degrees that have grown significantly in both percentage and number, and for which we expect continued undergraduate growth, are in Table 4-3 below.

Table 4-3
A&S Majors with Significant Growth 2000-2004

Department	5 yr % growth Fall 00-04	No. of Majors Fall 04
Com Science & Disorders	+4.6%	79
English	+27.2	234
Foreign Language& Lit	+51.4%	56
Geology	+103.3%	61
History	+70.3%	172
Journalism & Broadcasting	+14.9%	517
Political Science	+120.2%	240
Psychology	+11.7%	460
Sociology	+20.8%	232
Zoology	+13.2%	549

College of Arts and Sciences undergraduate major enrollment growth is largely in the humanities, social sciences, and life sciences. Future growth is dependent in part on successful faculty hiring in those majors with little extra capacity, such as Communication Sciences and Disorders, Journalism and Broadcasting, Psychology, and Zoology.

Majors/Programs Expected to Decline in Enrollment

No majors or programs in the College of Arts and Sciences are expected to decline in enrollments; indeed all majors and programs are expected to maintain major numbers appropriate to their faculty size and ability to offer the major. Nevertheless, changes in student demand and interest and other factors make some programs have very small enrollments or lose enrollments. The following table lists those programs in the College. See the table below:

Table 4-4
A&S Majors with Significant Enrollment Decreases
2000-2004

Department	5 yr % growth Fall 00-04	No. of Majors Fall 04
Botany	-22.2%	7
Computer Science	-32.9%	186
Mathematics	-30.0%	42
Physics	-14.3%	18

These declines or low enrollments are largely in the sciences and mathematical sciences. While these numbers reflect national trends, the intent of the College is that these departments work to increase these major enrollments.

Constraints Faced by College/Departments/Programs

The constraints faced by the College of Arts and Sciences affect the ability to offer sufficient general education classes to meet demand and the ability to offer certain majors to demand. In the case of general education classes, the constraints are a combination of financial and staffing resources. The plan of the College is to replace, over time, temporary faculty used for general education instruction with tenure-track faculty to ensure availability of instructional staffing, to provide upper-division and graduate instruction, and produce scholarship, as is consistent with

OSU's role as a research university. Currently we are unable to sufficiently staff some general education classes, such as Composition I, to demand due to lack of available temporary faculty. Majors with special admission requirements, such as Communication Sciences and Disorders, Graphic Design, Journalism and Broadcasting, and Theatre (BFA), are generally at maximum subscription. Constraints include faculty size and available space, particularly laboratory space. Other constraints include the availability of suitable size classrooms.

Diversity Issues

While diversity measured in terms of minority professor-lecturers in the College is similar to that of OSU generally (19%), this definition of diversity is inadequate. In terms of under-represented minorities, the figure drops considerably. This College has been, and continues to be, firmly committed to hiring and retaining faculty from under-represented minorities. We will continue to use a combination of targeted hires and actively recruiting such faculty members as an integral part of our affirmative action plan.

Impact of AP/CLEP Credit Earned by Entering Freshmen

Freshmen entering OSU with credit for introductory courses affect general education courses in at least two ways. First, they take fewer general education classes. Second, they start OSU general education courses in the second of a sequence of classes (as discussed in "Effect of Increased OSU Admissions Standards" above), necessitating some pedagogical changes to introduce these students to university expectations. In addition, such freshmen have a strong start to satisfying OSU general education requirements and so can be expected to graduate earlier.

Providing for Increasing Numbers of Honors Students, Scholar Development, Study Abroad

The College of Arts and Sciences has actively supported the Honors College, the Scholar Development program and has encouraged study abroad. The first two programs have required continued and sustained faculty commitment from the College.

Increasing numbers of Honors College students will strain the College's ability to meet the needs of these students. In programs with limited faculty resources to begin with, the Honors College takes some of the very best faculty members to teach a small number of students. This is sustainable only as long as there are sufficient "extra" faculty members for the relatively luxurious staffing of the Honors College. Increases in the student body size recently above that of faculty increases have resulted in difficulty in meeting Honors College needs. Creative solutions are needed, such as that worked out between the College and the Honors College to provide long-term commitments to History honors classes and to the hire of a visiting professor. The usual plan, in which a department offers an honors class without compensation ("buy-in") and then receives limited compensation for additional sections, does not provide either the Honors College or the departments with stable, long-term, satisfactory solutions. The College is pleased to support the Honors College and would be able to support it better, particularly growth

in the Honors College, with somewhat more generous funding and long-term commitments to ensure that students not in the Honors College are not deprived of appropriate class availability.

Scholar Development has been very well supported by a limited number of faculty members in the College of Arts and Sciences. Some faculty members devote substantial amounts of time to support the program and its students. A small number of these faculty members could be more effective in their work if provided with release time from other commitments appropriate to their level of work with the program.

Provision for and Evaluation of Academic Advising

Academic advising is strongly supported by the College of Arts and Sciences. While undeclared students and underclassmen are advised centrally in the College by professional advisors, upperclassmen are advised in their departments by a combination of professional advising staff or faculty members. Transfer student advising presents more challenges than advising freshman students. Complex transfer credit evaluations, the Oklahoma State Regents for Higher Education articulation policy, and the frequent need for appropriate substitutions requires more initial advising time and follow-up as well as advising experience. Often this necessitates close collaboration between advisors in the college office and those in the departmental offices. All advisors in the college office are trained to deal with transfer issues; however, as the number of transfer students increases, the ideal advising load may need to decrease somewhat. Advising may also need to be adjusted for transfer students, for example by offering transfer student orientation sections.

OSU-Tulsa Considerations

The enrollment management plan does not affect OSU-Tulsa admissions, since OSU-Tulsa teaches only upper-division and graduate courses. There is considerable potential for growth in College of Arts and Sciences programs at OSU-Tulsa in areas similar to those most popular at OSU-Stillwater. Constraints and barriers have been the lack of laboratories, the lack of faculty positions, legislative limitations on programs that may be offered (often our most popular majors), and the lack of a serious coordinated plan for the College in OSU-Tulsa.

SPEARS SCHOOL OF BUSINESS

All departments have experienced a steady increase in the last five years in enrollment with some declines between 2003 and 2004. Because of the necessity of layoffs in the corporate arena, MIS has experienced a decline in enrollment since 2003. It is expected that this will increase as the corporate world recovers. All other majors/departments show an increase from 1999 to 2004. We expect enrollment numbers to increase in the Spears School of Business as it continues to be recognized for excellence and innovation. These data reflect an increase in enrollment every year since 1999 with a slight decrease (27 students) in 2004 from 2003.

Table 4-5
Spears School of Business Enrollment Data by Major/Department
1999-2004

Major	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**
Accounting	270	274	253	265	287	285
Economics	37	33	36	53	57	71
General Business	221	270	305	366	417	366
Finance	222	262	290	330	387	366
Management	202	193	189	225	278	332
MIS	355	407	426	419	367	236
MSCS	25	25	27	34	19	20
Marketing	385	477	484	549	585	570
International Business	82	155	173	187	214	196
Undeclared	1641	1347	1551	1366	1421	1561
Total	3438	3648	3772	3810	4013	4016

Effect of Increased OSU Admission Standards

The new university undergraduate admissions standards should have a positive effect on our college and departments bringing in brighter, more motivated students.

College and Departmental Admissions Standards

Effective Fall 2003, the SSOB implemented admissions standards that include grade point average and hours-completed requirements to change a student's status from a "pre-business major" to a "business major" and a minimum 2.5 cumulative graduation/retention GPA. Prior to 2003 matriculation, the admissions standards were lower (2.0 overall) while departmental GPA requirements varied.

At the time, the latest admissions standards were implemented for enrollment management purposes due to budget constraints and the importance of high expectations from our students. The effects of the new admissions standards are yet to be determined. This admissions policy is under evaluation by the current SSOB administration.

Faculty Resources

Faculty resources at the college and departmental level are an issue. The loss of faculty who were not replaced, along with increasing enrollment numbers, have placed us at a disadvantage with faculty/student ratios and faculty morale. Service course load is much higher than it should be with many of our sections experiencing extremely high enrollments. For example, the Student Faculty Ratio for the Spears School of Business is twice the university average—34:1 versus 17:1. The large classes do not allow the pedagogy that we would like and also present an AACSB accreditation issue. We depend heavily on lecturers to meet SCH demands. Doctoral students have to be used in the classroom rather than being able to conduct research in collaboration with faculty.

The number of faculty is down, while many of the full-time tenured faculty's compensation is either compressed or inverted. President Schmidly's initiatives to restore the faculty, grow the faculty and increase faculty salaries brings optimism to this situation.

Student Satisfactions and Performance

Table 4-6
First Year Retention Rates

Year	Freshmen	Transfers
2001	83.2 %	73.7%
2002	84.6%	77.2%
2003	77.3%	79.8%

Table 4-7
Six Year Retention Rates

Year	Freshmen	Transfers
1996	61.0%	58.0%
1997	65.5%	55.9%
1998	60.4%	58.1%

Our retention among transfer students is lower yet has improved more over time than the freshman retention rate has. This appears to be the trend in most of the other colleges at OSU as well.

College Advising and Retention Programs

Six professional advisors housed in the Student Services office now advise all Schools Spears of Business students. The office is open 8-5 Monday through Friday. Availability of advisors at all times is of great benefit to our students.

There is currently a First Year Experience Task Force at the university level that is studying retention issues and will make recommendations to the Provost. Student Services and Career Services within the Spears School of Business have just implemented several new programs that should improve our retention rates including the following:

Undergraduate Peer Resources Program. This program involves junior and senior peer resource students who will work closely with new freshman. The major goal of this program is to help our freshmen better understand how to be successful at OSU.

SSB Program for "At Risk Students." This program is being administered by the new advising staff within the Student Services area and will include discussion items such as note taking, time management, stress management, self esteem, awareness of services available such as tutoring and study skills classes. It is designed to assist students who fall below an overall 2.5 GPA. Students selected for this program will be determined from mid-term grades and end of semester grades.

SSB MultiNational Club. The purpose of this new club is to promote knowledge and awareness of the diverse populations represented by students at OSU and to help students develop skills necessary for work in the global economy.

Student Services/Career Services Partnership. The freshman orientation class includes lectures and discussion groups from advisors in the Student Services area and Career Specialists in the SSB Career Services office. Freshmen are required to meet with Career Specialists to go through a Career Plan, discuss resume development and determine what their interests are. Students have described this as being very worthwhile.

Educational Environment

Limited faculty resources mean that the SSB must rely on large classes, yet we do not have adequate large lecture facilities to accommodate our needs. The SSB needs facilities with the full range of presentation technologies that will accommodate two hundred students and additional facilities with the same full range of presentation technologies that will accommodate sixty students at times that are attractive to both students and faculty.

Technology or Equipment Needs

The Spears School of Business has made the commitment to provide and keep updated desktop computing capabilities for all faculty and staff desktops and student computer labs, to equip and keep updated presentation technologies in all classrooms and to provide and keep updated all of the "backroom" infrastructure to allow this to work seamlessly. The School believes its commitment has been successful and will continue to serve as a model for other organizations throughout campus.

Graduate Education

The Spears School has approximately five hundred students pursuing six masters degrees:

- The Master of Business Administrations degree (MBA)
- Master of Science in Accounting Degree
- Master of Science in Economics Degree
- Master of Science in Management Information Systems; Master of Science in Quantitative Financial Economics Degree
- Master of Science in Telecommunications Management Degree.

The School has approximately eighty students enrolled the Ph.D. programs. Ph.D. Degrees are offered in:

- Business Administration
- Economics.

Table 4-8
Graduate Enrollment in Spears School of Business
Masters Degrees

Masters Program	00	01	02	03	04
MBA	315	307	342	345	274
Accounting	26	48	34	60	56
Economics	9	16	20	20	16
MIS	28	48	59	71	81
QFE				16	17
MSTM	175	175	144	130	70
Total	553	594	599	642	514

The decline in enrollments in the MBA program can be attributed to higher admissions standards and a decline in international student enrollment. MSTM has also experienced declining enrollments largely because of the high percentage of international students in this program.

Table 4-9
Graduate Enrollment in Spears School of Business
Doctoral Degrees

Ph.D Program	00	01	02	03	04
Business	44	46	52	60	57
Economics	33	31	24	26	22
Total	77	77	76	86	79

Enrollments have remained relatively stable in the Ph.D. Programs with some growth in the Ph.D. in Business Administration.

OSU-Tulsa

OSU-Tulsa expects to see continued growth. Program expansions include Introducing the B.S. in MIS program (Security Option), B.S. in Management, possibly a 3+2 Finance/Accounting program and developing a joint MBA/DO program with OSU Center for Health Sciences.

Distance Education

Programs are available for the Master in Business Administration (MBA) degree, the M.S. in Telecommunications Management (MSTM) degree, and an M.S. degree in Management Information Systems as programs offered largely through CD-ROM technology. Enrollment during the regular semesters of this academic year included 57 students pursuing MBA degrees and 34 pursuing MSTM degrees. There have been over 175 graduates of the two distance learning programs since the programs' inception. In Spring, 2004, 95 percent of the students took courses through CD-ROM and 5 percent of the students through zip-drive or interactive video.

Some study abroad courses are being offered with coursework through CD-ROM given and then travel provided to other countries. This allows students not located in Stillwater to enroll in these

study abroad courses more easily and complete the coursework. Study abroad programs are currently being offered in London, England; Monterrey, Mexico; and Toronto, Canada.

The Spears School of Business has plans are to expand the distance education program to the undergraduate level beginning next semester and to continue to grow the overall program both at the undergraduate and graduate level.

COLLEGE OF EDUCATION

Undergraduate Enrollment Trends and Projections

Table 4-10
Undergraduate Enrollment in the College of Education

Undergraduate Programs	Fall 2002	Fall 2003	Fall 2004	Fall 2010
BS Aviation Sciences	261	263	295	280
BS Athletic Training	71	151	159	180
BS Education	42	53	69	50
BS Elementary Education	531	560	600	575
BS Health Promotion	108	146	193	205
BS Leisure Studies	82	72	103	105
BS Physical Education	86	94	92	95
BS Secondary Education	391	359	378	370
BS Technical and Industrial Education	53	51	60	55
Total	1625	1749	1949	1915

Effect of Increased OSU Admissions Standards

The new undergraduate admissions standards will have minimal effect on departmental and overall College of Education enrollment. The current average is slightly below the new standard; however, the College scores are gradually increasing as are those of graduating high school students from the state and region.

College/Department/Program Admission Standards

Freshman and new transfer students are admitted to the College of Education consistent with University-wide criteria.

Criteria for students wishing to transfer from within the University into the College of Education include a required minimum grade-point average based on the University graduation and retention grade-point average policy.

Hours Attempted	Minimum GPA required
fewer than 31	1.70
31 or more	2.00

Students pursuing degree options in aviation education or leisure are required to maintain a 2.00 grade point average. Students pursuing a degree option in health (athletic training) are required to maintain a 2.75 grade point average. All other degree options require a 2.50 grade point average.

For continuing enrollment in good standing, the Professional Education Unit and some other programs require a minimum of 2.50 GPA for admission to Professional Education, student teaching, and graduation. This requirement is consistent with state standards for students in the state of Oklahoma who complete professional education programs and seek licensure.

Requests from students seeking readmission after having been placed under probation/ suspension are submitted to the Office of Student Academic Services in the College of Education and are reviewed by the director of Student Academic Services prior to readmission.

All student grades are reviewed at the end of each semester to determine whether appropriate academic progress is being made.

For graduation with recommendation for Licensure/Certification in Professional Education, the following minimum GPAs are required: (1) a 2.50 overall GPA; (2) a 2.50 GPA in the Major Requirements; (3) a 2.50 GPA in Professional Core Requirements; and (4) where noted, a 2.50 GPA in the College/Departmental Requirements. The student must earn minimum grades of "C" or "P" in each course in the Major Requirements, the Professional Core Requirements, and where noted, the College/Departmental Requirements. The student must earn grades of "C" or "P" in all sections of observation (lab and clinical experience) courses and student teaching for recommendation for Licensure/Certification.

Faculty Resources

Table 4-11
College of Education Faculty by Department and Rank
2005

School	Assistant Professors	Associate Professors	Full Professors	School Totals
Applied Health and Educational Psychology	9	10	9	28
Educational Studies AVED	9	8	12*	29
Teaching and Curriculum Leadership	12	6	7	25
College Totals	30	24	28	82

* Regents Professor

Although our faculty numbers may be lower than necessary for coursework and program delivery needs, the judicious use of adjuncts at the graduate level and teaching assistants at the undergraduate make it possible to cover required offerings. It is not possible to have all instructional assignments covered by tenure-track faculty.

Specific examples are provided for the School of Educational Studies:

Aviation. Two full-time teaching faculty Stillwater, two full-time teaching faculty Tulsa, one non-teaching (NASA grant director), six adjunct instructors Stillwater, and six adjunct instructors Tulsa. Current undergraduate enrollment is highest ever at 289, up 20 percent since 2001 and with a growth rate of approximately 9 percent each year. The masters degree program currently is at a five year high with 34 majors. Also, the doctorate degree program was recently revised (October 2004) and approved, projecting approximately 18 to 20 admissions per year. The AVED program is heavily reliant on adjunct instructors and should consider requesting new faculty to replace the two recently resigned members.

Education Leadership. Current MS majors in Educational Leadership is eleven, current number of Ed.D. majors in Higher Education is sixty-eight. School Administration has twenty-three current masters degree students and fifty-two Ed.D. School Administration students. Without replacing those faculty who have retired/resigned the EDLE program will be unable to admit additional doctoral candidates.

Research and Measurement. Three full-time faculty in Stillwater and one in Tulsa. REMS has a total of sixteen active Ph.D. students and 4 active masters students. However, REMS provide a total of 10 service courses to all graduate programs in the COE in both Stillwater and Tulsa. Overall enrollments have increased 25% in a 4 year period with a 72% increase at OSU-Tulsa. Adjunct instructors teach nearly 50% of the classes including some doctorate level courses. In 2004, adjuncts taught the course-load equivalent of 3 full-time faculty having a 5-course load. REMS has difficulty finding adjunct instructors with the depth of statistical knowledge necessary for graduate level courses. REMS lost two full-time faculty in 2000, and they have not been replaced despite continuing requests for faculty.

Social Foundations. Four full-time faculty in Stillwater. SCFD has a joint Ph.D. with STCL with twenty-five active students. In addition to the Ph.D., SCFD provides the qualitative research sequence for all COE graduate degree programs and two required undergraduate services for all teacher education majors. Currently SCFD provides approximately twenty-three undergraduate sections and nineteen graduate sections per year. SCFD has recently lost a young and capable faculty member to the University of Pittsburg and has been allowed a search for a replacement. Also, SCFD has utilized faculty from within the School to teach some of the qualitative research sections. This is not the case currently with these instructors being needed in their own areas.

Service Course Load

Currently we provide the following service coursework:

Graduate. REMS: 40 sections, 695 enrolled in 2004. Four faculty (3 Stillwater and 1 Tulsa). 21 sections taught by full-time faculty and 19 sections taught by adjunct.

Undergraduate. SCFD: 23 undergraduate sections, 12 graduate qualitative research sections. 20 sections taught by 4 faculty and 12 sections taught by Graduate Assistants.

Table 4-12
Trends in Instructional Faculty Size, Workload (and Compensation)

	Fall 2003	Fall 2004	Fall 2005	Fall 2010
Faculty size	90	83	82	90
UG Student enrollment	1749	1949		1915
GR Student enrollment	687	774		

Trends have been that faculty salaries are far below Big 12 averages. Specifically in the School of Educational Studies, there has been movement across program areas as reflected in the following:

AVED: Has lost 2 faculty in 2 years. Permission to search for one replacement

EDLE: Has lost 6 faculty since 2002 and two have been replaced. Permission to search for 4 replacements

SCFD: Four faculty have been added over 4 years

REMS: Lost 2 faculty in 2000. None have been replaced.

Student Satisfaction and Performance

College of Education retention and graduation rates are consistently above the University averages. The College has been evaluating and modifying existing programs as well as adding new programs to increase rates in both categories. Descriptions of a number of these efforts are provided below.

Orientation to Education EDUC 1111. Orientation to Campus services and resources for student success in College of Education programs.

Transfer Student Program. Senior Academic Counselor designated as COE Transfer Student Coordinator. Responsible to establish relationships with transfer institutions, act as primary initial contact for transfer students, assist with articulation agreements and coordinate recruitment of transfer students.

Collegiate Success Program (Students on Probation). Throughout the semester, an interdisciplinary team, which consists of School Psychology Faculty, a School Psychology Senior Clinician, and the Interim Director of Student Academic Services and Undergraduate Studies, is involved in assisting with the development of interventions which address each student's unique needs.

Career Consultant. Full time Career Consultant.

Changes in the Physical Environment. All Academic Counselors located (office) around a waiting area (computer lab). Electronic Signs identify the student check-in station. "Radio"

pagers are available for students to go anywhere in the building and be called to meet with their Academic Counselor/Career Consultant.

Academic Counselor Liaison. Academic Counselors are assigned Academic Program Areas to be the liaison to Student Academic Services. Counselors meet with Program Areas to clarify advisement issues, and then document their understandings for verification.

Four Year Program Plans. Semester plans were developed to delineate courses in sequence to allow students to graduate in four years.

No Formal Undergraduate Advisement by Faculty. All formal advisement is done by Academic Counselors.

Evaluation of Academic Advising**.** In spring 2004 the College conducted a survey of current students concerning the quality of academic advisement they receive. Many of the recent changes in Students Academic Services resulted from that activity. The survey will be an annual activity in the College.

Educational Environment

College space constraints and needs

Willard Hall and the academic wing of the Colvin Center house virtually all Stillwater-based COE faculty. Currently we cannot house all of our graduate teaching and research assistants in Willard or Colvin. In addition, there is little room to expand office facilities for new faculty hires. We are looking for a location for some of our clinic services outside of Willard. This would make it possible to reorganize for greater efficiency.

Technology or equipment needs

Technology requirements represent ongoing technical support, instructional support services, and applications development for the College of Education. This includes support for faculty and staff desktop computing needs, computer labs, and classroom computing facilities. Most of these resources are currently on a three-year replacement schedule. The most recent Annual Data Processing and Telecommunications Plan included an anticipated 5 percent increase per year in College of Education technology expenditures for successive years to reflect expected growth in services provided and staffing requirements.

Technology needs that are directly related to student enrollment levels are met by funds collected through the College student technology fee. Therefore, additional technology needs are met and funded on a per credit hour basis accordingly as enrollment varies. Projections of these expenditures would be based directly on the total enrollment projections that are developed elsewhere in this chapter of the plan.

Faculty and staff computing needs will be directly dependent upon forecast of faculty and staff levels resulting from enrollment projections for the College. The technology costs associated

with these projections can be determined on an investment per employee basis. As previously indicated, this has been estimated to be an increase of 5% per year in successive years over the current level of expenditures.

Graduate Education

Masters Graduate Programs

MS Applied Educational Studies. The Aviation and Space Option emphasizes management, regulation, finance, current issues, and content regarding the aviation and space industry and related government programs and missions.

MS Counseling. The Program is based on a practitioner model of counselor training and is designed to prepare students for professional counseling roles in a variety of mental health and school settings. Counseling theory and practice are emphasized, while students also learn about research

MS Educational Leadership Studies. The goal of the program is to foster the improvement of educational institutions through leadership. The Master of Science in Educational Leadership Studies (M.S.) is designed to aid in the development of skills necessary to analyze and resolve educational issues and work in diverse contexts.

MS Educational Psychology. The degree offers applied programs with a strong definition of capabilities, knowledge, skills and competencies of the graduate. These competencies focus on the human learner in educational situations.

MS Health & Human Performance. The degree offers preparation in the delivery and design of study programs focused on health issues and human performance.

MS Leisure Studies. The degree offers preparation in the study and design of leisure programs in a variety of contexts.

MS Teaching, Learning, & Leadership. The purpose of the MS in TLL is to provide advanced preparation which will enable professional educators to assume leadership roles. This means developing curriculum specialists who are educational leaders and educational leaders who understand curriculum.

Doctoral Graduate Programs

Ed.D. Higher Education. The goal of the program is to foster the improvement of educational institutions through leadership. The degree is designed to aid in the development of skills necessary to analyze and resolve educational issues and work in diverse post-secondary contexts.

Ed.D. School Administration. The goal of the program is to foster the improvement of educational institutions through leadership. The degree is designed to aid in the development of skills necessary to analyze and resolve educational issues and work in diverse K-12 contexts.

Ph.D. Education. This program develops scholars in educational research and teacher education who will advance the knowledge fundamental to teaching and learning in the 21st century and educate scholars who have the abilities to discover, integrate, and apply knowledge about the culture in which the institution called school resides as well as the culture the institution creates. Students exiting these programs will be prepared for leadership positions in higher education; international occupational education and workforce development organizations; national, state, and community agencies; as well as public and private educational institutions.

Ph.D. Educational Psychology. Educational Psychology is concerned with all aspects of psychology that are relevant to education, in particular, the areas of study including human development and learning, gifted education, applied psychometrics, research and evaluation, and student development.

Ph.D. Health, Leisure, and Human Performance. The degree has been designed to permit flexibility within the disciplines encompassed by the degree while assuring that all students in the program are provided the opportunity to develop research skills, which facilitate functioning as future faculty members or scholar practitioners.

Graduate Enrollment Trends

Generally our enrollments are growing.

Table 4-13
Graduate Enrollment in the College of Education
Masters Level

Masters Programs	Fall 2002	Fall 2003	Fall 2004	2010
MS Applied Educational Studies (Aviation)	25	11	34	up
MS Counseling	61	71	66	even
MS Ed Leadership Studies	57	51	52	even
MS Educational Psychology	0	6	17	up
MS Health & Human Performance	39	32	32	even
MS Leisure Studies	5	7	10	up
MS Teaching, Learning, & Leadership	185	203	206	Even
Total	372	381	417	

Table 4-14
Graduate Enrollment in the College of Education
Doctoral Level

Doctoral Programs	Fall 2002	Fall 2003	Fall 2004	2010
Ed.D. Applied Educational Studies (Aviation)	1	0	6	up
Ed.D. Higher Education	76	69	68	even
Ed.D. School Administration	67	56	50	even
Ph.D. Education	31	59	84	even
Ph.D. Educational Psychology	100	105	125	up
Ph.D. Health, Leisure, and Human Performance	14	17	24	Up
TOTAL	289	306	357	

Constraints on growth

A lack of faculty resources to support program expansion is the biggest constraint on growth. The lack of assistantships, either research or teaching, also makes it difficult to recruit some of the best students nationally. Linked with this is the inability to compete nationally for the best faculty given our salary caps.

International student decline

Declines in international student enrollments are nominal in our college. Most of our international student enrollments come from Outreach delivered programs off-site.

OSU-Tulsa Considerations

Table 4-15
Programs at OSU-Tulsa

Program	Degrees Offered
Aviation	BS and MS
Higher Education	MS and Ed.D.
School Administration	MS and Ed.D.
Curriculum Studies	MS
Elementary, Secondary, K-12 Education	MS
Occupational Studies	MS
Reading/Literacy	MS
Special Education	MS

Our Outreach Office now offers credit programs off-site in Tulsa through OSU-Tulsa. This will make it possible to offer a MS in Special Education and graduate-level coursework needed by teachers in the Tulsa area who are alternatively certified.

Distance Education

Table 4-16
College of Education Distance Education
Courses and Enrollments

Semester	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004
Courses	10	12	15	11	14
Students	256	414	346	345	379

The numbers of students and courses offered served continue to rise.

Goals or plans for distance education between now and 2010

Our goals for distance education are focused in two specific areas: on-line coursework development/delivery and off-site cohort program delivery. Currently we have been working with faculty on development of coursework and have 18 courses proposed for Spring 2005. We hope to have every program with at least one undergraduate on-line course and one graduate on-line course by 2010.

Cohort programs offered through Outreach and distance education now total three. One is in Thailand and two are in England (one M.S. and one Ed.D.).

COLLEGE of ENGINEERING, ARCHITECTURE AND TECHNOLOGY

Effect of Increased Admission Standards

The number of students who could be admitted in Fall 2004, but could not be admitted under the proposed admission standards in future years, is listed in the following table. We have also listed the number of these that we assumed could not be admitted because of a low ACT score and no high school rank or grade point average.

Table 4-18
Estimated Loss of CEAT Freshman Enrollment as a Result of Increased Admissions Standards

Year	Number Losing Admissibility	Number of those with no High School GPA
FY05	14	2
FY06	21	7
FY07	27	0

These numbers are in a typical freshman class of 650. It should also be noted that a sample of students admitted in the Fall 2002, but not admissible by 2006 showed that only 17 percent were continuing at OSU in the Fall 2004. We also expect that higher admission standards will attract a few students who might not have enrolled at OSU otherwise. Thus, we do not expect the higher admission standards to have a significant impact on the enrollment in the CEAT.

College/Department Admission Standards

Freshman admission to the all programs in the CEAT is the same as OSU admission standards. However, most programs in the CEAT require a second admission to the professional school from which the student desires to graduate. The programs without a professional school admission are Construction Management Technology, Electrical Engineering Technology, and Mechanical Engineering Technology.

The professional school admission standards vary among programs, but typically require the completion of approximately 60 credit hours of required courses and a grade point average in selected courses taken at OSU of at least 2.5 and in some programs as high as 3.0. In all programs, the admission standards are adjusted to limit the number of students admitted to the program's capacity. The fraction of freshmen admissible to the professional school of their choice varies by school, the sizes of the freshman and transfer classes, and the capacity of the specific professional school.

Accreditation Considerations

Undergraduate programs in the CEAT must maintain programmatic accreditation. Achieving the educational outcomes required by the programmatic accreditation is the primary consideration when we establish the capacity of each program. Specific accreditation criteria for engineering and engineering technology programs are available on the website: www.abet.org. Information on architectural accreditation is available at: www.naab.org.

Instructional Faculty

At present the CEAT has 120 tenure track faculty members. The faculty rank instructional FTE is 100, and 99 percent of the tenure track faculty are full time employees. There are 20 non-tenure track instructors and researchers in the CEAT. Most tenure track faculty members in engineering technology and architecture have 100% instruction appointments, while most engineering faculty have both instruction and research appointments. The individual appointments vary widely based on the individual's capabilities and interests, but average 50-60 percent instruction. The instructional activities of engineering faculty members involve both undergraduate and graduate students. In recent years, there have been ten to twelve graduate engineering students per faculty member.

Nearly all courses in the CEAT are taught by faculty members. This is consistent with accreditation expectations and the professional nature of the programs, but it means that enrollment is constrained by the number of faculty in each program.

Credit Hour Production, Degree Production, and Time to Degree

Typically the faculty members in the CEAT teach a little over 50,000 student credit hours. Generally a little over 25 percent of these are lower division credits, slightly over 50 percent are upper division credits, and the remainder are graduate credits.

In recent years, the CEAT has graduated 420 to 450 undergraduates per year and 220 to 250 graduate students per year. The number of graduate students and graduate degrees awarded has risen sharply in recent years. This trend should end and perhaps reverse in the next few years.

The College does not have current reliable data on the time taken by freshmen to complete a B.S. degree in the CEAT. Architecture and architectural engineering are both five year programs and many students in these programs take five and a half or six years to graduate. The remaining programs in the CEAT are nominally four year programs, but on the average students take over five years to complete most of these programs.

Majors/Programs Expected to Grow in Enrollment

We anticipate some growth in the Ph.D. program in all engineering disciplines. The M.S. program in Control Systems Engineering will likely grow slightly. Undergraduate programs in Electrical Engineering Technology, Mechanical Engineering Technology, Biosystems Engineering, Chemical Engineering and Civil Engineering have capacity for additional students and some will grow. Other engineering and engineering technology undergraduate programs and the programs in Architecture have as many students as they can handle (both facility and faculty constraints) and hence are not expected to grow in the near term. Plans to expand facilities and faculties in Architecture, Mechanical Engineering and Electrical Engineering will likely result in growth of those graduate programs and some undergraduate programs.

Majors/Programs Expected to Decline in Enrollment

We have exceeded our capacity in many of the M.S. programs and plan to shift to a greater emphasis on Ph.D. programs. Hence we expect the M.S. student population to decline in the CEAT.

Constraints on Growth

The number of faculty is a serious constraint for most of our programs. The number of undergraduate and M.S. students per engineering faculty member at OSU is the highest in the Big XII and among the highest in the Big X. Likewise architecture and engineering technology programs are constrained in part by the number of faculty to serve the student body.

Facilities are a constraint for some programs. Less than one out of three Architecture and Architectural Engineering freshmen can be admitted to the professional programs, in part because of limited space. The graduate programs in Architecture and Architectural Engineering have been suspended for lack of space. The quality and quantity of laboratory space for Civil Engineering limits the quality and size of both the undergraduate and graduate programs. Until the OSU-Tulsa ATRC is completed, research and graduate programs are not possible at that location. This also means that most faculty members are not there to work with undergraduate students outside of the classroom. The limited number of quality classrooms at OSU-Stillwater stifles instructional innovation for all programs.

Diversity

Members of the Engineering, Architecture and Engineering Technology professions do not reflect the diversity of the general population. This is a concern for several reasons: the United States and particularly the state of Oklahoma do not graduate a sufficient number of technical professionals to meet the demand; the technologies developed by graduates of the CEAT must serve all persons in the society; and a diverse student body helps all students to learn to work in a diverse workplace. Diversity in the student body is an important goal, but to date we have not been able to achieve diversity in the student body that mirrors Oklahoma society.

Achieving appropriate diversity within the faculty is more difficult than reaching the same goals in the student body. Most students from underrepresented groups choose to enter the workforce after receiving a bachelor's degree, and those who continue with graduate study frequently do not choose academic careers.

Diversity means more than gender, ethnicity and race. It includes among other things, economic status, age, job level, physical and mental abilities, nationality, religion, and education. Programs to address the needs of persons in underrepresented groups have helped with student recruitment and retention, but 50% of equity seems to be the upper limit of success based on these programs.

Impact of AP and CLEP Credit

A significant fraction of the CEAT entering freshmen receive AP or CLEP credit for some general education courses and thus are more likely to complete the bachelor's degree program in four years. In some instances these exams cause students to overestimate their preparation for subsequent courses.

Neither AP nor CLEP credit is available for courses taught in the CEAT. A few transfer students successfully pass an advanced standing examination for one or more CEAT taught courses if they have had similar course work at another university. However, most of the impact of credit by examination or transfer credit is on courses taken outside of the CEAT.

Increasing Numbers of Students in Honors, Scholar Development and Study Abroad

The CEAT goals include increasing the percentage of CEAT students having international experiences to 25%. We hope to maintain the number students preparing for and receiving national and international scholar awards. While we desire to have more students experiencing the enrichment associated with Honors College Degrees significant growth seems unlikely at present.

To achieve the international goal will require additional human and financial resources. These student experiences will take numerous forms including: internships, study at non-U.S. universities, international study tours, international competitions, and international service projects. Many of these will be achieved during the summer term and thus may not effect the time to graduation.

The enrichment activities that are important for successfully seeking national or international scholar recognition require a significant time commitment by the student. This may increase the time to graduation, but this is a small number of students and most have CLEP or AP credits and a strong work ethic.

At present the number of students pursuing an Honors College Degree is too small to justify offering honors sections in any upper division CEAT courses. The only practical way to offer upper division honors credits is by contract. Should the number of students selecting this path increase significantly, we would offer honors sections.

Academic Advising

Engineering students are advised in the CEAT Student Services office until they are admitted to a professional school (normally after completing 60 or more credit hours, at least 12 of which have been taken at OSU). A professional school may assume part of all of the advising responsibility for pre-professional students, but most of the schools leave the responsibility to the CEAT Student and Career Services Offices. After professional school admission, the student is advised in his or her major school.

Architecture and architectural engineering students are advised in the CEAT Student Services Office for the first three semesters and then are transferred to a faculty advisor in their preferred program. Thus, these students are advised in their home school for one or more semesters before applying for professional school.

A faculty member in their home department advises engineering technology students after the student has an initial contact with the engineering technology advising coordinator.

The CEAT Career Services office is located and coordinated with CEAT Student Services so that career advice begins with entering freshmen and continues until after graduation. Both offices continuously initiate programs to enhance student success.

The advising programs are evaluated by several methods. Student and alumni surveys conducted by the OSU assessment office ask satisfaction questions about advising and career services. Each academic program head interviews graduating students and asks among other things about the quality of advising and other services. Proposed new advising, career services, student support, or related programs must include an evaluation plan to determine the program's effectiveness.

OSU-Tulsa Considerations

At present, the CEAT offers B.S. degrees at OSU-Tulsa in Electrical Engineering, Electrical Engineering Technology, and Mechanical Engineering. Undergraduate courses are also offered in Civil Engineering and Fire Protection and Safety Technology.

Master of Science degrees are available in Civil Engineering, Control Systems Engineering, Electrical Engineering, Engineering and Technology Management, Mechanical Engineering, and

Health Care Administration. The Ph.D. degree is available in Electrical Engineering, and graduate courses are available in Industrial Engineering.

Full time CEAT faculty involvement at OSU-Tulsa has been limited by the absence of a research facility and housing for graduate students. We expect the number of full time OSU-Tulsa located CEAT faculty to grow significantly when the OSU-Tulsa ATRC is completed (anticipated in early 2007). If student housing is available, the graduate student enrollment should grow in parallel with the faculty numbers.

High quality instructional classrooms and laboratories are already available at OSU-Tulsa.

COLLEGE of HUMAN ENVIRONMENTAL SCIENCES

Table 4-19
Human Environmental Sciences Enrollment Trends
1994 to 2004

Enrollment:	Design, Housing and Merchandising	Human Development & Family Sci	Nutritional Sciences	Hotel and Restaurant Admin	Human En. Science	Total College
Fall 1994 (FY95)						
Undergraduate	183	408	89	179	85	944
Graduate	24	42	32	-	62	160
Fall 2004 (FY05)						
Undergraduate	551	514	345	373	43	1,826
Graduate	27	83	47	51	18	226
Undergraduate trends:						
Fall 1994 to Fall 2004	368	106	256	194	(42)	882
	201.09%	25.98%	287.64%	108.38%	-49.41%	93.43%
Projected Fall 2010	1,659	648	1,337	777	22	3,532
% Increase	201.09%	25.98%	287.64%	108.38%	-49.41%	93.43%
Graduate trends:						
Fall 1994 to Fall 2004	3	41	15	51	(44)	66
	12.50%	97.62%	46.88%		-70.97%	41.25%
Projected Fall 2010	30	164	69	51	5	319
% Increase	12.50%	97.62%	46.88%	0.00%	-70.97%	41.25%

The trends over the past 10 years indicate that HES has increased in undergraduate enrollment by 93% and graduate enrollment by 23.6 percent. This is a significant consistent increase that has produced a significant and sustained challenge because faculty resources have not kept pace with enrollment increases. In addition, because we began this time of growth with insufficient faculty numbers, the challenge has only become greater.

College-wide our faculty/student ratio 29:1 as calculated by Institutional Research; however, we calculate it as 35:1. Either way, we are much above the University average of 21:1.

We believe our increase in enrollment resulted from focused, relevant programs that are in market niches that are growing nationally and internationally because of student and parent interest. Requiring internships of all students and placing them throughout the country and world has been a hallmark of our programs, as has been a highly favorable job placement rate. Targeted recruitment, up-to-date curricula, faculty interested in student success and advising are among the positive aspects of our programs as identified in various assessments.

If one follows trend analysis among futurists, we believe that the trends will continue. Nutrition continues to gain momentum both in its preventive and its intervention role in disease and in wellness.

Hospitality remains strong and is predicted to continue to be the largest industry in the country and world. We wish to grow this program to at least 500 undergraduate students and grow the graduate program to 100. Our industry partners (such as Marriott) suggest to us that a program needs to be of that size to really interest the big corporate investors.

Design has been a "hot" area for several years and may be more subject to cycles. However, the pattern of growth looks good for at least five years. The retail industry is prone to cycles but remains an interesting option for students that we do not see slowing down.

Early childhood education, child and family services, and marriage and family therapy programs have grown steadily and are at the forefront of current thinking in national and state governments. The OSU-Tulsa campus has great potential for growth in HDFS and merchandising.

Can we continue to grow at the rate we have been growing is another matter? No, we can no longer grow without additional faculty resources. We do not have adequate faculty and space for the enrollment we have now as described in the sections that follow.

Anticipated Effect of the New Undergraduate Admission Standards

The following information was gathered based on the 300 freshmen that enrolled during May-June 2004:

- If phase one of the new admission standards were applied, 37 of the 300 HES freshmen (12%) would not have been admitted to OSU.
- If phase two of the new admission standards were applied, 42 of the 300 HES freshmen (14%) would not have been admitted to OSU.
- If phase three of the new admission standards were applied, 71 of the 300 HES freshmen (23%) would not have been admitted to OSU.
- It is possible that with the phased process being used, the increasing standards may drive some high school students to a higher level of high school academic performance in order to be admitted to OSU, and thus the effect might not be so great as estimated above.

College/Departmental Standards

We have instituted admission standards to better manage enrollment (slow it down) and to increase quality.

Interior Design/Apparel Design. Department portfolio and course review processes are in place for both interior and apparel design majors to proceed to the professional courses. The interior design review occurs at the end of the freshman year (beginning spring 2005) and the apparel design review occurs at the end of the sophomore year. The Interior Design program will accept 36 students and the apparel program 20. Both are necessary for maintaining accreditations, and the reviews provide a mechanism to limit enrollment while encouraging quality of teaching and learning. The new standards seem to have made the program even more desirable.

Human Development and Family Science. Early Childhood Education has an admission requirement of 2.0 for less than 31 hours, 2.25 for 31-45 hours; and 2.50 for over 45 hours. Students must be formally admitted to Professional Education program. The Child and Family Services option within HDFS will propose a similar requirement to be implemented in 2005-2006. Curricular changes and the new admission standards in HDFS, have allowed us to achieve our goal of steady enrollment.

Nutritional Sciences. Science and math requirements tend to limit enrollment. The department, however, is considering requiring a minimum grade point in prescribed courses before formal admittance to professional programs.

Faculty Resources

The overall faculty/student ratio in the college is high at 29:1. This ratio is calculated by dividing the number of faculty into SCH for lecture classes only. For HES, this does not capture the true ratio because our curricula have significant laboratory and studio courses that are also taught by faculty. Thus, the ratios below were calculated by number of tenure/tenure track faculty and number of majors.

The College has increased in faculty size very recently with restoration of positions this year. Compensation has increased due to the raise program and because of the new hires as we competed at market value. Data were not available in the format requested for 1995. Obviously, we have grown beyond our faculty resources. If we are to continue to grow we must increase the size of the faculty.

Table 4-20
HES Faculty Size and Workload

	FY 2000	FY 2005
Design, Housing & Merchandising		
Tenure/Tenure Track	12	15
Filled	9	11.75
Vacant	3	3
Workload	3/3	3/3
Faculty to Student Ratio *	24:1	39:1
Adjunct/Visiting	3.6	3.35
Human Development & Family Science		
Tenure/Tenure Track	16	20
Filled	15	16
Vacant	1	4
Workload	3/3	2/2
Faculty to Student Ratio *	28:1	30:1
Adjunct/Visiting	0.75	2.75
Nutritional Sciences		
Tenure/Tenure Track	10	14
Filled	10	12
Vacant	-	2
Workload	2/3	2/3
Faculty to Student Ratio *	16:1	29:1
Adjunct/Visiting	0.35	1.75
Hotel & Restaurant Administration		
Tenure/Tenure Track	7	8
Filled	6	7
Vacant	1	1
Workload	3/4	3/4
Faculty to Student Ratio *	30:1	53:1
Adjunct/Visiting	0.75	1
Human Environmental Sciences		
Tenure/Tenure Track	3	3
Filled	3	2.75
Vacant	-	-
Workload		
Faculty to Student Ratio *	78:1	22:1
Adjunct/Visiting		
College Total		
Tenure/Tenure Track	48	59
Filled	43	49
Vacant	5	10
Workload		
Faculty to Student Ratio*	27:1	35.1
Adjunct/Visiting	5.45	8.85

Service course load. The College does provide service courses. As is illustrated in the following chart, this current semester the courses with General Education designation had 1973 enrolled; 909 were students from outside the College.

Table 4-21
HES Service Course Load
2004 Fall Semester

Course	GE Designation	Dept Enrollment	Other HES Enrollment	Non-HES Enrollment	Total
DHM 2573.001	L, N	12	0	4	16
DHM 2573.002	L, N	19	1	0	20
DHM 2573.003	L, N	11	0	4	15
DHM 2573.004	L, N	17	0	2	19
DHM 3213.001	H	63	0	18	81
DHM 3233.001	H	48	0	5	53
DHM 4003.001	S	80	0	0	80
DHM 4993.001	I	57	0	6	63
HES 3090.351	I	0	2	0	2
HDFS 2113.001	S	80	12	26	118
HDFS 2113.002	S	39	85	60	184
HDFS 2114.701	S	8	3	8	19
HDFS 3123.001	S	48	3	31	82
HDFS 3123.801	S	71	7	12	90
HDFS 3433.001	S	50	2	44	96
HDFS 3443.001	S	38	0	16	54
HDFS 3513.001	S	38	2	1	41
HDFS 3513.801	S	34	2	1	37
HDFS 4413.001	S	29	10	1	40
HDFS 4413.801	S	46	7	3	56
HDFS 4543.001	S	0	0	0	0
HDFS 4793.001	S	3	0	22	25
HRAD 1103.001	I	48	5	31	84
HRAD 1103.002	I	34	5	41	80
HRAD 3223.001	I	0	0	0	0
NSCI 2114.001	N	5	12	20	37
NSCI 2114.002	N	5	12	17	34
NSCI 2114.003	N	6	10	26	42
NSCI 2114.004	N	3	7	22	32
NSCI 2114.005	N	2	8	31	41
NSCI 2114.006	N	2	10	28	40
NSCI 2114.007	N	7	7	28	42
NSCI 2114.008	N	7	7	26	40

Table 4-21(continued)

NSCI 2114.701	N	1	0	4	5
NSCI 2114.702	N	2	1	9	12
NSCI 3543.001	I,S	26	4	43	73
NSCI 3543.801	I,S	1	1	20	22
NSCI 3543.802	IS	0	3	23	26
NSCI 3543.803	IS	2	3	15	20
Totals		1064	240	669	1973

Student Satisfaction and Performance

Retention and graduation rates. The College's retention rate has consistently been one of the highest at OSU. First year retention rate is currently 83.1 percent for new freshmen and 77.9 percent for transfers. Six-year graduation rates are also among the highest at OSU at 62.3 percent for new freshmen and 58.2 percent for transfers.

Advising and retention programs. Prior to Fall 2004, only faculty served as academic advisers in the College of Human Environmental Sciences. With increasing enrollment growth and the need to increase advising effectiveness, the College initiated the Becky Steen McCaskill Center for Student Success. The Center includes a reception area with computer stations for quick advising assistance, career development self-help materials, scholarship information, and a staff member who greets and assists students. In addition, three professional staff academic advisers, the Director of Student Academic Services, the Career Services Coordinator, the Recruitment Services Coordinator, and support staff are housed in the space. Freshmen, sophomores, and incoming transfer students are advised in the Center. A developmental academic advising approach was adopted, based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources. Importance is placed upon integration of the career development, academic planning, leadership development, and first-year experience processes. Juniors and seniors are advised by faculty members within each of the CHES academic units.

To address both academic advising and retention, the first-year experience courses (HES 1111 for freshmen and HES 3111 for incoming transfer students) were implemented using a revised content and format during fall 2004. Major emphasis is placed upon The LINK career development project, experiencing the CHES approach to academic advising, solving student problems in major-specific teams, reading from a customized textbook, and working with experienced undergraduate peer mentors who are LEAD Ambassadors. The *Scholar Leaders* program for freshmen further addresses retention and leadership development of incoming freshmen with monthly meetings, community service projects, and opportunities to interact with professional staff and faculty. A Community of Learners (COL) was instituted within the merchandising option of the Design, Housing and Merchandising major for fall 2004 with students completing a set of three courses together. Instructors integrate course content among the three courses. A faculty coordinator initiates supplemental COL activities outside the classroom to ensure bonding of students with a significant adult and among the students.

Mid-term grades are used to identify students needing academic assistance. The College Student Inventory (CSI) is administered to all students enrolled in the HES 1111 course to collect data for use in identifying high-dropout prone students and at-risk factors. Students enrolled in lower-division courses who make lower than a grade of C are identified, and CSI data are retrieved for use in advising these students.

Educational Environment

Space constraints and needs. We are in facilities that were originally designed for half the number of students, fewer faculty and virtually none of the research we are now doing. We have been remodeling to accommodate the changing facility needs for the past 10 years. We are nearly at the point of having no more spaces we can "cut up" to hold additional faculty; accommodate laboratory needs (both instructional and research) and provide student services. We absolutely need additional space! Even the number of restrooms is inadequate for the number of people in this building.

We have determined that we need a minimum of 30,000 sq. ft. beyond what we have at this moment just to address existing needs. We have designed an additional building and are currently seeking private funding, a long-term solution. We have also requested additional space adjacent to our building to help us in the short term. We desperately need access to a large lecture classroom in or near our building.

If we are to continue to grow, especially at the rates of the past 5 years, our facilities cannot accommodate it.

Technology and equipment needs. A continuing, consistent need for additional technology is needed, as well as well as upgrades to current equipment. Of nineteen classrooms in the HES Building and HES West, eight classrooms are equipped with multimedia equipment. In addition, another classroom is scheduled to be equipped with multimedia during the winter break. The college has two computer labs, one with forty stations and another with fifty-one. One of these labs also has multimedia equipment for teaching and demonstration purposes. We need additional multimedia equipment in classrooms. We need better computing equipment for graduate assistants. Two academic programs (HRAD and ID in DHM) have discussed having wireless computing in their classrooms/studio rooms.

Graduate Education

Graduate enrollment trends. Enrollment in HES graduate programs grew by 41.25 percent in the 1994-2004 timeframe. The department of Human Development and Family Science almost doubled graduate enrollment in the timeframe. (See table 4-19 for details).

Constraints on growth. The College has two major constraints, growth in undergraduate enrollment and number of faculty. International enrollment did not decrease substantially for us this year, though we heard reports of difficulties acquiring visas. Hotel and Restaurant Administration could have a much larger graduate program if additional resources were available. Tourism is especially of interest to international students.

OSU-Tulsa

The College's programs in Tulsa cannot grow without additional faculty. The College has implemented programs with the promise of faculty positions that were not subsequently funded. The College cannot continue in this way as our Stillwater faculty resources are so scarce, and we are opposed to developing a program using adjuncts. It is especially difficult to begin programs and then to end them because of lack of faculty funding.

Distance Education

The College of Human Environmental Sciences delivers distance education courses online and via compressed video. Recent initiatives include a contract between the Human Development and Family Science department and the Department of Human Services, to deliver distance-based master's level graduate courses to DHS employees. Numerous courses are shared between the Stillwater and Tulsa campuses via videoconferencing technology. A core course for the College, HES 3002 (Leadership and Collaboration in the Workplace) is offered on-campus and online. Additional courses are taught online by individual faculty within academic units in an effort to provide greater student access to courses (e.g., HDFS 2113, a College core course, to be delivered online in spring 2005). A significant number of faculty employ Blackboard or WebCT software as supplemental distance-education tools for on-campus courses.

The College is a member of the Great Plains Interactive Distance Education Alliance (Great Plains IDEA), an alliance of Human Sciences Colleges on ten university campuses. OSU participates in the Family Financial Planning and Gerontology master's degree programs. In this multi-institution degree program, a student applies, and is admitted at one university; enrolls in all courses at that university; and, graduates or receives a certificate from that university. However, the best faculty members in the discipline teach the online courses from several universities. The College will begin participation in the Great Plains IDEA Merchandising online master's program in fall 2005. Faculty members from Alliance universities and a Board of Directors with representation from each Alliance campus (associate deans) provide oversight of these programs. Institutional representatives, including deans of graduate colleges, registrars, and financial officers, play vital roles in ongoing success of the Alliance programs.

Distance education in the area of career development allows enhancement of the HES classroom experience through use of a Polycom videoconferencing system for use in bringing practicing professionals into the classroom. Goals have been set to expand the use of this technology during the next several years to further integrate career development into the curriculum.

COLLEGE OF VETERINARY MEDICINE

Enrollment Trends

- DVM Program: Enrollment is fixed at 80 entering students each year. We do not anticipate growth in this program.
- We do not anticipate that the new undergraduate admissions standards will negatively

affect the College.

- College standards for admission to the DVM degree program are administered by the faculty admissions committee and the associate dean for academic affairs. The standards are published each year in our admissions brochure and are made available to all applicants and advisors. The standards are also published at the college's web site. The standards are very effective.

Faculty Resources

- We have the minimum number of instructional faculty members required to maintain accreditation. We are especially short faculty members in clinical disciplines and are frequently only one deep in several other important disciplines. Our faculty service load is high in clinical and diagnostic disciplines. We do not teach any "service" courses. Our faculty salaries are low compared to peer institutions, and we face intense competition from the private sector where salaries paid board-certified specialists are often double the amount paid academic specialists.

Student Satisfaction and Performance

- Our retention and graduation rates exceed 95%.
- We utilize a system of faculty-administration advising for veterinary students. Staff members under the direction of the associate dean for academic affairs are available to assist advisement of pre-veterinary students.

Educational Environment

- Three of our four lecture rooms and one teaching laboratory are marginally adequate for instruction. In addition, they are poorly located and congested. We badly need at least two new lecture rooms and one new teaching laboratory. Faculty offices in the Department of Veterinary Clinical Sciences are inadequate and not conducive to scholarly activity or good quality of life.
- We have adequate technology in our classrooms but we need better equipment to support videoconferencing and telemedicine.

Graduate Education

- The graduate program is centralized under the umbrella of Veterinary Biomedical Sciences and includes both M.S. and Ph.D. degrees. Over the past three years, our graduate program has grown considerably. Growth constraints include office and research laboratory space for faculty, post doctoral students and graduate students.

OSU-Tulsa

- We offer no courses at OSU-Tulsa.

Distance Education

- We will attempt to import content specialists for course instruction using teleconferencing.

THE HONORS COLLEGE

As part of the University's strategic planning efforts, the Honors College was expected to grow to 850 "active participants" over the next five years. Better retention and an unexpected increase in new freshmen in the 2004 fall semester increased the number of "active participants" to 869. The Provost and Senior Vice President approved a new target of 950 active participants, budget permitting, along with a February 1 deadline for automatic acceptance of new freshmen that will be implemented in the 2006 fall semester.

Table 4-23
Active Participants in the
Honors College

Academic Year	Fall Semester	Spring Semester
2000-2001	682	581
2001-2002	718	585
2002-2003	732	620
2003-2004	771	701
2004-2005	869	786
5-year Average	754	655
5-year Change	+27.4%	+35.3%

Source: The Honors College

Honors College Admission and Active Participation

The Honors College was established in 2000 as the successor to the University Honors Program that was created in 1989 to make honors educational opportunities available on a campus-wide basis. The University Honors Program built on the model of the Arts and Sciences Honors Program that began in the mid-1960's.

Admission to the Honors College may be obtained by entering freshmen on the basis of an ACT score of 27 or higher in combination with a high school grade point average of 3.75 or higher. If the student's high school certifies a weighted grade point average for advanced classes, the higher weighted grade point average may be used for admission. Entering freshmen with an ACT score of 25-26 who have a 3.75 high school grade point average, or with an ACT score of 30 or higher in combination with a high school grade point average of 3.50, may apply for provisional admission to the Honors College.

Data from entering freshmen consistently indicate that acceptance into the Honors College is an important factor in their decision to attend Oklahoma State University.

The following data were compiled from new freshmen who had applied for and been accepted into the Honors College before their summer enrollment days and who responded to the

following questionnaire item: "In selecting OSU as your university, how important was it that you were accepted into the Honors College?"

Table 4-24
Importance of Honors College in Recruiting Freshmen

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Average
Very Important	38.1%	42.2%	41.0%	41.9%	43.8%	41.4%
Somewhat Important	50.5%	48.8%	50.0%	47.3%	47.9%	48.9%
Not Important	11.4%	9.0%	9.0%	10.8%	8.3%	9.7%

Source: The Honors College

It is worth noting that the importance of The Honors College in recruiting new freshmen to Oklahoma State University is based entirely on the students' interest in the academic experience because the OSU Office of Scholarships and Financial Aid does not earmark any scholarships for Honors College students.

Second-semester freshmen may be admitted to The Honors College on the basis of having earned at least a 3.25 grade point average during their first semester. Eligibility to continue in The Honors College is based on a sliding scale as follows: freshmen and sophomores, 3.25; juniors, 3.37; seniors, 3.50. Transfer and continuing OSU students may join The Honors College at any time if they have the required grade point average. Approximately 6 percent of Honors College students are transfer students.

Honors College data on the number of honors students have consistently employed the concept of "active participant." To be active participants, freshmen and sophomores must be undertaking a minimum of six honors credit hours in the current semester and must have a total of at least twelve honors credit hours combining current enrollment and prior-semester honors credit hours with a grade of "A" or "B." Juniors and seniors must be undertaking a minimum of three credit hours in the current semester.

The number of active participants in The Honors College has grown steadily over the last four years, although the growth has not been distributed equally among the six undergraduate colleges.

Table 4-25
Active Participants in The Honors College, by Undergraduate College Fall/Spring

College	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	5-year Change
AG	100	105	111	112	112	+6.7%
AS	290	291	301	320	348	+20.0%
BU	111	117	93	118	139	+25.2%
ED	30	35	43	49	50	+66.7%
EN	108	122	133	125	167	+54.6%
HE	42	46	51	44	50	+19.1%
UA	1	2	0	3	3	+300.0%
TOTAL	682	718	732	771	869	+27.4%
Five-year Average						754

Table 4-25 (continued)

College	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	5-year Change
AG	94	89	96	92	96	+2.1%
AS	241	239	259	303	319	+32.4%
BU	107	111	98	109	135	+26.2%
ED	24	29	38	47	50	+208.3%
EN	78	71	85	91	123	+57.7%
HE	34	46	43	51	58	+70.6%
UA	3	0	1	8	5	+166.7%
TOTAL	581	585	620	701	786	+35.3%
Five-year Average						655

Source: The Honors College

Honors Advising

Advising in The Honors College is provided by the Director, Assistant Director, and two full-time Honors Academic Counselors. Because of the increased number of Honors College students, a third full-time Honors Academic Counselor position has been requested for the 2005-06 academic year. Honors College policies and procedures require that all personnel providing honors advising must themselves have earned an undergraduate honors program or honors college degree, preferably from an institution that is a member of the National Collegiate Honors Council. Honors advisors begin working with new freshmen during the summer enrollment days before the fall semester and work with their honors advisees throughout their undergraduate careers. Student evaluation of honors advising has been consistently positive in the period since results became a regular part of the annual report of the Honors College (Spring 2001).

Table 4-26
Student Evaluation of Honors Advising on 4.0 Scale

	2001	2002	2003	2004	2005
Knowledge and explanation of Honors College policies	3.81	3.85	3.92	3.76	3.83
Assistance in planning honors class schedule	3.83	3.86	3.83	3.76	3.85
Ability to refer to other services on campus (if requested)	3.80	3.79	3.80	3.68	3.80
Availability to answer questions	3.84	3.85	3.88	3.80	3.88
Cares about you as a person	3.86	3.84	3.84	3.74	3.84

Source: The Honors College

Honors College Award and Degree Requirements

The Honors College has some of the most rigorous requirements among its peer institutions in the Big XII. The General Honors Award requires twenty-one honors credit hours, including distribution of work across four broad subject matter areas and also including at least two interdisciplinary honors courses or honors seminars for at least four credit hours. The Departmental or College Honors Award (honors in the major) requires twelve upper-division honors credit hours, including a senior honors thesis or similar creative component. The student must successfully complete an oral examination over the thesis or creative component conducted by his or her faculty committee, must make a public presentation of his or her work, and must submit an approved copy of the work to be kept on file in The Honors College. The Honors College Degree requires completion 39 honors credit hours, including both the General Honors

Award and the Departmental or College Honors Award. Students earning any Honors College Award or Degree must have maintained 3.50 OSU and cumulative grade point averages.

Table 4-27
Comparison of Honors Degree Requirements

	Honors Credit Hours Required	Grade Point Average Required	Honors Thesis / Project Required
Baylor University	37	3.20	Yes
Iowa State University	???	3.35	Yes
Kansas State University	***	***	***
Oklahoma State University	39	3.50	Yes
Texas A&M University	36	3.40	No
Texas Tech University	30	3.25	Yes
University of Colorado	***	***	***
University of Kansas	*	3.25	No
University of Missouri-Columbia	20	3.30	No
University of Nebraska-Lincoln	24	3.50	Yes
University of Oklahoma	20	3.40	???Yes
University of Texas-Austin	37	3.20	Yes

*** Data not included in source.
* Freshman tutorial and eight additional honors courses/experiences
Source: Peterson's Honors Programs & Colleges, 3rd Edition

Students may earn waiver of up to six of the six additional honors credit hours required for the Honors College Degree beyond the General Honors Award and College or Departmental Honors Award requirements on the basis of AP/CLEP credit earned (one honors hour waived for each three credit hours of AP/CLEP credit), community service, or study abroad (one honors hour waived for each three credit hours of credit earned with a grade of "A" or "B").

There have been significant increases in all levels of Honors College Awards over the past five years.

Table 4-28
Honors College Awards and Degrees

Year	General Honors Awards	Departmental or College Honors Awards	Honors Program / Honors College Degrees
2000-2001	100	46	43
2001-2002	151	45	44
2002-2003	130	74	74
2003-2004	129	76	71
2004-2005	135	*80	*69
5-year Average	129	64.2	60.2
5-year Change	+35.0%	+73.9%	+60.5%

*Includes students whose July degrees have not yet been conferred.
Source: The Honors College

Honors Sections Offered

Honors credit may be earned in one of two ways. The first is by earning a grade of "A" or "B" in an honors section designated as such by a section number in the 700 range. Such courses appear as "honors course" on the transcript. There has been an increase in the number of honors sections available to students over the last five years.

Table 4-29
Honors Sections Offered

Year	Fall	Spring	Total
2000-2001	62	48	110
2001-2002	68	48	116
2002-2003	68	44	112
2003-2004	69	55	124
2004-2005	75	61	136
5-year Average	68.4	51.2	119.6
5-year Change	+21.0%	+27.1%	+23.6%

Source: The Honors College

Honors sections typically are limited to twenty-two students, although some honors sections (special honors seminars, for example) may have lower enrollment limits. Honors sections are taught by faculty from the six undergraduate colleges, the College of Veterinary Medicine, and the College of Osteopathic Medicine. The Honors College does not have separate faculty lines, but it funds interdisciplinary honors course sections and most special honors seminars, either from the Honors College budget or from Arts and Sciences Honors Program funds administered by the Director of The Honors College, through released-time arrangements with academic departments. The Honors College also funds "overflow" honors sections of departmental-prefix courses once a departmentally-funded honors section has reached its enrollment capacity, and it also on occasion provides "seed money" to offer an honors section of a departmental-prefix course. Approximately half of the honors sections are funded by academic departments from their own budgets, while The Honors College provides funding for the other half. The availability of an adequate number of honors sections thus is the responsibility of both the Honors College and the six undergraduate colleges, and continued growth in the number of "active participants" in The Honors College will be dependent in significant degree upon the availability of additional honors sections.

There is a significant disparity among the six undergraduate colleges in terms of the number of honors sections funded by departmental budgets.

Table 4-30
Honors Sections Offered by Budget Source

Year	HC	ASHP	AG	AS	BU	ED	EN	HE	Total
2000-2001	49	3	3	37	5	1	4	8	110
2001-2002	52	3	3	38	8	1	4	7	116
2002-2003	49	3	3	36	9	1	4	7	112
2003-2004	53	5	3	39	10	1	4	9	124
2004-2005	67	6	2	36	11	1	4	9	136
5-year Average	54.0	4.0	2.8	37.2	8.6	1.0	4.0	8.0	119.6
5-year Change	+37%	+33%	-33%	-3%	+60%	0%	0%	+13%	+23.6%

Note: Among these data, one-hour honors freshman orientation courses are included as follows: HC, 5; ED, 5; EN 10. HC includes honors sections taught by faculty administratively assigned to Academic Affairs. ASHP reflects sections taught on A&S Honors Program budget expended by Honors College director. Source: The Honors College

Honors Contracts

The second way in which Honors College students may earn honors credit is by the "honors contract" method. An honors contract is an additional project taken on by an honors student in a regular class that will add an additional academic dimension to the student's learning experience. The student must earn a grade of "A" or "B" in the course and complete the honors contract project satisfactorily. Honors contract credit is reflected as "honors" on the student's transcript.

Honors contracts typically are utilized if honors sections in a course have reached capacity enrollment or if no honors section is offered in the course. Only nine hours of honors contract work are permitted in the twenty-one honors credit hours required for the General Honors Award, unless the Director of the Honors College permits up to three additional honors credit hours under unusual circumstances. The Spears School of Business normally does not permit the use of honors contracts in its College Honors Award requirements.

Honors College students enrolled in graduate-level courses as part of their undergraduate degree requirements may earn "automatic" honors contract for those courses if they earn a grade of "A" or "B." The honors contract mechanism is utilized to report honors credit to the Registrar.

As with other aspects of The Honors College, there has been an increase in honors contract work in the past five years. While the increase reflects well on the students and the faculty who are willing to work with them on special honors projects, it also indicates a potential weakness in that more students are having to undertake honors contracts as available honors sections are filled to (or slightly above) capacity.

Table 4-31
Honors Contracts Undertaken

Year	Honors Contracts Undertaken	Honors Contracts Completed	Honors Contract Rate of Success
2000-2001	557	429	77.0%
2001-2002	597	473	79.2%
2002-2003	666	549	82.4%
2003-2004	631	507	80.3%
2004-2005	*741	*632	*85.3%
5-year Average	638.4	518.0	80.8%
5-year Change	+33.0%	+47.3%	+10.8%

* Data do not include results from contracts undertaken in 2005 summer session.
Source: The Honors College

Accreditation Considerations

Oklahoma State University is a member of the National Collegiate Honors Council (NCHC). With nearly 800 institutional members, the NCHC is the largest national organization for honors education. At present, NCHC does not formally accredit honors programs or honors colleges, but it does prescribe a series of "basic characteristics" of a fully-developed honors program that are employed by NCHC-recommended Site Visitors when conducting external reviews of honors programs and honors colleges. Serious consideration now is being given to whether NCHC

should formally accredit or certify honors programs and honors colleges. Another matter under consideration is whether NCHC should adopt a separate set of characteristics for honors colleges.

Oklahoma State University's Honors College is nationally recognized as a leader in NCHC with the Honors Director currently serving as co-chair of the NCHC Assessment and Evaluation Committee (and having served as NCHC president in 1998-99). While OSU's Honors College certainly meets the "basic characteristics," if the number of honors contracts continues to increase without a similar increase in the number of honors sections offered The Honors College would be open to valid criticism that its students are not being adequately provided with honors classroom experiences.

Another concern is the cramped and difficult-to-find quarters for The Honors College on the fifth floor of the Edmon Low Library. The two full-time honors academic counselors must share an office, and the computer lab is filled to capacity at peak periods. No space is available for student social events and informal activities, nor is adequate space available for meetings with prospective students and their families. Plans to move The Honors College to the first floor of the Public Information Building in the 2005-06 academic year will address many of these concerns.

The three honors floors in Stout Hall offer extremely attractive space for the residents, but fewer than one-fourth of Honors College students can live in Stout Hall.

OFFICE OF SCHOLAR DEVELOPMENT AND RECOGNITION

The Office of Scholar Development and Recognition was created in 1998 to work solely with students interested in high-level scholarship competitions and to refine the already-successful Wentz Research program that has now led to other opportunities for OSU students. The work of the office involves much recruiting and tutoring/mentoring of prospective scholars, as well as coordinating the activities of many collaborating faculty members. Since the office's establishment, the record of successful applicants has been impressive. But more importantly, larger numbers of students, whether they win awards or not, benefit from elevating their goals, honing their academic skills, and encouraging their on and off campus service activities.

OSU has experienced much national recognition in many related areas. The Director was a founding member and first president of the National Association of Fellowships Advisors, and OSU was recognized in 2000 as a Truman Honor School for having a stellar record in that competition (there have been thirteen Trumans at OSU and nine in the last eleven years). The effect of these scholars on campus and off has generated widespread pride in OSU's academic resources, and alumni have donated gifts that allow for special presentations on campus and summer classes at Oxford and Cambridge that OSU's best students enjoy. Finally, undergraduate research is booming, and OSU's students are winning a variety of awards that depend on these activities, while OSU programs are showcased nationally for their innovative and productive ways.

Table 4-32
Candidates and Recipients of Prestige Scholarships

	2000	2001	2002	2003	2004	2005	Applicants	Recipients
Cooke			1/0	7/0		2/0	10	0
Gates		1/0	1/0	2/0		2/2	6	2
Goldwater	3/1	8/1	9/1	14/2	6/2	11/0	51	7
Marshall			1/0	2/0	2/0	2/0	8	1
Mitchell			2/0	1/0			3	0
Pickering					1/1		1	1
Rhodes		2/0	3/0	4/0	3/0	4/0	16	0
Truman	6/1	14/1	9/0	9/1	3/1	13/0	54	4
Udall	1/0	5/0	6/1	1/0	6/0	5/1	24	2
Total Applicants	10	31	32	40	21	39	134	
Total Recipients	2	2	2	3	4	3	173	16

"Preliminary applicants" are students who contacted the Office of Scholar Development and Recognition about becoming OSU nominees for these scholarships.

The Office of Scholar Development and Recognition can reasonably handle up to forty to fifty applicants for prestige scholarships in any given academic year. This estimate is based on both the reasonable number of qualified competitors from the OSU student body and the capacity of the two-person office to work individually with these students as they prepare for competition. The philosophy of the office is to give OSU's official nomination only to those students who have a reasonable chance to be competitive for these prestige scholarships, and the record of achievement (sixteen recipients over the past five years) indicates that OSU's nominees have been well prepared for the intense competition for these scholarships.

In addition, the office contributes to the university's general educational direction by serving many other students through research and counseling capacities. This capacity will be increased by the addition of a part-time graduate student in the 2005 fall semester.

STUDY ABROAD OFFICE

Since its opening on May 1, 1996, the Study Abroad Office has been privileged to serve an increasing number of students seeking to add an international dimension to their educational experience at OSU. The Study Abroad Office is part of the School of International Studies and is located in the Campus Life area of the Student Union where it is close to student activity and traffic. The Office is a source of information and advising on a wide variety of study abroad opportunities, facilitating international educational experiences for OSU students and striving to provide and promote programs appropriate to student needs and development. Initially staffed by one employee, the Study Abroad Office now consists of a coordinator, a senior office assistant, and a graduate student. As a result of the increased staffing and the use of peer advisors, a greater number of students can be provided better support before, during, and after their time abroad. The Office now offers a one credit "Introduction to Study Abroad" course to help students maximize their international experience, and provides the International Student Identity Card (ISIC), as well as a passport photo service.

The Study Abroad Office coordinates (1) reciprocal exchanges that enable students to pay OSU tuition and fees while studying abroad, (2) affiliated/approved programs offered by study abroad organizations or other universities, and (3) the National Student Exchange that exposes students to the diversity of cultures within the United States and its northern neigbor Canada. The Office also promotes the short-term, faculty-led programs offered by OSU's six undergraduate academic colleges. In addition, federal scholarship programs such as the Gilman Scholarship, the Freeman-Asia Scholarship, and the National Security Education Program Scholarship are coordinated by the Study Abroad Office. During the 2002-2003 academic year, two OSU students received Freeman-Asia scholarships; three OSU students received Gilman Scholarships and one received the NSEP scholarship for 2004-2005.

The statistical report prepared annually by the Study Abroad Office has charted overall growth in study abroad activity at OSU in spite of temporary drops in participation due to global health concerns and political tensions. While participation declined from 2001-2002 to 2003-2004, total participation over a three-year period grew from 364 in 2001-2002 to 456 in 2003-2004. The Office continues to add reciprocal exchange and affiliated/approved programs to meet growing demand from OSU students for study abroad options. Presently, OSU maintains 61 agreements with institutions in twenty-nine countries. OSU's colleges have developed additional short-term programs that focus on topics relevant to student interests and majors, and participation in short-term programs make up 75 percent of total study abroad activity, following a trend that has been noted nationally.

The Study Abroad Office anticipates an increase in study abroad activity over the next five years and beyond. Already the Office can document an increase in reciprocal exchanges alone from 41 in 2002-2003 to over fifty applicants for the 2004-2005 academic year. OSU's colleges are offering more programs as well, and even with possible administrative and structural changes the Coordinator believes that short-term programs will increase with the resulting increase in student numbers. Nationally, the number of students studying abroad is increasing. Universities are joining the move toward greater internationalization of the curriculum as they recognize that our students must understand and be knowledgeable about other countries and cultures. A report on National Public Radio recently stated that in the next 20 years or so, the face of America will change and that we will all benefit from the ability to function in (and to appreciate) a culturally diverse environment..

Table 4-33 documents study abroad and NSE activity at OSU among outbound students from 1994 -1995 through 2004-2005.

Table 4-33
OSU Students Who Studied Away from
August 1, 2003 through July 31, 2004

Type of Program	Number of OSU participants
Reciprocal Exchange	40
National Student Exchange	22
Approved Semester (non-OSU programs)	28
Approved Summer (non-OSU programs)	33
College Sponsored International Courses	334
TOTAL	457

Table 4-34
OSU Students Who Studied Away from AY 1994-95 through AY 2004-05

Year	Reciprocal Exchange	National Students Exchange	Approved Semester	Approved Summer	International Courses	Total, 2003-2004
1994-1995	4	3				7
1995-1996	8	7			84	99
1996-1997	16	11			112	139
1997-1998	16	4	9	19	85	133
1998-1999	15	10	14	21	247	307
1999-2000	20	12	10	19	241	301
2001-2002	31	24	31	8	270	364
2002-2003	41	20	23	16	251	351
2003-2004	40	22	28	33	334	457
2004-2005	47*	15*	25*	35*	n/a	

*projected numbers

UNIVERSITY ACADEMIC SERVICES

Overview

The Office of University Academic Services, formerly Freshman Programs and Services, has grown from an academic advising office serving 112 undecided freshmen in 1976 to an advising office of 1,401 undecided, probationary and provisionally admitted students in 1992. Student audiences assigned to UAS gradually grew to include other "at-risk" students including: Alternative Admission freshmen (now 8 percent), Adult Admission students and students in the University Academic Assessment Program who were either on probation or denied enrollment in their college, transfer students admitted on probation, and new freshmen with a 3.0 in their core curriculum units but with ACT scores below nineteen. Concurrent high school students were recently assigned to UAS in an effort to foster communication with high schools and avoid academic problems sometimes associated with high school students' lack of connection with the University.

With the introduction of the Northern Oklahoma College Gateway Program in the 2003 fall semester and the implementation of higher admission standards for 2005, UAS enrollment numbers are changing. Currently, most adult, inadmissible, and readmission students go through the NOC Gateway program. Although UAS assigned students have decreased, the role of UAS is shifting to more campus-wide retention services. While UAS has implemented campus-wide programs that assist a wider audience of students, they are not reflected in our enrollment numbers, which are based on assigned advisees. The following chart outlines UAS enrollment fluctuation for the past several years:

Table 4-35
University Academic Services Enrollment
As Reported by the Office of the Registrar

Year	Undecided	Alt Adm	UAAP	Adult	Trans good Standing	Trans Problem	Non-deg Seeking	Kyoto	Summer or Fall Prov	Non OSU UCT	Total
Fall 1999	27	399	113	148	31	155	18				893
Fall 2000	50	402	116	134	33	112	3	57	2		909
Fall 2001	73	393	117	155	34	65	3	99	0		939
Fall 2002	85	441	94	147	21	56	0	131	1		946
Fall 2003	86	358	101	21	247	307	15	10	14	21	247
Fall 2004	80	281	88	30	2	18	1	130	0	66	696

Source: Office of the Registrar

In Fall 2004, UAS received a grant funded by the Oklahoma State Regents for Higher Education for FY 2005 to assist transfer students. The Transfer Student Resource Center (TSRC) is a pilot project designed to help new transfer students assimilate to campus and student life at OSU. Intrusive academic advising, peer mentors, free tutoring, a transfer orientation course, a small stipend, and social interaction and group dynamics all are part of this unique UAS program available to new transfer students.

Overall, UAS's goal is to help students succeed in college, whether they are new freshmen or transfers, students seeking a major or those in majors simply needing to improve their GPA, or those with deficiencies from high school or experiencing academic difficulty in college. All are welcome to use UAS services.

UAS Retention Programs

UAS has a variety of retention programs designed to assist diverse populations of students.

UNIV 2001,"Academic Assessment and Evaluation." A special course to provide support and accountability for probationary students.

UNIV 1111, "Freshman Orientation." A course designed to assist new students, both non-traditional adults and alternative admission students, through course content that addresses academic rules and regulations and an introduction to OSU.

UNIV 3110,"RISE Leadership Class," "Transfer Orientation," and "International Student Success." Each of these courses attends to the needs of unique populations. Course content is designed to address each group's concerns, and one-on-one meetings with advisors are built into the curriculum to ensure that dialogue and intervention occur. Specific strategies have also been developed to address excessive absences and mid-term grades, and these strategies continue to expand.

Recent data show that probationary students enrolled in UNIV 2001 perform up to 17 percent better than probationary students not enrolled in this course, with an average of 6.2 percent over 14 years. Because of this success, UAS staff members have presented programs at nation-wide conferences, and the UAS course and structure have been used as models by institutions in Texas, Oklahoma, and other surrounding states.

Free Tutoring Program. This program began in 1998 with two successful grants from the University Assessment Council. Originally for UAS students only, services now extend to any students seeking help. A private grant funded this program for three years. Currently, the University is supplementing that funding with an advising fee. Over fifty tutors a semester are employed to assist approximately three hundred students campus-wide for a total of more than 1,500 hours of tutoring. This service continues to grow. Student tutors go through extensive screenings for GPA, coursework in their disciplines, and advisor recommendations. A majority of UAS tutors are OSU Honors College students. Dual goals are achieved in that not only do students receive assistance, but also UAS tutors receive teaching experience and the satisfaction of helping others.

Student Academic Mentor Program (SAM). Roughly 150 students each year are selected to serve as "big brothers" or "big sisters" and are matched with freshmen and transfer students in an effort to ease the transition to OSU. These SAMs are carefully selected from continuing students at OSU to work with new students individually during ALPHA, a welcoming program occurring the week before classes begin. Additionally, SAMs interact in small groups through freshman orientation classes to help them feel welcome and assimilate into campus life. Student evaluations of the program remain extremely high.

Retention Initiative for Students Excellence (RISE). Targeted specifically for first-year minority students, this program seeks to welcome, acclimate, and retain all new minority students at OSU. Faculty mentors are also included in the program so that students will have the opportunity to interact with OSU professors and administrators, as well as their peers.

Staff

In addition to the director, who holds a doctorate, UAS has four full-time counselors. Each UAS counselor has at a minimum a masters degree. Majors range from studies in Geology and Environmental Science, Engineering and Student Personnel, Political Science, and International Studies to Animal Science and Agricultural Education. With this variety, UAS counselors can address specific degrees in counseling sessions and serve as role models for students in these areas.

Active in national and state professional advising organizations, the UAS director has served as Vice President of the National Academic Advising Association, as well as a founder of the Oklahoma Academic Advising Association. Current counselors serve as officers and members of OACADA. In Fall 1998, UAS received a Service-Learning Grant, whereby approximately five hundred students enrolled in UNIV 1111 became involved in service activities throughout the community in an attempt to engage students in the community outside the classroom.

UAS is also involved with OSU student organizations such as the Student Government Association, Adult Student Organization, Off-Campus Student Organization, Rodeo Club, Mortar Board, African American Student Association and more. This is a reflection of UAS's desire to be involved in campus life and to support students in an effort to retain them. Likewise, UAS's relations with the six undergraduate colleges are extremely important as students are transferred from one unit to another and as UAS branches out to serve all students, not just those assigned to UAS.

Grant writing is another important focus for UAS, specifically those aimed at low income, first generation college students. With OSU's higher tuition costs and rising admission standards for both freshman and transfer students, there is some concern that our land grant mission might be compromised, particularly for these two groups. With the receiving of more grants such as that given for transfer students, UAS efforts will be extended to help ensure the success of even more students.

ACADEMIC SERVICES FOR STUDENT ATHLETES

Academic Services for Student-Athletes (ASSA) has served student-athletes at OSU since the 1974-75 academic year, but the unit has grown tremendously in scope of services and capabilities since then. In the early years, ASSA served almost exclusively as a tutorial unit, staffed by a single person whose responsibility was to help OSU student-athletes in any permissible academic way. Slowly the unit grew into a more comprehensive student services office, providing personal counseling and a small academic center with a minimal tutor staff. Eventually ASSA became its own student services unit, with counselors for each sport providing enrollment advice, personal counseling, and friendship to all OSU student-athletes.

The unit progressed physically from a tiny office situated in the Wrestling Hall of Fame to the state-of-the-art Academic Enhancement Center now located in the southwest corner of the Athletic Center, with a few stops in between. ASSA currently employs a tutorial staff of more than 70 individuals, comprised almost solely of graduate students and professionals in various academic areas. ASSA also employs a staff of academic facilitators assigned to each athletic team, whose responsibilities include helping new freshmen and transfer student-athletes acclimate to life at OSU in terms of time management and study habits and striking a functional balance between academics and athletics; academic facilitators also serve as a trusted resource for student-athletes when it comes to their personal life.

Table 4-36
Student Population Served by ASSA

Academic Year	Number of Scholarship Student-Athletes
1999-2000	425
2000-01	444
2001-02	469
2002-03	457
2003-04	486
2004-05	461

ASSA has enjoyed unprecedented success in terms of retention and graduation rates in the last few years. The combined graduation rate for student-athletes at OSU in all sports who entered in the fall of 1997 was 60 percent. The entering class from 1998 is currently on track to graduate at 66 percent.

This improvement in retention and academic success has come as the result of ever-expanding tutorial and facilitator programs already described, as well as an intrusive counseling philosophy employed by all ASSA counselors. Each sport counselor befriends his or her assigned students, becomes familiar with all aspects of each student's life, both academically and athletically, and takes a personal interest in each of their charges. Student-athletes feel at home when they visit ASSA and are comfortable in our office.

While ASSA is enjoying unprecedented levels of academic success, the future holds great challenges. Increased academic standards for NCAA eligibility have been recently implemented, raising the academic standard for all student-athletes. Expectations of OSU student-athletes will also increase accordingly, and meeting these high expectations will prove difficult, but not impossible.

SUMMARY

This chapter included the responses of the six undergraduate colleges, the College of Veterinary Medicine, and the five Academic Affairs units (The Honors College, Office of Scholar Development and Recognition, Study Abroad Office, University Academic Services, and Academic Services for Student Athletes) that provide academic instruction and advising on the Stillwater campus. Each academic unit was given the opportunity to address the ways in which it is responding to a series of challenges and opportunities based the operating assumption of a relatively stable number of students through 2010. More specifically, each of the degree-granting colleges was invited to respond to the following issues, not all of which are equally applicable:

- The effect of increased OSU admissions standards
- College/department/program admission standards
- Accreditation considerations
- Instructional faculty size, composition, workload
- Credit hour production, degree production, and time to degree
- Majors/programs expected to grow in enrollment
- Majors/programs expected to decline in enrollment
- Constraints faced by college/departments/programs
- Diversity Issues
- Impact of AP/CLEP credit earned by entering freshmen
- Providing for increasing numbers of honors students, scholar development, study abroad
- Provision for and evaluation of academic advising
- OSU-Tulsa considerations

The narratives and data provided by these colleges and units generally may be summarized as follows:

- There is significant across-the-university concern about the reduction of tenure-track faculty positions that has taken place over the last several years. The Restore, Reward, and Grow program for faculty has been implemented to address this concern. As the university moves forward, the Strategic Plan and the data provided in the annual Academic Report Card will be of key importance in the allocation of new faculty positions (and the filling of faculty vacancies as they occur) to meet the pressing needs of colleges, departments, and programs that are attracting significantly larger numbers of students.

- The number of students participating in The Honors College, Scholar Development and Recognition, and Study Abroad has increased dramatically in recent years. The undergraduate-degree-granting colleges indicate interest in providing more for these students—but report lack of resources at this time to do significantly more than already is being done.

- None of the degree-granting colleges anticipate significant negative consequences from increased OSU admission standards. Although the College of Human Environmental Sciences indicated some possible losses, they are more than offset by the tremendous growth in that college. In addition, as that college's narrative above indicates, knowledge of the increased standards may motivate high school students to higher performance and thus offset projected losses based on data from previous years.

- Making admission standards for some degree programs more rigorous will restrict access to those programs somewhat, but overall quality will be increased.

- Accreditation issues do not appear to be a significant threat to any programs at this time.

- Diversity remains a significant problem, both in terms of composition of the faculty and the student body.

- The increasing number of AP/CLEP credit hours earned by entering freshmen does not appear to be a major issue.

- Academic advising is provided by all of the degree-granting colleges, but there is no systematic evaluation of the quality of academic advising (unlike the regular student course evaluation process mandated by the university).

- OSU-Tulsa considerations apply only to some of the colleges (as indicated in their respective narratives), and there is no clear pattern in responses.

Chapter V

GRADUATE COLLEGE

INTRODUCTION

This chapter addresses the recruitment and retention efforts of the Graduate College at Oklahoma State University. As with undergraduate admissions, issues related to enrollment management in the Graduate College include recruitment and retention data, such as residency information, feeder schools, and yield ratios. Identifying new sources for recruiting prospective students and learning what attracts students to graduate programs at OSU are also important issues.

Data related to graduate applications, student admissions, and enrollment are provided in the following sections. Information related to domestic and international enrollment are specified, and future initiatives to increase applications, admissions, and enrollment of graduate students are presented.

This chapter contains the following:

I. Background Information
    A. Application Numbers
    B. Enrollment Trends
        1. Domestic and International Enrollment
        2. Master's and Doctoral Enrollment
    C. Source of students
        1. Source of Domestic
        2. Source of International
    D. Why students choose OSU
        1. Domestic Students
        2. International Students
II. Opportunities and Threats
III. Forecasts
IV. Initiatives

BACKGROUND INFORMATION

Application Numbers

Between FY 2001 and FY 2003, graduate application numbers increased; application numbers dropped in 2004 (see Table 5-1). From 2001 to 2002, the number applications increased 13.0 percent; between 2003 and 2003 applications increased by only 1.7 percent; and between 2003 and 2004, numbers of applications declined by 10.0 percent. Sixty percent of the applications received in Fall 2003 were from international students while domestic students comprised 39 percent of applications that year. In Fall 2004, international applications represented only 47 percent of the total applications received while applications from domestic students comprised 53 percent.

Table 5-1
Graduate Application Numbers as of 5-24-05

Semester	Domestic	International	Total Applications*	Domestic On-Line Applications	Percentage of Total Domestic Applications Received On-line	International On-Line Applications	Percentage of Total International Applications Received On-line
Spring 2001	1040	727	1767	125	12.02%	278	17.19%
Summer 2001	678	128	806	76	11.21%	71	59.38%
Fall 2001	1906	2760	4666	440	23.08%	977	15.94%
Totals:	**3624**	**3615**	**7239**	**641**	17.69%	1326	36.68%
Spring 2002	1188	1078	2266	183	15.40%	530	16.98%
Summer 2002	651	159	810	106	16.28%	93	66.67%
Fall 2002	2097	3010	5107	670	31.95%	1538	22.26%
Totals:	**3936**	**4247**	**8183**	**959**	24.36%	2161	50.88%
Spring 2003	1257	1123	2380	243	19.33%	431	38.38%
Summer 2003	571	114	685	140	24.52%	70	61.40%
Fall 2003	2052	3205	5257	915	44.59%	1951	60.87%
Totals:	**3880**	**4442**	**8322**	**1298**	33.45%	2452	55.20%
Spring 2004	1227	765	1992	304	24.78%	361	47.19%
Summer 2004	717	95	812	144	20.08%	70	73.68%
Fall 2004	2473	2160	4633	1086	43.91%	1376	63.70%
Totals:	**4417**	**3020**	**7437**	**1534**	34.73%	1807	59.83%
Spring 2005	1217	536	1753	268	22.02%	251	46.83%
Summer 2005[+]	498	90	588	125	25.10%	26	28.89%
Fall 2005[+]	1287	1853	3140	967	64.08%	1572	84.84%
Totals:	**3224**	**2479**	**5481**	**1360**	42.18%	1849	74.59%

*source: Institutional Research

[+] Incomplete Data - numbers as of 5-24-05; Applications still being accepted

The final count of total applications for Summer 2005 and Fall 2005 is not complete as we continue to accept applications and enroll students for these semesters. As of the end of May 2005, the Graduate College had received 1,287 domestic applications for Fall 2005, which is 10 percent higher than the same time period for Fall 2004 (Table 5-2). International applications for Fall 2005 are nine percent lower than the same time period for Fall 2004. Total applications are down only 1 percent compared to the same time period for Fall 2004; this appears to be due primarily to the decrease in international applications.

Table 5-2
Total Applications Received
as of the End of May for each Year

Semester	Domestic	International	Totals
Fall 2003	1269	3238	4507
Fall 2004	1158	2033	3191
Fall 2005	1287	1853	3140

Acceptance Rates

Not all people who apply will be accepted into a graduate program. In examining total applications to the numbers of students who were accepted, approximately two-thirds of domestic students who applied to a graduate program at OSU were admitted and approximately one-third of international applicants were admitted (see Table 5-3). The acceptance ratio dropped almost ten percent between 2002 and 2005. The reasons for this are unclear; this warrants ongoing monitoring.

Table 5-3
Total Graduate Application and Acceptances
Fall 2002 – Fall 2004

Semester	Domestic Applied	Domestic Accepted	Domestic Acceptance Ratio	Int'l Applied	Int'l Accepted	Int'l Acceptance Ratio
Fall 2002	2024	1470	72.6	2950	1112	37.7
Fall 2003	2266	1540	67.9	3374	1034	30.6
Fall 2004	2473	1567	63.4	2160	739	34.2

Enrollment Trends

The relationship between numbers of applications received and actual student enrollments varies. At Oklahoma State University, while the number of applications has fluctuated, graduate student enrollment has remained steady over the past ten years. A steady or increasing number of student enrollments, of course, are necessary to maintain a healthy Graduate College. As shown in Tables 5-4 and 5-5, from 1995 to 2002, OSU graduate enrollment mirrored national trends with a high point in 1995, a leveling through 1999, followed by an increase through 2002.[1] Following

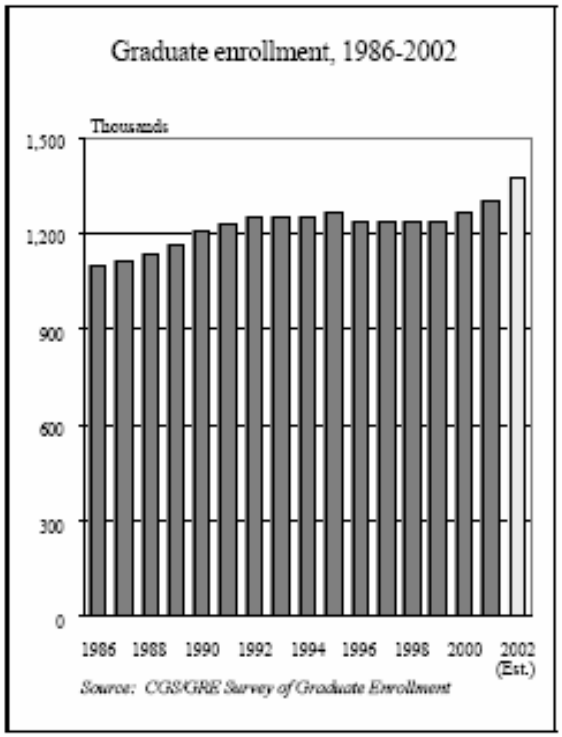
[1] Syverson, P. D. (2003). Graduate enrollment surges in 2002, according to early returns from the CGS/GRE survey of graduate enrollment. Council of Graduate Schools Communicator, 36(10), 6-7.

2002, there was a nationwide decrease in graduate enrollment attributed to the global economy and new international student visa regulations.

Table 5-4
Total OSU Graduate Enrollment
Fall 1995 – Fall 2004

Year	Total
Fall 1995	4,560
Fall 1996	4,561
Fall 1997	4,618
Fall 1998	4,958
Fall 1999	4,879
Fall 2000	4,591
Fall 2001	4,660
Fall 2002	4,948
Fall 2003	4,591
Fall 2004	4,541

Figure 5-1
Graduate Enrollment 1986 - 2002



Domestic and International Enrollment

Table 5.6 illustrates that while total graduate student enrollment at OSU remained relatively steady, domestic enrollment decreased by 510 students while international student enrollment numbers increased by 488 over the past ten years.

Table 5-6
Total OSU Graduate Student Enrollment
Fall 1995 – Fall 2004

Year	Domestic Students	International Students
Fall 1995	3,779	781
Fall 1996	3,779	782
Fall 1997	3,755	863
Fall 1998	3,981	977
Fall 1999	3,970	909
Fall 2000	3,597	994
Fall 2001	3,503	1,157
Fall 2002	3,598	1,350
Fall 2003	3,198	1,393
Fall 2004	3,269	1,269

In 1995, domestic students at OSU represented eighty percent of total graduate enrollment. In 2004, domestic students constituted seventy-two percent of graduate enrollment. It is clear that total graduate enrollment has been sustained by international student enrollment. This is a trend throughout the country. [2]

Enrollment Yields

From data kept over the past three years, we know that of the domestic students accepted close to 70 percent chose to enroll (Table 5-7). This enrollment yield was relatively steady between 2002 and 2004. In contrast, while the enrollment yield for international students is lower at just under 30 percent in 2004, this is nearly double the enrollment rate of Fall 2002.

Table 5-7
Enrollment Yield of Accepted Students
Fall 2002 –Fall 2004

Semester	Domestic	International	Totals
Fall 2002	74.9%	15.5%	49.3%
Fall 2003	68.8%	16.5%	47.8%
Fall 2004	73.6%	28.7%	59.2%

Master's and Doctoral Enrollment

Reviewing the enrollment numbers by degree level—Master's and Doctorate—provides additional insight into enrollment figures. In Table 5-8, the enrollment figures demonstrate that domestic student enrollment in doctoral programs has been on the rise while international enrollment at this level has decreased. At the Master's degree level, both domestic and international enrollment has increased over the past several years.

[2] Ibid.

Table 5-8
Total OSU Domestic and International Graduate Student Enrollment Distinguishing Master's and Doctorate Enrollment
Fall 1997 – Fall 2004

Domestic			International			Both		
Master's	Doctoral	Total	Master's	Doctoral	Total	Master's	Doctoral	Total
1823	956	2779	546	289	835	2369	1245	3614
1882	991	2873	650	291	941	2532	1282	3814
1885	926	2811	586	310	896	2471	1236	3707
1862	884	2746	625	340	965	2487	1224	3711
1856	875	2731	793	329	1122	2649	1204	3853
1944	891	2835	938	383	1321	2882	1274	4156
1879	886	2765	956	417	1373	2835	1303	4138
2389	880	3269	840	432	1272	3229	1312	4541

Source of Domestic Students

Students from Oklahoma represent the largest source of new graduate students at Oklahoma State University (see Figure 5-2). In 2004 it was reported that 4,541 graduate students were enrolled at OSU. [3] Oklahoma residents accounted for 2,474 students, or 54 percent, of the total graduate enrollment. Other states contributed 795 students (17 percent) to the total graduate enrollment with 48 states represented (no students from Hawaii or Alaska were enrolled in 2004).

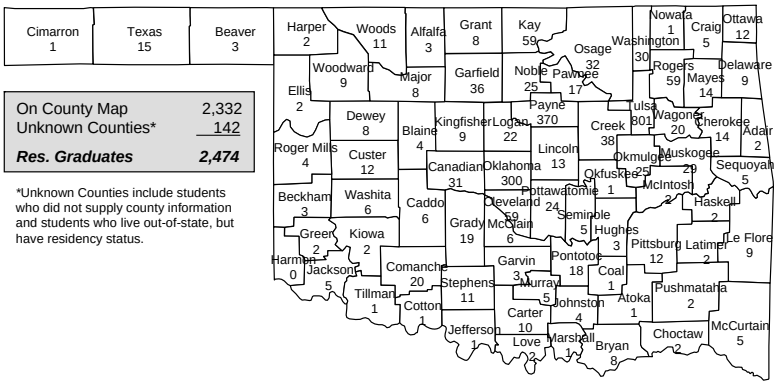
Not surprisingly, students from states adjacent to Oklahoma contributed the greatest numbers of domestic non-resident students to OSU graduate programs. The four surrounding states providing the highest number of domestic, non-resident graduate students were Texas (126), Kansas (63), Missouri (39), and Arkansas (26). Interestingly, California was the source of 53 students, providing more graduate students than many geographically close states. Other distant states from which a number of graduate students reside include Pennsylvania (25), Ohio (20), New York (19), Iowa (18), Illinois (17), and Florida (16).

[3] Oklahoma State University Student Profile, Fall. (2004). Stillwater, OK: Oklahoma State University, Office of Planning, Budget and Institutional Research.

Figure 5-2

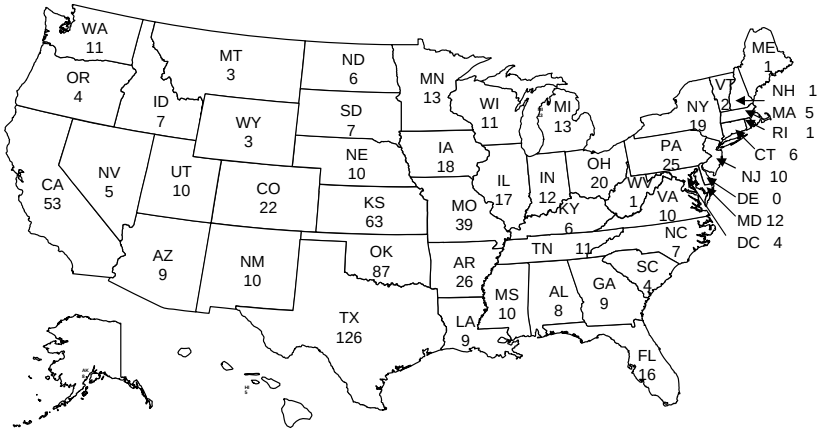
SOURCE OF GRADUATE STUDENTS BY RESIDENT STATUS
OKLAHOMA STATE UNIVERSITY
FALL 2004

RESIDENT GRADUATE STUDENTS BY COUNTY



*Unknown Counties include students who did not supply county information and students who live out-of-state, but have residency status.

NONRESIDENT GRADUATE STUDENTS BY STATE



On U.S. Map	795
International	1,272
Nonres. Graduates	***2,067***

Note: There are 18 out-of-state, 696 in-state, and 40 international graduate students at OSU-Tulsa.

The 87 nonresident students from Oklahoma are students who list Oklahoma as their permanent address, but do not qualify for in-state residency status.

Source of Graduate Students by Resident Status from the OSU Student Profile (2004, pg 27)

As Table 5.9 illustrates the total number of enrolled domestic students has remained relatively stable over the past four years. The percentage of domestic in-state to domestic out-of-state students enrolling in OSU programs has changed. A higher percentage of out-of-state graduate students enrolled in 2004 than in the previous three years.

Table 5-9
Enrolled Student Residency

Semester	In State	Percent of domestic	Out of State	Percent of domestic
Fall 2001	2544	79.2	670	20.8
Fall 2002	2644	80.0	662	20.0
Fall 2003	2528	79.0	670	21.0
Fall 2004	2474	75.7	795	24.3

As one might suspect, students who last attended universities and colleges in Oklahoma are attracted to Oklahoma State University. Table 5.10 identifies the twenty-five most frequently named domestic universities last attended by OSU graduate students who started their graduate work in Fall 2004.

Table 5-10
Top 25 Domestic with Matriculations Starting in Fall 2004 [4]

College or University	Frequency
OKLAHOMA	
Northeastern State University	40
University of Central Oklahoma	35
University of Oklahoma	35
University of Tulsa	27
Langston University	16
East Central University	14
Oral Roberts University	13
Southwestern Oklahoma State University	9
Oklahoma City University	8
Oklahoma Christian University	5
Southeastern Oklahoma State University	5
Rogers State University	4
TEXAS	
Texas A&M University Main Campus	4
Texas State University -San Marcos	4
University of North Texas	6
KANSAS	
Kansas State University	9
Wichita State University	4
MISSOURI	
University of Missouri	4
ARKANSAS	
University of Arkansas Main Campus	7
OTHER STATES	
Brigham Young University	8
University of Northern Iowa	5
Iowa State University	5
University of Phoenix	7
Shippensburg University Pennsylvania	4
California State University -Fullerton	3

Source of International Students

Organizing international applicants into general country groupings best illustrates from where in the world OSU attracts students. Table 5.11 identifies the countries, or country groups, from where applicants originated and the number of applications received from that geographical area. Countries included in each geographical area are listed in Appendix A of this document.

[4] Ibid

Table 5-11
International Applications Received by Country Groups
Fall 2003, 2004

Country Group	2003	2004
India	1456	843
China	529	175
Country not on listed on SIS	118	129
South Korea	90	70
Taiwan	59	67
Middle East Area	51	41
African Area	50	40
South Asian Area	47	53
Asian Pacific Area	38	49
Eastern Europe Area	32	23
Western Europe Area	16	18
Central and South America	7	8
Other Countries	12	12
Total	2505	1528

The OSU Student Profile (2004) reported that 130 countries were represented by enrolled international graduate students at OSU. Table 12 presents the top 34 countries for enrolled graduate students in 2004.

Table 5-12
Top 34 Countries of Origin and Number Enrolled
Fall 2004

Country	Total	Country	Total
India	567	Kenya	9
China	173	Canada	9
South Korea	50	Sri Lanka	9
Thailand	36	Philippines	9
Taiwan	33	Venezuela	8
Malaysia	32	Bangladesh	8
Nepal	21	Russia	8
Pakistan	20	Iran	6
Indonesia	16	United Kingdom	5
Japan	14	Ukraine	5
Saudi Arabia	14	Cameroon	4
Ethiopia	13	Brazil	4
Mexico	12	Czech Republic	4
Lebanon	11	France	4
Turkey	11	Vietnam	3
Jordan	11	Australia	2
Nigeria	9	Germany	1

WHY STUDENTS CHOOSE OSU

Domestic Students

No formal marketing study has been performed at Oklahoma State University to determine reasons students have been attracted to our graduate programs. Literature in higher education suggests that students choose a graduate program based on several criteria. The most important factors in their decision include: location of the school, costs of education, and available financial aid. [5] Anecdotal evidence suggests that students are also attracted by the convenience of university location. The prestige of the program or faculty in the program is another attraction. In addition, faculty/mentor ties with other schools provide an informal network of faculty who recommend OSU programs ('feeder schools').

Other factors students consider when selecting graduate programs include departmental accreditation such as is held by the Master in Communication Sciences and Disorders program, which is accredited by Council on Academic Accreditation of the American Speech-Language-Hearing Association and the Ph. D. in School Psychology, Counseling Psychology, and Clinical Psychology programs, which are accredited by the American Psychological Association.

International Students

As is the case with domestic students, a formal study of the reasons international students select OSU for graduate study has not occurred. In an informal study by Anceva, OSU international students cited that they were attracted to OSU in part due to the perception of cost for the high academic value offered. The second most cited reason was a personal recommendation from a family member or a friend (such as OSU alumni) about their positive, personal academic experiences while studying at OSU. Campus and local security was cited as another reason. The individuals who responded to this informal study also evaluated the OSU website as well organized, comprehensive, and easy to navigate. In addition, students listed prompt admission decisions as an important factor in their selection of OSU. [6]

International students often accept the first admission offer received, [7] particularly if that offer includes financial assistance. For this reason, the Graduate College works closely with departments to make decisions and process certificates of admission efficiently. Anceva reported that 90 percent of international students in graduate programs in the US are self-sponsored—this could represent a substantial positive economic impact. Thus, international recruitment, application processing, and admissions decisions should be examined in depth.

---

[5] Jackson, T. (1993). How to recruit graduate students; Strategies, techniques, & secrets. Graduate and Professional School Enrollment Management Corporation: Nashville, Tennessee; Olson, C. (1992). Is your institution user-friendly? Essential elements of successful graduate student recruitment. College and University; 67(3), 203-214.

[6] Anceva, J. (2002). International Student Recruitment at Oklahoma State University: Global and national perspectives. Unpublished paper, Oklahoma State University, Stillwater, OK.

[7] Olson, p. 204.

OPPORTUNITIES AND THREATS

Opportunities

- **Application, admission, and enrollment data provide a foundation for targeted recruitment efforts.** Data indicate that recruitment could be targeted in particular Oklahoma counties (Texas, central and east central counties) where we have success in enrolling students. In addition, the Graduate College may choose to recruit in counties where fewer OSU students reside to increase enrollment from those areas. Similar marketing strategies could be utilized in recruiting in other states, and internationally.
- **OSU has a growing reputation as an excellent research university.** While all graduate programs are deserving of university resources, OSU may wish to identify graduate programs that generate research and provide the necessary support for bringing the most talented graduate students to those programs. This requires a systematic review and consideration of many factors across the campus.
- **The graduate student body continues to diversify.** Minority student enrollment has increased at OSU from 11 percent of total domestic enrollment in 1995 to 16 percent in 2004. According to the 2003 Report of the Survey of Earned Doctorates, OSU leads the nation in the number of American Indian doctoral degree recipients from 1997 through 2003. OSU has an opportunity to capitalize on that growing diversity and seek out additional avenues to strengthen this element of campus. It is within our reach to become a significant institution of choice for students who are under-represented in their disciplines.
- **Based on recent surveys of graduate student satisfaction, most students (95 percent) reported satisfaction with their experience as graduate students at OSU, and most (94 percent) reported satisfaction with the overall quality of their academic programs.** The Graduate College collaborated with the Office of University Assessment, the Graduate and Professional Student Government Association (GPSGA), the Bureau for Social Science Research, and the Assessment Council in the development of the *Graduate Student Satisfaction Survey*. Three surveys have been completed, one in 2000, another in 2002, and again in 2004. In rating their satisfaction with the helpfulness of Graduate College staff in responding to their concerns and questions, about 86 percent were *generally satisfied* to *very satisfied*. These positive views indicate the Graduate College is providing a professional and supportive service to graduate students on this campus.
- **Distance education programs continue to grow.** Where just a few years ago, OSU offered limited courses at a distance, entire degree programs are now available on line (MBA, MSTM, and MS in Family Financial Planning are but a few examples). OSU has opportunities to improve packaging and marketing of these and other programs.
- **OSU, as a system, is in a strong position to deliver graduate programs throughout the state.** The OSU-Tulsa effort has already been a large success. There exists the possibility of multiplying that effort with careful planning and cooperation. OSU may wish to identify those graduate programs with the greatest potential for growth in Tulsa and Oklahoma City, and commit to develop and offer these programs in those areas.
- **There are significant opportunities to increase both private and state/federal grants and contract funding.** This will take a concerted effort in collaboration with multiple units on campus. Faculty are often constrained by large teaching loads and too few resources. By

working with the Research office on campus and surveying faculty opportunities, this area could be greatly enhanced.

- **Tuition and fees in Oklahoma are lower than other Big-12 schools.** One asset for recruiting students is the relatively low cost of education at OSU in Stillwater.

Table 5-13
Tuition and Fees of All Big 12 Schools*

Big 12 School	Non-Resident Tuition Per Credit Hour	Tuition and Fees Per Credit Hour
Baylor University	$746	$868
University of Colorado	$3,432	$3,867
Iowa State University	$610	$743
Kansas State University	$495	$561
University of Kansas	$459	$507
University of Missouri	$805	$1,472
University of Nebraska	$512	$707
Oklahoma State University	**$445**	**$480**
University of Oklahoma	$470	$589
Texas A&M University	$428	$730
Texas Tech University	$430	$568
University of Texas	$758	$959

*As of 9-15-04

Threats to General Student Enrollment

- **The state and national economy continue to present challenges to new graduate students.** In difficult economic times, many view graduate studies as a luxury.
- **There is competition among universities to meet the growing demand for higher education**, and corresponding efforts to package programs in ways that meet the needs of students. The growing number of programs and courses now offered on-line is illustrative of this demand that programs be packaged and offered to best meet the needs of a working public.
- **Graduate assistant stipends offered at OSU are not yet competitive with peer institutions.** OSU often is unable to attract and keep the very best graduate assistants because of low graduate stipends and benefits.
- **The recent decline in applications from international is a serious threat to overall graduate enrollment.** The decrease in graduate student applications from other countries, especially China and India pose potential challenges to a healthy graduate student body. Proactive steps to address this must be developed and undertaken.

Threats Specific to International Student Enrollment

In a post-911 era, the damaging effects of the Student and Exchange Visitor Information System (SEVIS) are taking their toll on the U.S. educational system. [8] According to the Association of American Universities, the unintended consequences of the new visa screening requirements include a massive decrease in the number of international students, particularly from Muslim states. [9] At OSU applications from Chinese students fell by 76 percent in 2004, while those from India fell by 58 percent. Applications to research universities from prospective international graduate students are down by at least 25 percent overall. [10] At Texas A&M, international student applications fell by 38 percent from 2002 compared to 2003. [11] At the University of Oklahoma, international student applications were down by 44 percent. [12] OSU experienced a 37 percent drop in international applications for Fall 2004.

According to the Institute for International Education, the U.S. held 39 percent of the higher education market in 1982. [13] In 1995 (the most recent year with figures available), the U.S. market dropped to 30 percent. [14] Since that time, intensive recruitment campaigns have been coordinated and financed by the governments of Australia, the United Kingdom, France, and Germany. In 2000, the United Kingdom started an $8 million effort to attract more international students. [15] The United Kingdom plan includes additional student scholarships, easier visa procedures, and an advertising pitch that includes an appearance by Prime Minister Tony Blair. A German consortium of universities initiated a $16 million recruitment campaign focusing on the Middle East, Europe, and Latin America. [16]

Additional pressure from overseas competitors for recruiting international students will continue. Twenty-nine European Ministries of Higher Education have united to form an initiative to restructure the higher education systems of European Union countries into a more transparent and mutually recognized common system (the Bologna Accord). [17] One of the objectives is a system that allows for widespread student mobility. This collaboration will allow students to transfer credits to participating higher education systems, allow for common course equivalency recognition, and provide for transparency in the transfer process. [18] The underlying structure of this accord is the development of a three-year Bachelor's degree. This will allow for a shorter time for completion and provide a challenge to U.S. graduate schools to determine equivalency to the four year degree required for admission. [19] The attractiveness of this system will increase the competition for international students throughout English-speaking countries.

---

[8] Stimpson, C. (2003). Foreign students need not apply. Council of Graduate Schools Communicator, 37(9), 6-7.

[9] Paden, J. N., & Singer, P. W. (May/Jun 2003). America Slams the Door (On Its Foot), Foreign Affairs, 82(3), 8.

[10] Ibid.

[11] Ibid.

[12] Hinton, M. (April 26, 2004). Foreign student applications drop. The Oklahoman. Oklahoma City, Ok. 1A-2A.

[13] McMurtrie, B. (November 16, 2001). Foreign Enrollments Grow in the U.S., but So Does Competition From Other Nations. The Chronicle of Higher Education, 48(12), A.45.

[14] Ibid.

[15] Ibid.

[16] Ibid.

[17] Yopp, J. H. (2003). Changes in European higher education and their implications for US graduate education. Council of Graduate Schools Communicator, 36(10), 1-4.

[18] Ibid.

[19] Ibid.

China represents the second largest contributor of graduate students to Oklahoma State University. Chinese students face a number of difficulties in securing visas to study in the United States, [20] and fewer students are being allowed out of China. According to State Department figures, the U.S. Embassy in China granted 19,122 student visas for fiscal year 2001 and 17,570 student visas in fiscal year 2002. [21] On their website, the U.S. Embassy in Beijing is advising that due to the high demand for visas to the U.S. the consulate offices cannot guarantee that all applicants will be accommodated.

FORECAST

Total numbers of applications and enrollments for Summer 2005 and Fall 2005 are not available as the Graduate College continues to accept applications for these semesters. Currently, Fall 2005 total applications are down one percent compared to the same time last year. Total domestic applications are up 10 percent and international applications are down 8 percent.

As of the end of May 2005, enrollments of both domestic and international students are roughly the same as this time in 2004 (Table 14). For Fall 2005, the OSU Graduate College expects to enroll the same number of international students as Fall 2004. Domestic enrollments will likely be up 1 to 5 percent by the beginning of the Fall semester.

Table 5-14
Enrollments as of the End of May 2003 – 2005

Semester	Domestic	International	Totals
Fall 2003	134	13	147
Fall 2004	94	17	111
Fall 2005	98	10	108

For Fall 2005, the Graduate College expects to receive fewer applications from international students, but that should level off in the coming years. International student enrollment will stabilize with the percentage of total enrolled students to remain around 30 percent. Domestic applications will probably continue to increase over the next few years. We anticipate continued growth in enrollment in master degree programs across the campus. With the addition of graduate certificate programs, continuing education will draw more people to school. It is anticipated that graduate certificate programs will lead some to continue their studies to earn a master's or doctoral degree.

The anticipated Graduate College enrollment projections are found in Appendix D.

[20] McMurtrie, (2001)

[21] Lin-Liu, J. (November 15, 2002). Despite Scholarship to Boston U., Chinese Student Can't Get There. The Chronicle of Higher Education, 49(12), A41.

INTIATIVES

On-Line Admissions Process

The Graduate College has partnered with Information Technology to pursue electronic application and admissions processes. The goal of electronic application dimension of this initiative includes students applying to a graduate program on-line, application information being automatically uploaded into the university student database system (SIS), and enabling students to check the status of their application on-line. In terms of the admissions process, all data will be entered into SIS, paper materials (such as transcripts) will be scanned, and interaction with departments (in terms of referrals and admissions) will be done through accessing on-line folders. An on-line process will facilitate communication with the student and the department, enable departments to view student materials as those materials arrive, enable departments to more effectively utilize admissions committees to make admission decisions, and allow transfer of information with the 'push of a button' rather than campus 'snail mail.'

Proactive Advising

The Graduate College continues to explore communication with students informing them of issues pertinent to their degree completion. A faculty member has been named to serve as academic advisor to all non-degree seeking graduate students. The Graduate College has initiated email blasts directly to graduate students, graduate coordinators, and department heads to keep them informed of critical issues. In addition, a Web-based help page has been developed for Graduate Coordinators (http://gradcollege.okstate.edu). This website posts information and forms of importance to Graduate Coordinators and their advisees.

The Graduate College has also recruited a faculty member to act as the advisor to non-degree, special students Stillwater campus. Dr. Lona Robertson is available to visit with students about any academic questions such as the transferability of Special Student credits, how to apply to a degree-seeking program, selecting coursework, issues surrounding financial aid, and other important topics.

Increasing Graduate Student Stipends

The Graduate College is in the midst of an initiative to enhance stipends and tuition waivers for graduate teaching assistants and research assistants. The initiative will provide in academic year 2005-2006 that all Teaching Assistants and Research Assistants receive a tuition waiver of 3 credit hours in the Fall and Spring. If funding is available, students would receive a waiver of three hours in the summer. In 2006-2007, this support will raise to 6/6/3 hours of waived tuition. Stipends will be increased to equal the national median level by 2006-2007. The initiative will bring stipends and tuition waivers at OSU to the level equal to the 75th percentile of other universities by 2008-2009.

Bridge Program

In response to the Bologna Accord and the number of inquiries OSU receives from students who complete three-year Bachelor's degrees from other countries the Graduate College is working with departments to develop a Bridge Program. This program would enable students with three-

year Bachelor's degrees to be admitted to the Graduate College at OSU, with the provision that they complete prerequisite courses prescribed by the department/program before full admission is granted.

International Student Admission Scholarship

OSU is one of the first universities in the country to enact this reimbursement as a recruiting initiative for international students. Starting Fall 2005 new international students entering the United States for the first time to attend graduate school at OSU are eligible to apply for a $100 International Student Admission Scholarship. The $100 admission scholarship is intended to help defray the costs of the visa fee to enter the United States. As a recruiting strategy, all newly admitted international students are sent a flyer about this program as part of their admissions package.

Alternative Admission into ELI

International students who apply to the Graduate College at OSU must demonstrate English proficiency. To meet this requirement, students present minimum TOEFL or IELTS tests scores. To assist students who do not meet the minimum test scores, the Graduate College is making use of an alternative admissions process into the English Language Institute (ELI). Thus, students who meet department requirements, but do not have proficiency in English would be directed into the ELI program. Upon successful completion of that program, the student would be admitted into graduate studies at OSU.

New Student Orientation

The Graduate College Welcome Week is a collection of orientation activities held during the week prior to the Fall academic semester. Welcome Week provides new and current graduate students, as well as departmental faculty and staff, information related to a variety of topics important to graduate student life. The Graduate College is working with the staff of Alpha, the Family Resource Center (FRC), Career Services, the Library, Campus Recreation, and other campus units to fully develop activities of interest to graduate students and their family members.

Developing Graduate Certificate Programs

Graduate Certificate programs offer students the opportunity for focused study of a body of knowledge at the graduate level, leading to the award of an academic credential that can be earned in a relatively short time. Graduate certificate programs can serve both as the core for more advanced study leading to the master's or doctoral degree, and as an opportunity to purse specialized education that assists the individual in an established career or provides opportunity for career advancement. OSU offers two graduate certificates currently (Gerontology, and International Studies). Two new programs will be added starting Fall 2005 (Information Assurance, and Negotiation and Alternative Dispute Resolution). More will be developed in the coming years.

Training in the Professoriate Seminars (TIPS)

The Graduate College has taken the leadership role on campus in ensuring that graduate students are well qualified before participating in classroom instruction. In addition to the evaluation of prospective international teachers and the subsequent training classes (International Teaching Assistant testing and training), the Graduate College sponsors the TIPS series. These workshops are directed at improving the teaching skills of graduate teaching assistants and participating faculty. The TIPS series provides important information for graduate students who aspire to become faculty members.

Web Page Communication

The Graduate College reformulated its web pages to ensure that students find information pertinent to graduate education at OSU. The web pages are now organized to include specific information for prospective, newly admitted, and current students. The prospective students section includes pages about Stillwater and a brief OSU history, information about calculating tuition and fees, and links to program specific information. Over the summer, an expanded virtual tour of the campus will be added with more pictures and views of buildings. The Graduate College is also building a site for students interested in learning more about the graduate application process.

The website includes information about available assistantships for graduate students. The 'new student' page includes information on how to enroll, links to the Campus Life Office, a brief list of available campus services, and other items new students have suggested be included. The current student web page includes information about how to submit a thesis/dissertation, the OSU academic calendar, information about graduate student insurance, and other information continuing students need.

McNair Program Connections

The Graduate College maintains contact with McNair programs around the nation. OSU invites program participants to visit the campus and participate in the annual student research symposium. Over 150 students have accepted this invitation and presented at the research symposium during the last ten years. There were eight students from McNair programs who presented at the 2005 Research Symposium. The Assistant Director of Student Services in the Graduate College is invited several times a year to make presentations at McNair conferences around the nation due to these activities.

There are five national McNair Scholar conferences held throughout the nation each year. OSU attends two: the Annual National McNair Scholars Conference sponsored by the University of Tennessee, Knoxville, and Annual MKN McNair Heartland Research Conference sponsored by the Missouri-Kansas-Nebraska Chapter of MAEOPP. The other three conferences are held in Pennsylvania, Maryland, and Illinois.

To encourage McNair students to apply to graduate school at OSU, the Graduate College waives the application fee for McNair students. If accepted, the Graduate College ensures that in-state students have their resident (in-state) tuition waived provided their overall undergraduate GPA is 3.0 or higher. OSU has been quite successful at recruiting and retaining McNair scholars at OSU.

In Fall 2004, ten applications were received from students in McNair programs; sixteen applications have been received for Fall 2005.

Graduate Student Travel Awards

Perhaps the best recruiters to OSU graduate programs are students currently in graduate school. One way this face-to-face recruitment occurs is when current students attend student and professional meetings to present research. To facilitate student involvement at research conferences across the country, the Graduate College has set aside $10,000 to sponsor graduate student travel awards to present research at professional meetings. The money is augmented by matching funding from the Graduate and Professional Student Government Association (GPSGA).

On-Line Thesis/Dissertation Submission Process

To better meet the needs of graduate students, the Graduate College has adopted a mechanism to enable graduate students to submit their theses and dissertations on-line. The on-line process facilitates formatting, submission, and distribution of results. Students have taken advantage of this opportunity—of the 100 theses/dissertations submitted for Spring 2005 graduation, eighty were submitted on-line.

Support for Travel to OSU

The beauty and the friendly environment of the OSU campus go a long way to sell students on choosing OSU for their graduate education. Nearby students have little or no trouble visiting the campus, and often do so at their own expense. Assisting students from further afield to visit campus prior to their making a decision about where to pursue their graduate education is an important objective. Many programs would like to hold open-house events for prospective students, but the cost is prohibitive.

Foundation Support Requests

To support the recruitment and retention of graduate students, the Graduate College requested help from the OSU Foundation to seek endowed funding for several initiatives.

<u>Oklahoma Economic Improvement Endowed Graduate Scholarship</u>

The purpose of Oklahoma Economic Improvement Endowed Graduate Scholarship is to endow graduate scholarships in departments performing research that specifically enhances the economic, social well-being, and prosperity of the people of Oklahoma. Funds associated with this project would be used to further increase the economic viability of the State of Oklahoma.

<u>Diversity in the Professoriate</u>

This program would be aimed at recruiting current underrepresented graduate students who are interested in preparing for careers in academics. The goal of this program would be to improve the preparation of graduate students from diverse backgrounds for faculty roles. Students in this program would experience a full range of academic career planning, whether they take an

academic or administrative career path. They also would also be exposed to the requirements of becoming faculty through participation in seminars. Participants would make site visits to partner institutions where they would shadow faculty mentors, visit classrooms, and occasionally give guest lectures and teach classes. Funding for this program will continue our national reputation as one of the top seventy-five research universities in the nation that graduates students from diverse backgrounds.

Campus Visit Travel Grants

To bring prospective students on campus would help the faculty meet the prospective students and the students to see the facilities. It allows the student the opportunity to, see what Oklahoma State University and the City of Stillwater have to offer; meet with potential faculty supervisors, meet other graduate students in the program, and visit campus laboratories.

Graduate Legacy Scholarships

The Graduate Legacy Scholarship is an opportunity for alumni to invest in the lives of graduate students who want to study at Oklahoma State University. Through all of the strategic themes the land grant mission of OSU is evident. One way to enhance this focus of the university is to develop a commitment to extended generational education in all Oklahomans. By instilling an 'ethic for education' in all citizens, OSU would be well poised to benefit the state over many generations—through advanced educational attainment, the concomitant boost to the economic base, and reduced social ills. Funding would be used to encourage the children of OSU alumni to pursue advance degrees.

Endowed Scholar Forum

In striving for this goal, the Endowed Scholar Forum will advance the abilities of the Office for Research as well as the Graduate College in their efforts to meet the OSU focus on research. Funding would be used to pay for expenses related to campus visits from figures of national or international prominence. The visits would include a campus presentation, departmental consultation, one-on-one time with students, and reception hosted by the GPSGA. All efforts would be made to time the visits with the annual research symposium held at OSU.

Supporting these Foundation initiatives will increase our ability to serve the students interested in attending and currently attending Oklahoma State University.

Chapter VI

STUDENT SERVICES

THE DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs encompasses a broad array of services designed to meet the needs of a diverse and increasingly complex student body and other constituents. Beyond meeting the basic needs of food, shelter, health care, our programs and services support academic excellence, create leadership exposure, and promote service to others.

Student Affairs units are funded as auxiliary enterprises, through E&G funds, student fees, and in some cases reserve a combination of funding. With this in mind, our areas are particularly sensitive to both enrollment (headcount) and credit hour production. A stable and growing enrollment is ideal for our services. Some areas such as Counseling and University Dining have little unused capacity, yet others could absorb another 2,000 to 3,000 students over the next five to ten years with only slight modifications to staff.

Credit hour production is equally important in our fee funded areas as fees are paid on a per credit hour basis. If per student credit hour production drops, fee funded areas would face a financial challenge. Moderate student growth in, for example, Residential Life, would necessitate challenges to policies allowing students to stay in the halls (including traditional residence halls, apartments, and suites) until they graduate. Caps would need to be placed in order to serve new freshmen and transfer students.

In collaboration with rental agencies and Stillwater realtors, OSU has agreed to offer housing for 24-26% of undergraduate students on campus. This proportion has not changed significantly in recent years. New housing being built will replace old housing.

This chapter provides summary information for the following departments:

- Career Services (E&G and student fees)
- Colvin Recreation (auxiliary, student fees, and E&G for adaptive sports only)
- Multicultural Student Center (E&G)
- Residential Life (auxiliary through rent)
- Counseling (E&G)
- Student Union/Campus Life (auxiliary)
- Seretean Wellness Center (auxiliary)
- Health Services (auxiliary and student fees)

CAREER SERVICES

There is virtually no department of Student Affairs that does not support enrollment management. Career Services is becoming increasingly important for several reasons:

- Requirements of accreditation agencies for outcome information.

- A large number of OSU students depend on part-time employment and paid internships to offset their college costs, career services plays a critical role in facilitating the internship and job opportunities for students.

- Giving students the tools, support, advice, and opportunities to obtain a high quality job upon graduation strengthens their confidence in their own achievement potential and thus generates widespread appeal to prospective students.

Approaching the end of their academic career, students must be prepared to make the transition from student to professional. At this conclusive stage of academics, Career Services is one of the primary resources that supports students' candidacy with prospective employers and assists student in making essential connections. Career Services can aid in establishing these links between students and employers through its own long-standing relationships with employers fostered throughout the years.

Description of Services

The primary goal of Career Services is to maximize employment and internship opportunities for OSU students and enhance their life-long career success. The services are focused on assisting students with career planning and development while achieving their academic goals. Career consultants assist students by providing guidance in the writing of resumes and cover letters, suggesting resources and techniques for the job search, practicing personal one-on-one mock interviews, and presenting workshops dealing with various aspects of the job search. Career Services also arranges opportunities for job acquisition through on-campus interviewing, career fairs, direct resume referral, and online resume services. In addition, students may come into the Career Services Center to utilize the resource lab to search job sites, employer websites, take career assessment tests, or simply pick up handouts available on a variety of topics related to the job search.

Student Usage

Students are served in three main avenues:

- College Career Service Offices: The Career Services offices in the colleges have primary responsibility for assisting students with their job/internship search preparation. These services include resume development, cover letter assistance, job search assistance, internship information, career workshops and interview preparation. The following statistics are available for FY03:

1. Total students served with individual career consultations in all college offices was approximately 7,032.
2. Number of students from career workshops and class presentations was approximately 4,427.

- OSU Career Services Website**:** www.osucareerservcies.com **:** The OSU Career Services website contains more than 2,000 pages of career self help information, job postings, staff information, career fair participants, employer connections, etc. We average about one million hits per month on the OSU Career Services website and during recruiting season which runs from August through November in the fall semester, the number of hits doubles! For example during September 2004 OSU Career Services website received 1,636,140 hits.

- Central Office Services***:*** These services include on campus interviewing, career fairs, job listings, etc. The following are statistics on the services that we provide(for FY03):

1. Students Registered with Career Services experience network was 3,049.
2. Number of interviews conducted on campus was 4,990.
3. Number of students seeking internships was 1,033.
4. Number of students attending career fairs was 7,560.

Employer Usage

In addition to serving students we serve employers. Employer services include connections to students, career fairs, on campus interviewing, resume referrals and job postings.
Statistics include:

- Number of Employers in the Database is 5,237.
- Number of Active Employers (OSU 1000) is1,326.
- Total jobs listed on the web was 2,394.
- Number of employers attending career fairs was 376.

Website statistics: www.hireOSUgrads.com

- Total hits average over 100,000 per month.

Staffing

Career Services Staff is divided into four areas:

College Career Services team– Serve mainly students in the colleges	14
Hire OSU Grads team – Recruit and service employers	7
Support Team – Part time job development, website maintenance, job postings	4
Administrative Team	2

In addition to full time staff, we rely on student and part time staff to assist us during the Fall and Spring recruiting seasons.

Trends in Usage

As a result of the career services fee instituted in Fall 2003 and the Strategic Planning process, OSU Career Services has experienced a vast increase in activities and the numbers of students seeking assistance and the number of employers recruiting our students. We have doubled the number of students served in the colleges, doubled the number of students registered in the on campus interviewing process, and tripled the number of companies recruiting our students. In addition more students are aware of our services as a result of increased marketing efforts.

Enrollment Assumptions

The OSU Enrollment Projection Model (see Chapter One) predicts small shifts in enrollment over the next six years. The current interview facilities are not adequate to handle the increase in employers interviewing our students. We had more that 15 days this semester where we needed to use staff offices as interview rooms because of the shortage of interview rooms. Although OSU is not anticipating significant growth, Career Services needs to increase interview facilities to accommodate the increased number of employers hiring OSU graduates. Staffing in Career Services is adequate and can compete successfully in a low growth or no growth environment.

Retaining Students

Through individual career coaching, students can get a better idea of what options are available to them and which ones are most suitable to their interests and objectives.
Providing students with a large selection of career opportunities that represent a balanced portfolio of employers gives students the psychological comfort that they are able to secure a number of job opportunities upon graduation. Learning how their major or other majors will translate into full-time career opportunities for the future helps students to make more informed decisions about their academic path and will help to ease some of their concerns.

CAMPUS RECREATION

Quality student recreation facilities are a great recruiting tool for universities. OSU's twenty-three million dollar renovation /expansion of the Colvin Recreational Center has helped to recruit and retain our student body. This facility is financed completely through student fees and operates as an auxiliary. This department consists of several program areas including but not limited to: intramural sports, outdoor adventure climbing wall, experiential education, sports clubs, non-credit instruction, adaptive sports, Camp Redlands, aquatic programs, and "state-of-the-art" recreational facilities. To encourage student usage, the Colvin Recreation Center is open seven days a week for a minimum of twelve hours a day.

In addition to serving a recreation facility, the Colvin Center rents classrooms to the College of Education for classes in Physical Education, Health Promotions, and Leisure Studies. Students

can also attend non-credit activity courses in the Colvin Center such as ballroom dancing, golf, rock climbing and tennis.

Student Usage

Student participations in the Colvin Recreation Center exceed 800,000 per year. For example, over 3,000 students per week participate in Intramural activities, 3,500 students visit the Colvin Recreational Center daily, more than 5,000 individuals experience the Challenge Ropes Course yearly, forty-two organizations yearly contract with Camp Redlands, 22,000 students utilize the Colvin Center Annex each semester, and fitness classes exceed 2,500 students per semester.

Staffing

Campus Recreation staff consists of twelve full-time positions, eight administrative and four administrative support positions. Approximately 300 student staff members work in the programs and facilities.

Facilities

- Colvin Recreation Center – 245,000 square feet; Colvin Annex – 38,000 square feet Included in Colvin Recreation Center and Colvin Annex: fifteen gymnasiums, 30,000 square feet of area for weight training and fitness, nineteen racquetball courts, two indoor jogging tracks, a climbing wall, five multipurpose rooms, one indoor pool, and a cardio-theater.

- Outdoor facilities include seventeen acres of three lighted field complexes; four outdoor sand volleyball courts; outdoor pool; four tennis courts.

- Camp Redlands – 160 acres with lodge, fourteen cabins, challenge rope course, and waterfront camping areas.

Trends in Usage

The national trend of achieving physical wellness can be witnessed on the OSU campus. The usage of the Colvin Center has greatly increased since the center's opening in July 2004. This usage should stay constant as OSU's enrollment is predicted to stay the same. Programs and services are dictated by student interests and requests and therefore, may change based on the needs of the student population. State of the art equipment and national trends are closely monitored to assist in meeting student needs.

Enrollment Assumptions

With a ten percent enrollment increase the Colvin Center could meet demand by expanding operational hours, but would have increased financial needs tied to utilities and cost of living increases and need increased in staffing, both professional and student.

With no increase in enrollment the Colvin Center would not experience a significant change in facility and program usage and would not need additional staff , but would possibly need an increase in funding tied to utility cost.

With a decrease in enrollment there would be a decrease in facility and program usage, with a possible change in operational hours. Decreased funding would result from the loss of student fee revenue. Staffing needs would not change.

Recruiting Students

Research and studies have shown that along with academic offerings, the most important factor in selecting a school is the quality of recreational facilities and programs. These programs offer students the opportunity to work out their stress and frustrations while helping students to maintain a healthy body. In addition to developing students' physical and mental well being, the recreational facilities give students the opportunity to make connections with other students through intramural sports and club activities. The Colvin Center staff works to promote these facilities and services to potential students through an online virtual tour of the Colvin Center as well as participating in enrollment clinics and providing a facilities tour to potential students.

Service Assessment

Assessment tools from participants in non-credit classes (e.g., ballroom dancing, aerobics, hip hop, etc.) and intramural sports have consistently shown that the recreation facilities and programs have very high measures of satisfaction. The importance of high quality service in these areas are both expected and demanded from students. Therefore, the Colvin Center works to conduct service assessments on an annual basis to ensure student satisfaction.

MULTICULTURAL STUDENT CENTER

Description of Services

The Multicultural Student Center (MSC) is committed to the social and intellectual growth of all Oklahoma State University students with particular emphasis on African American, Asian American, Hispanic American, and Native American students. This center addresses academic concerns, serves as a resource on diversity issues, provides scholarships, supports the transition of new students, and provides personal, social, and intellectual guidance and direction for student organizations including African American Student Association, Native American Student Association, Hispanic Student Association and Vietnamese American Student Association. Because the focus of the MSC revolves around promoting diversity, the center also provides multicultural training programs to the university and to external organizations that promote diversity and encourage respect for individuals.

Student Usage

During a typical academic year, our coordinators normally visit with 1,340 individual students. Coordinators are also involved in programs with student organizations under the umbrella of the MSC, university programs, and outreach programs. During an academic year, our coordinators will normally participate in 205 programs. The total number of participants, approximately 19,322, represents the total number of persons involved in the programs, which consists of students, prospective students, parents, communities, faculty and staff.

Staffing

The staff consists of a Director and four Coordinators and one unit assistant. The primary responsibilities of the professional staff are to provide student support, consultation, programming, enhancement of the academic experience and collaboration with university units.

Trends in Usage

There should be a simultaneous increase in the usage of services as our ethnic enrollment continues to increase culminating in a review and adjustment of our programs and services. The growth of our African American, Native American and Hispanic student populations continues. On the other hand, the Asian American student population is slowly decreasing and will need attention. The MSC will collaborate with the Office of Undergraduate Admissions/Recruiting to help maintain the Asian American student population.

Retaining Students

The MSC helps to retain students by addressing their academic concerns, providing scholarships to avoid interruption in the academic process and assisting students in making a successful transition to Oklahoma State University. The staff also provides guidance for ethnic minority students with their personal, social and intellectual growth and helps to create unity among student organizations to foster a connection with the university and intellectual communities. Recognizing ethnic minority students based on high academic achievement also serves as a method of retention.

Graduating Students

The MSC supports graduating students by providing scholarships that assist with student account balances and assists related student organizations with graduation activities to honor graduating students such as the Native American Recognition Ceremony and the Afro-American Graduation Celebration. Furthermore, coordinators help students review requirements leading to graduation.

Service Assessment

The Multicultural Student Center assessed its ALPHA 2003: BEGINNING YOUR OSU EXPERIENCE Multicultural Student Orientation. The purpose of the Multicultural Student Orientation was to assist students making the transition to Oklahoma State University by providing them with valuable program information. Similarly, the purpose of the assessment

was to determine the effectiveness of the Multicultural Student Orientation according to the perceptions of students and non-students in attendance. Other assessment efforts include written surveys and focus groups.

RESIDENTIAL LIFE

Description of Services

The OSU Residential Life Department provides residential and dining environments, which enrich lives and encourage individuals to value learning, respect diversity, promote citizenship and foster community. This department provides the services and programs found in on-campus living units for single and family students and provides all the dining services and programs including all catering and vending in the living units, Student Union, Library and other academic buildings.

Student Usage

Approximately 7,000 students and families live on-campus, and approximately 6,000 students, faculty and staff participate in a meal plans, and thousands of others purchase dining services by cash or charge.

Staffing

More than 200 full-time staff and 900 student staff provide our services. In the residence halls, a student staff member is provided for approximately every fifty students, and in University Apartments, a student staff member is provided for approximately every one hundred units.

Facilities

This department provides housing in 20 residence halls (2,986 rooms—5,992 actual beds with 5,021 students occupying rooms with 653 double rooms rented as singles due to priority housing) and in 54 University Apartment buildings (815 single student apartments and 706 family housing apartments). Dining venues are offered in 36 options in 20 different locations throughout the campus. The department is geographically widespread across the campus and occupies millions of square feet.

Trends in Usage

In recent years, approximately 50% of students living in residence halls return each year, which provides a distribution of 8.6% seniors, 12.2% juniors, 20.6% sophomores, 56.6% freshman and 2% graduates students and others. Residents of University Apartments are approximately 75% international and represent approximately 200 families. Over the past year housing occupation decreased by 4%. However, this decrease was due to the occupation of Willham South which will be torn down midyear.

Enrollment Assumptions

The effect on Residential Life of a ten percent increase in enrollment would be significant if the increase occurred primarily in the freshman and sophomore classes. A reduction in provision of single rooms in traditional residence halls for new students would be necessary. There would be little difference if the enrollment increase only occurred at the junior, senior, and graduate level.

With no increase in enrollment, Residential Life would continue with present plan to build new housing that would merely replace of the current housing.

If enrollment decreased by ten percent, financial difficulties with extreme budget reductions would occur, especially if trend continued.

Recruiting Students

The Department of Residential Life plays a critical role in recruiting students. This has become increasingly evident as new housing has become available to new students. Their parents, legislators, friends, and University administrators do all they can do to place prospective students as far up on the priority list to live in the new housing as possible. It seems that OSU has a distinct recruiting edge on many other college campuses because of its housing and dining that are desirable to students. Requests to see campus housing and dining have become so demanding that this department has had to hire its own student tour guides (Residential Life Ambassadors).

Retaining Students

Over the years research continues to indicate that students who live on-campus are much more (approximately 20% more) likely to return to OSU than students who do not live on-campus. Academic performance of students who live on-campus is as much as a .4 of a grade higher than those who live off-campus. Additionally and perhaps more importantly students understand OSU better and make stronger friendships living on campus than living off-campus. Returning students to on-campus housing are given priority for housing over new students. Returning students select their own roommates and may choose to live in housing limited to non-freshmen.

Graduating Students

Students who live on campus are more likely to graduate and graduate faster than those who live off campus according to years of national research. The continuing supportive environment is critical for students living on campus. As students near graduation, their opportunity to receive scholarships by being active in on-campus activities greatly increases. Additionally the department often provides incentives for students living on campus to graduate.

Enrollment Enhancement Plan

Goals

- Academic Excellence: Teaching research and outreach. Maximize residence and students academic experience.

- Enhance student developmental opportunities for individual and community good and improve residents' satisfaction levels.
- Diversity: Create a positive, nurturing, and open living environment in support of diversity.
- Leverage resources: Optimize occupancy, maintain facilities; improve financial indicators; provide innovative services for all clientele; and assess facilities, programs, and services with respect to clientele's needs.
- Image, Pride and Recognition: Provide information about Residential Life to all interested clientele, enhance campus and community relationships through collaboration, and provide innovative services for all clientele.

Service Assessment

The Department of Residential Life engages in a significant amount of student assessments. Following are some of the assessment measures used:

- Yearly participation in the National ACUHO-I/EBI survey on residents' satisfaction.
- Augmentation of National ACUHO-I/EBI to include extensive food service survey.
- Opportunity for every resident to evaluate his/her student staff member in the community.
- Opportunity for input into the Department's policies and procedures through the Residence Halls Association and community government of each hall.
- Annual written reports from Faculty Associates based on observations and comments from residence hall students.
- Assessment of learning objectives achieved to the list provided by the Department of resident learning objectives (on the ACUHO-I/EBI).

UNIVERSITY COUNSELING SERVICE

Description of Services

The University Counseling Service (UCS) is comprised of four units: Counseling Services, the Career Resource Center, Student Disability Services, and the Student Conduct Office.

- **University Counseling Services** provides on-going individual counseling, career counseling, crisis intervention services, and group counseling to OSU students and presents programming on various topics such as dating and healthy relationships, sexual assault, and alcohol and drug education.

- **The Career Resource Center (CRC***)* provides career and study skill development services to students and prospective students. It also offers Academic Success Seminars on topics such as note taking and stress management and works collaboratively with orientation, study skills, and career development classes to create class assignments and activities.

- **Student Disability Services (SDS)** offers academic support to students with physical and mental disabilities to facilitate their independence and academic progress. Assistance is tailored to the needs of the individual student and may include campus orientation, instructor notification, specialized testing, classroom accommodations, recorded textbooks, assistive technology, and priority enrollment.

- **The Student Conduct Office (SCO)** is responsible for contacting and meeting with students and assessing situations of possible misconduct as described in the Students Rights and Responsibilities Governing Student Behavior.

Student Usage

During the 2003 fiscal year, University Counseling Services provided 2,864 hours of individual counseling, 376 hours of career counseling, 402 hours of crisis intervention services, 108 hours of crisis intervention after hours and 778 hours completing client intakes. In addition, UCS provided 92 hours of psychiatric evaluations, and 363 hours of medication management services. UCS Counseling Services staff met with 946 clients during this period, and reported a total of 5,080 client contacts, primarily for individual counseling services. Counseling Services staff also provided 1,017 hours of consultation services to OSU students, faculty and staff, parents, and to the community, while presenting 221 hours of outreach programming to a combined audience of 8,167.

The Career Resource Center provided services to 6,372 clients and administered 2,602 assessments to groups, classes and individuals. CRC staff also delivered over fifty presentations to classes, living groups, and organizations.

Student Disability Services reported 4,070 contacts with 3,998 individuals and provided 2,781 service accommodations to students, including interpreters, note-takers, books-on-tape, and specialized testing. SDS staff also provided 463 hours of personal assistance to students, and had 3,757 contacts with students requesting personal counseling, academic advising, study skills assistance, and LD/ADD screenings. In addition, SDS provided 132 hours of consultation services to students, faculty, staff, and parents, and 216 hours of outreach programming.

The Student Conduct Office was responsible for 245 individual discipline referrals.

Staffing

UCS is staffed by nineteen full-time equivalent staff. This includes the Director, two Coordinators, one for Counseling Services and one for the Career Resource Center, six

professional counselors in Counseling Services, and one professional counselor in the Career Resource Center. UCS also employs a staff psychiatrist two days a week. Four support staff members are employed in the offices, which house the Director, the Counseling Center, and the Career Resource Center. Student Conduct is staffed by the Student Conduct Officer and one full- time support staff member. Student Disability Services full-time staff is comprised of, the Coordinator of SDS, a Deaf and Hard of Hearing Specialist and one support staff member.

Trends in Usage

National counseling trends among college age students show that students have a "50-50 chance of having some symptoms of depression or other problems while in college."[1] In addition, "most college mental health counselors, surveys show, have also noticed a sharp rise in the number of students with severe crisis, like major depression, bipolar disorder and eating disorders and drug and alcohol problems severe enough to require hospitalization.[2]

Like the national trends mentioned, UCS maintains a high but stable use of services. However, appointment availability is very limited during October, November, March, and April. More students are coping with drugs, chemical dependency and alcohol abuse issues than ever before. Currently, OSU is the only Big XII university that does not employ a chemical dependency counseling specialist. While OSU offers numerous educational programs, presentations and workshops, development of a comprehensive program to assist students with this issue is a top priority. It is estimated that 30% of all academic failures are related to drug and alcohol abuse. Strong counseling services help to address the retention of at risk students and support wellness and campus safety (an ongoing priority of the university).

Retaining Students

Counseling and other clinical services provided through UCS assist students in addressing a wide range of psychological, developmental, academic, and career concerns. SDS provides services and assistance to students with disabilities, without which many would not be able to succeed academically. UCS also provides proactive programming to students, which provide students tools to succeed academically, such as note taking and test taking strategies, study skills, and dealing with anxiety.

Graduating Students

UCS serves as a training site for both Master's and Doctoral level counseling practicum students, and counseling center staff provide both individual and group supervision on weekly basis for practicum students. Similarly, the CRC serves as an internship/practicum site for doctoral and master's level students majoring in Student Personnel Services, Community Counseling, and Counseling Psychology.

---

[1] Kadison, Richard, and DiGeronimo, Theresa Foy. "College of the Overwhelmed: The Campus Mental Health Crisis and What to Do About It." San Francisco: Jossey-Bass, 2004.

[2] Duenwald, Mary. "The Dorms May Be Great, but How's the Counseling?" New York Times, Oct. 26, 2004.

STUDENT UNION/CAMPUS LIFE

Description of Services

The OSU Student Union is the community center for the university, open to all students, faculty, staff, alumni and visitors to the campus. It is the world's largest and most uniquely comprehensive college union facility. More than a building, it is a professionally recognized system of people, services, programs and facilities dedicated to achieving and maintaining excellence in:

- Promoting unity, loyalty, and regard for the campus community.
- Enhancing the quality of life on campus.
- Fostering learning and personal development through out-of-class experiences.
- Providing necessary and convenient goods and services.

Within its facilities and organization is the Department of Campus Life, offering a comprehensive program of educational, cultural, social and recreational experiences, most planned and delivered by the Student Union Activities Board and Student Union Programs. Campus Life administers the Allied Arts Series, the Volunteer and Service Learning Center, the Leadership Development Center, Greek Life, International Students and Scholars, and Non-traditional Student Services.

The Student Union operates the campus Bookstore, offering all textbooks, supplies and educational materials required or recommended for all classes. It offers general books, office supplies, and OSU memorabilia and clothing.

The Student Union Food Courts offer a variety of national and local branded food service concepts to be enjoyed by members of the campus community on a daily basis. Meals plans, Bursar charges, as well as, cash sales are honored in the Food Courts and Twenty Something Convenience Store.

There are a number of privately owned retail and service stores in the Union that help to meet the daily needs of members of the campus community.

The Union offers comprehensive meeting and conference services, to include catering, a 550 space parking garage and an eighty-one guest room hotel.

Also located within the Student Union facilities are the newly renovated Atherton Hotel, University Counseling Services, Career Services, and a state of the art Center for Service to Students. This latter facility is the home of Admissions, Registrar, Financial Aid/Scholarships, Bursar, and University Academic Services.

Combined, the OSU Student Union is a unique blend of student development opportunities, retail services, and support services needed in the daily lives of members of the academic community. It is truly a "one stop shop" for a quality campus experience.

Student Usage

There are no readily available data to summarize daily usage of the Student Union, or contact hours by staff with students. The Strategic Plan calls for initiating mechanisms for establishing daily building counts, for counting attendance at sponsored programs and events, and for other means of assessing use of facilities, services and programs.

Staffing

The Student Union and Campus Life staff consists of 126 permanent positions (125.75 FTE), 34 administrative/professional positions and 92 classified/trades. In addition, there are 342 student employees (80.5 FTE), and 35 temporary staff (25.5 FTE).

Facilities

The Student Union physical plant is a six story, 611,000 square feet facility, making it the largest college union facility in the world. It is comprised of a 550 space parking garage, an 81 guest room hotel, a food court with seating capacity of approximately 400, a self operated bookstore and student store, a 10,000 square feet ballroom, a 500 seat theater, 14 meeting/conference rooms, a 45,000 square feet Center for Services to Students (containing Admissions, Registrar, Financial Aid/Scholarships, Bursar, Enrollment, and University Academic Services), a 20,000 square feet Campus Life Center, two formal lounges, four study areas, a fifty space computer lab, and a 7,300 square feet student program/recreation area. In addition, the Union is the home of University Counseling, Career Services, and Multicultural Student Affairs, as well as, the Scholarship Development Office, and the OSU Board of Regents/Legal Counsel. There are two banking services, three ATM's, a travel agency, OSU Transit System Office, sundry and gift store, convenience store, gourmet coffee cart, barber shop and beauty shop operating through lease concession agreements with the Union. A focal point for informal interaction is its Atrium.

Trends in Usage

The overall trend in usage of the Student Union would appear to be on the increase. This has been caused largely to the new campus-wide food service now offered on campus, which allows students with meal plans access to all food services in the Union. Bursar charge for other members of the university community in Union food services has also helped to increase the use of the Food Courts. The addition of two new concepts is proving to increase traffic and sales in food services, as well.

The popularity of the Bursar charge in the Union's Bookstore continues to increase customer counts and growth in sales. The introduction of the charge system for students in the Student Store has increased sales by over 40% thus far in the 2005 fiscal year.

There has been an increased emphasis on more student programming in the Union, lead by the Student Union Activities Board. The focus has been on evening and weekend programs, from Thursday through Sunday. The new program/recreation area on the fourth floor will lead to even

more increased use by students, as more and more events and activities will be featured in this area.

More students are using the Union for casual interaction, study and computer use. This is evidenced by the increased use of the food court, the atrium, TV areas, and having installed wireless computer capabilities throughout large areas of the building. The Campus Life/Student Organization area shows indications of increased use for organizational meetings, casual interaction, and discussion groups.

The Atherton Hotel reports an increase in occupancy and average room rate, as a result of its recent renovations and sales efforts.

The only areas of use that would appear to be trending downward are catering sales and non-university conference use. However, the daily scheduling of campus meetings, events, and student use of meeting facilities appears to be very solid and stable.

Enrollment Assumptions

With a ten percent enrollment increase financing will have to be made available for the renovation and expansion of the Food Courts and its seating capacity. There would be increases in costs related to expanded operations and increases in staff to meet the demand on the facility and its services and programs. The bookstore would have to be expanded to meet the need for additional physical space.

With no increase in enrollment, we would not anticipate changes in facilities and program use. Even with no increase in use, possible increases in funding will be needed for salary and benefit increases as well as for operating costs. The limited capacity of the Food Court and Bookstore will still need to be addressed to meet the current level of demand.

With a ten percent enrollment decrease, there would be a decrease in facility and program use, in self-generated revenues, and in fee support for Union operating costs and bond payments and for Campus Life salaries, operations and programs. Possible reductions in operations, services, programs and staffing would be necessary.

Recruiting Students

The Union and Campus Life play both a direct and indirect role in the recruitment of students. With the Office of Admissions located in the Union Building, all recruitment efforts begin in this facility. It is the starting point of each prospective student's visit to this campus. This is where each campus tour begins and is a featured location on each tour. It helps to form a first impression of OSU.

Campus Life in integral to the recruitment of students, through its direct involvement in Greek Discovery Day, Formal Fall Recruitment for Sororities, and Informal Rush for Fraternities, Camp Cowboy, Parents Association, Parents Orientation, International Student Orientation,

Non-traditional Orientation, and staff traveling to College Day Programs with Office of Undergraduate Admissions/Recruiting.

Retaining Students

The Student Union and its Department of Campus Life make a significant contribution to the reputation that OSU enjoys as a "student friendly/centered campus. Its facilities, programs, services, staff and advisors promote and foster a sense of belonging to a community, where everyone is made to feel welcomed and valued. Through the Union and Campus Life, students are actively encouraged to become meaningfully engaged in out of class experiences that facilitate becoming connected and involved in the OSU community. By encouraging meaningful involvement in clubs, organizations, and activities, relationships are built, formal learning is expanded through experience, leadership skills are developed, social awareness is expanded and diversity is practiced.

The Union's programs/services and Campus Life (through ISS, Non-Traditional Student Services, Volunteer/Service Learning, Greek Life, Leadership Center, and 360 student organizations) combine to have a positive impact on student retention. A student who is actively engaged in the community, and made to feel an important part it, is more likely to persist to graduation.

One bit of empirical evidence related to this topic, is a report by Assessment showing that the retention and graduations rates of Greek students are higher than non-Greek students.

Enrollment Enhancement Plan

The overall environment of a campus is important to a prospective student's decision to attend, because student do more than attend classes, rather they live the total experience. In this perspective, perhaps the Union plays a role in enhancing enrollment by:

- Providing higher quality programs, services and facilities.
- Constantly adapting to the needs and interests of an ever changing student body.
- Partnering with academic programs where possible and feasible.
- Continuing to foster the development of community and loyalty to OSU.
- Constantly seeking ways to serve others and improve the quality of life at OSU.

Service Assessment

Services are assessed in a number of ways in the Union organization. Each program offered is being evaluated by Union Programs Office and SUAB. Each billing statement issued by Meeting and Conference Services contains an evaluation of services. Marketing/Satisfaction surveys are conducted each year. Boxes are available throughout the building to solicit feedback. Close and on-going contact with students and student groups are maintained and evaluative information is solicited periodically. Advisory groups in Campus Life and Greek Life are used to insure that the organization remains in touch with, and responsive to, the needs of the communities being

served. Sales figures and trends from the auxiliaries operated by the Union are used for assessment and guidance.

SERETEAN WELLNESS CENTER

Description of Services

The Seretean Wellness Center (SWC) helps the OSU community achieve wellness, a lifelong process of striving for a balance of physical and mental health, by providing seventeen different programs, including nutrition, exercise, acute care, student wellness, issue/conflict management, physical therapy, and programs for persons with disabilities. The programs are open to faculty, staff, dependents, and the public. Students may complete a health risk assessment once a year which includes computerized risk appraisal and biometric measurements of body composition, height, weight, blood pressure, and blood cholesterol.

The SWC is a 33,000 square foot facility, with a lecture hall, meeting rooms, kitchen, dining room, fitness center, locker rooms, physical therapy laboratory, cardiac laboratory, physician's offices, and examination rooms.

SWC sponsored programs occupy three off-campus offices:

- Tulsa Health Training Center in south Tulsa
- Institute for Issue Management and Alternative Dispute Resolution in the Wicklow Office complex in Stillwater
- Oklahoma Rehabilitation Council in Oklahoma City

Student Usage

OSU students utilize a variety of services provided by the SWC, including the fitness center, nutrition counseling, peer counseling, and meeting space within the SWC. The student population utilizes approximately 20% of programs offered by the SWC. Student utilized programs include the following numbers:

- 1,100 student health screening
- 2,200 students issued pedometers
- 380 students receiving dietary counseling
- Numerous students receiving education through the Share the Wealth programming

Faculty, staff, and off-campus constituency utilize 80% of the SWC programs. This group used the SWC for the following programs:

- 700 attendees at Wellness Wednesdays (2,800 per month)
- 250 staff/faculty physical exams per year
- 256 participants at healthy cooking demonstrations
- 500 flu shots provided to faculty/staff each year

- 350 physical therapy visits per month
- 1,056 cardiac rehab visits per year
- 2,500 SWC members utilizing exercise facilities each week

Staffing

The SWC has twenty-one full and part-time professional and clerical staff. An additional seventeen full-time personnel are employed in the center's sponsored programs. The center (and related programs) employs six graduate students and sixty-one part-time undergraduate students.

Trends in Usage

Utilization of all wellness programs is increasing. Students are becoming more conscious of their nutritional/wellness habits as the health of students' affects attendance and academic success. More students are taking advantage of the wellness services offered to them on campus. However, the most significant increases have occurred in retirement age individuals and those people needing rehabilitative services.

Enrollment Assumptions

With a ten percent enrollment increase, greater demand for use of SWC facility and programs could be expected. No increase in existing staff and resources is anticipated.
A ten percent decrease in enrollment, with loss of incoming freshman matriculation fees, would result in reduced funding available for the student wellness programs and peer education and freshman orientation supplemental programs.

Enrollment Enhancement Plan

The SWC strategic plan calls for creating the "Healthiest Campus in America." This campaign will positively impact recruitment, retention, and graduation rates. Goals of the Healthiest Campus campaign include:

- Develop (or modify) classes so that a Wellness class is incorporated to the required curriculum.
- Teach students the basic wellness principles and behaviors in order to encourage healthy lifestyle habits.
- Emphasize the need for physical activity and weight control through a variety of strategies.

Service Assessment

The CORE Drug and Alcohol survey, administered every two years, includes questions regarding wellness center programs, utilization and evaluation. In addition to the CORE assessment, the SWC periodically conducts additional assessments including written surveys, focus groups, and formative evaluations.

UNIVERSITY HEALTH SERVICES

Description of Services

University Health Services (UHS) provides students outpatient medical care, preventive medicine and educational opportunities that are of the highest quality, accessible, and affordable. University Health Services serves the university community by supporting and participating in research, teaching, and working for a healthier community.

Clinical medical services are the mainstay of college health. Efficiently diagnosing, treating and in some cases referring for follow up care is a traditional and important goal of all college health centers. To that end, UHS offers students the opportunity to have medical problems addressed in a timely and cost effective manner. With the availability of clinical laboratory, radiology, and pharmacy services, UHS offers one stop service for all but the most ill or injured. With effective relationships with local and regional specialists and hospitals, quick and timely referrals for more critical cases can be made with little or no delay in treatment.

In addition to the treatment of illness and injury, UHS offers programs and services that contribute to a healthier community. With a cadre of trained health and peer educators, and guided by regularly conducted needs assessments, UHS is proactive in providing health information through programming, sponsoring healthy living activities and classroom contacts. Through participation in and playing a key role in alcohol abuse and drug prevention programs, body image counseling, diet and healthy eating, are just a few of the topics UHS health educators are involved. For over ten years, UHS has been a training site for medical students, interns, and resident physicians of the College of Osteopathic Medicine. This has evolved to include a sports medicine fellowship. The involvement of medical students serves to energize the staff, with the opportunity to teach and train being an exciting and highly motivating activity for the staff physicians.

On a broader horizon, UHS plays an important role as the public health authority for the university community. Though sometimes perceived and inconvenient and a hassle, enforcement of state immunization policies and laws will minimize and hopefully eliminate outbreaks of serious contagious diseases. Through effective relationships with the Oklahoma State Department of Health, OSU UHS is a leader in the development and implementation of policies and procedures addressing such serious diseases as SARS and bacterial meningitis. These behind the scenes efforts, rarely recognized, are vital and indicative of a highly engaged, effective team of health care providers.

UHS plays a key role in supporting the research endeavors of OSU. Through physician participation in the OSU Institutional Review Board, the safety and effectiveness of human subject research can be assured. In addition, UHS and the College of Veterinary Medicine have teamed to provide ongoing research in the assessment of the safety and effectiveness of human rabies vaccines. Providing consultative and clinical support services to other researchers puts UHS health professionals on the front lines of exciting and important research projects.

Student Usage

On average, 40 percent of the student body will visit the health center at least one time per semester for medical services. This rate is consistent with usage rates of other large university health centers. In addition to these approximately 26,000 clinical visits, there are an additional 25,000 visits for health education programs, personal counseling, or other services that do not require the attention of a physician. Over 1,800 women take advantage of the UHS women's clinic for services offered in that safe and secure setting. The UHS pharmacy fills over 45,000 prescriptions each year.

Staffing

UHS has forty full time equivalent (FTE) staff. Key are six and one-half physician FTEs, a physician associate, thirteen licensed nurses, three medical technologists and two registered pharmacists. Key to the success of UHS is a focus on providing services to students. Two thirds of the UHS staff is directly involved in the provision of patient care. This two to one caregiver to support staff ratio leads the Big XII. In contrast, the University of Nebraska has one caregiver to two support staff. This also means that our support staff is highly productive. The ration of patient visits/support staff FTE is second in the Big XII. The ratio of total patient visits/total FTE finds OSU in a three-way tie for third in the Big XII, only slightly behind Kansas State. In short, we have a highly motivated and engaged staff. With emphasis on cross training, our support staff is highly productive and allows for resources to be directed toward patient care. This in turn allows UHS to operate at a much lower level of funding when compared to Big XII schools. The current health fee of $54 per semester is the lowest in the Big XII.

Facilities

The UHS facility is nearly thirty years old. As such, ongoing maintenance of the structure and replacement of equipment is increasingly significant. Replacement of the roof, painting, carpet replacement, are all mundane issues being addressed in a planned and regular manner. More importantly, ongoing remodeling projects have resulted in a doubling of patient exam rooms and increased clinical efficiency. A newly remodeled pharmacy is smaller, yet with more usable space than was available the first twenty-five years of the facility. Funding of these projects has been made possible through aggressive funding of building reserves as a result of efficient business operations. With a strategically key location in the heart of the campus living communities, UHS is geographically convenient for students.

Trends in Usage/Enrollment Assumptions

In general, UHS utilization follows enrollment trends. However, major seasonal illnesses such as influenza can greatly increase utilization. UHS is focused on non-medical services as key to future success rather than a desire for more illness or injuries. The goal of UHS is for a healthy community, not to succeed as a result of illness or disease. Over the past 12 years, utilization has varied +/- 10 percent from an average of 25,000 clinical visits per year. This variability can be managed with our overall efficiency offsetting the impact of lower utilization.

Though no student has declared UHS as the reason for selecting OSU as their college of choice, a definite expectation exists among students and parents that medical services will be available if their son or daughter is ill or injured. We do, however, experience increasing numbers of parents and student making inquiry regarding the availability of certain specific types of care to meet unusual medical needs. With the increase in the use of medications in the treatment of ADD/ADHD, UHS has developed policies and procedures for testing, evaluating, and in some cases, providing ongoing medical treatment for students with these needs. The UHS web site and mailings to parents are used to communicate specific health information and contact resources.

Enrollment Enhancement Plan

Significant to retention of students is having a healthy student body. The costs of medical care can be extraordinary. To the extent that UHS can provide affordable primary care services, and early access to services, long term financial burdens may be minimized. Consistent with the American College Health Association, affordability is important to overall mission of UHS. Second, easy access, the opportunity to be seen same day as requested, is a keystone to our service model. This is a standard not met outside of college health, and one we pride ourselves on.

UHS has been the leader on the campus community in the development of a program to provide health insurance for graduate and teaching assistants. This health insurance policy is provided at no cost to these students at a time when their financial resources are constrained and when the vast majority would be uninsured in the absence of this benefit.

Service Assessment

UHS has been monitoring patient satisfaction for twelve years. In 2003, 97% of responders (n=300), rated the overall care provided as either good or excellent. UHS has consistently rated greater than 92% in this area. This survey also indicated that 96% of students had a total visit time of fewer than thirty minutes. With only 40% of patients using our appointment system, this indicates that the ability to walk in and be seen is both highly valued by students, but also being efficiently met by staff.

OSU-TULSA STUDENT SERVICES

As OSU-Tulsa's student population continues to grow, Student Services units strive to accommodate to growing student needs. Working to match the services provided on the Stillwater campus, OSU-Tulsa partners with the main campus as well as Tulsa Community College (TCC) to provide a full complement of needed services.

Prospective Student Services

This office provides information to incoming students regarding educational opportunities on the Tulsa campus. Focusing on connections with TCC, local colleges and universities, businesses and schools, this office works to recruit students into OSU-Tulsa degree programs.

TCC Connection

With recruiters on two of the TCC campuses (Northeast and Southeast), OSU-Tulsa is able to strengthen this partnership and gain a competitive edge in recruiting TCC students. These positions provide increased visibility for OSU with this critical partner.

Scholarships and Financial Aid

Two financial aid advisors on the OSU-Tulsa campus provide students information and assistance regarding student aid programs. These advisors serve as liaisons between students and the Stillwater campus Office of Scholarships and Financial Aid. An increasing number of students take advantage of financial aid consortium agreements and a joint scholarship tuition waiver program offered by TCC and OSU-Tulsa.

Career Services

Students at OSU-Tulsa have access to Career Services on the Stillwater campus in addition to services in Tulsa. This has expanded their career search opportunities through access to more job postings and career fairs.

The Tulsa Internship Partnership Program leverages a $25,000 state grant with matching funds from employers to provide internships. This program has been instrumental in helping students find full time jobs after graduation whilw assisting them financially. The internships are valued at $3,000 each.

Minority Support Services

As the minority student population increases on the Tulsa campus, Minority Support Services provides assistance in a variety of areas to ensure opportunities for a successful academic experience. Sponsoring student organizations, providing financial aid counseling, and assisting with personal concerns, this unit helps facilitate the transition of students to OSU-Tulsa.

Learning Services Center

The newest and most popular addition to the OSU-Tulsa campus is the Learning Services Center. It provides writing and math tutorials and supplemental classroom instruction as well as topical workshops to assist students with study, research, and writing needs.

Student Disability Services

Student Disability Services at OSU-Tulsa is committed to providing equal access to programs, services, and activities. Assistive technology, interpreter services and classroom accommodation are just a few of the services provided to students.

Testing Center

Due to open in 2005 fall semester, the Testing Center on the Tulsa campus will accommodate a variety of examination needs such as CLEP and distance learning.

Wellness Center

This facility provides access to students to improve their physical, social, and emotional health. Cardio machines, free weights and weight machines offer variety for fitness workouts. Educational programs are offered to address a variety of health issues.

OSU-Tulsa is working with University Health Services on the Stillwater campus to meet state requirements for student immunizations. Immunization information is recorded and tracked to ensure that Tulsa students are in compliance with the new law. Students are referred to OSU Center for Health Sciences clinics to obtain needed vaccinations.

Campus Life

A variety of campus activities are planned to meet the needs of OSU-Tulsa students. As a non-residential campus, activities that allow participation that cab be scheduled to accommodate class, work, and family obligations are important considerations. Ten student organizations are currently active on the OSU-Tulsa campus. Homecoming festivities allow Tulsa students to connect with Stillwater and OSU traditions.

Intramurals

OSU-Tulsa and TCC partner to provide intramural sports opportunities to students in Tulsa. More than a dozen league sports, tournaments, and special intramural events are currently available to students.

Chapter VII

INFRASTRUCTURE

INTRODUCTION

A complex multifaceted infrastructure is required to support academic programs. This chapter attempts to address many of the infrastructure components. Within each component, the present status and trends at Oklahoma State University have been identified, present status has been compared with selected other comprehensive universities and when possible compared to models for the infrastructure component. Most of the models are very simplistic (for example, a ratio with some characteristic that is considered to be the dominant driver). The models and comparative data only provide information for reflection and discussion, even when there may be a substantial variance with the data from Oklahoma State University. The reasons for considering and including the models and comparisons with similar institutions are:

- Regardless of the overall accuracy of a model, it can help us anticipate the impact of potential changes on the infrastructure requirements.
- By comparing the current actual OSU infrastructure with similar institutions and model predictions, we can evaluate significant differences to:

    1. Identify unique characteristics of the Oklahoma State University infrastructure.
    2. Confirm or question needs that are recognized by OSU personnel.
    3. Identify opportunities for greater infrastructure efficiencies or effectiveness at Oklahoma State University.

Only very modest enrollment growth is projected for OSU-Stillwater. Hence the emphasis for the Stillwater campus is on the infrastructure to support the current student body and the anticipated growth of the research function. OSU-Tulsa projects substantial growth in the number of student numbers and in the research volume. Model predictions of infrastructural needs should be updated as this growth occurs.

CLASSROOMS AND CLASS LABORATORIES

Classroom (including special classrooms and seminar rooms) and class laboratory (open laboratories and scheduled class laboratories) space and capacity at OSU are summarized in Tables 7.1 and 7.2.[1]

[1] The data reported in these and subsequent tables were supplied by various University offices, in some cases, drawing from different sources. Consequently, there may be slight disagreement for data from these various sources.

Table 7-1
Calculated Instructional Space at OSU
Classrooms, Laboratories, Seminars, Support, etc.

Summary

	Calculated Square Feet		
Space Assignment	**Classroom**	**Class Lab.**	**Total**
University -Stw.	143,785		143,785
Departmental	44,904	225,945	270,849
OSU-Tulsa	58,211	31,699	89,910
OSU TOTAL	**246,900**	**257,644**	**504,544**

Departmental Detail

	Calculated Square Feet		
Space Assignment	**Classroom**	**Class Lab.**	**Total**
ASNR	0	2188	2,188
AGEC	1650	0	1,650
AGED	695	0	695
ANSI	1020	2785	3,805
BIOC	1739	1599	3,338
BAE	1890	9376	11,266
ENT&PLP	1549	3157	4,706
FOR	275	2381	2,656
HORT&LA	1512	13055	14,567
PLT&SOIL	657	4711	5,368
TOTAL ASNR	**10987**	**39252**	**50,239**
MICRO	-	3,560	3,560
BOT	-	4,755	4,755
ART	1,297	11,998	13,295
PHIL	395	-	395
MUS	2,221	7,038	9,259
TH	59	6,536	6,595
JB	312	4,780	5,092
ZOOL	432	10,025	10,457
ENGL	1,102	1,738	2,840
FLL	1,371	2,198	3,569
CSD	91	590	681
MIL	3,903	-	3,903
CS	-	899	899
MATH	401	2,991	3,392
STAT	596	234	830
CHEM	1,169	14,692	15,861
GEOL	-	5,087	5,087
PHYS	154	5,420	5,574
PSYC	281	1,524	1,805
GEOG	129	2,287	2,416
HIST	524	-	524
SOC	367	-	367
TOTAL A&S	**14,804**	**86,352**	**101,156**

	Calculated Square Feet		
Space Assignment	**Classroom**	**Class Lab.**	**Total**
TOTAL CBA	**501**	**5,265**	**5,766**
COE	4,053	10,348	14,401
Student Services	-	2,062	2,062
TCL	-	2,872	2,872
AHEP	-	579	579
TOTAL COE	**4,053**	**15,861**	**19,914**
CEAT	1,275	2,844	4,119
Support Ser.	1,244	7,641	8,885
Dist. Ed.	509	-	509
ARCH	454	16,687	17,141
CHE	-	1,910	1,910
CIVE	-	5,803	5,803
ECEN	394	5,726	6,120
IEM	672	1,532	2,204
MAE	1,817	16,809	18,626
ET	4,985	11,129	16,114
TOTAL CEAT	**11,350**	**70,081**	**81,431**
HES	1,129	855	1,984
HDFS	73	176	249
DHM	-	6,518	6,518
NS	-	1,585	1,585
HRA	2,007	-	2,007
TOTAL HES	**3,209**	**9,134**	**12,343**
TOTAL Dept.	**44,904**	**225,945**	**270,849**

Table 7.2
Classrooms and Laboratories at OSU

Departmentally Controlled Rooms at Stillwater

Capacity Range	Number of Classrooms by Type				Number of Classrooms		Use Hours per Week				Capacity Utilization %			
	Classroom (110)	Special Classroom (120)	Class Lab (210)	Open Lab (220)	Total Number	Number of Multimedia Equipped Rooms	Fall 2003		Five Year Average for Fall Utilization		Fall 2003		Five Year Average for Fall Utilization	
							Class	Lab	Class	Lab	Class	Lab	Class	Lab
1-20	0	54	59	37	54						79.9		71.2	
21-30	0	12	47	17	12		41.1				70.2		59.8	
31-40	1	10	6	6	11		28.3				52.7		47.2	
41-50	0	3	4	2	3		21.8				50.2		46.7	
51-60	0	0	0	0	0						66.2		55.3	
61-70	0	1	1	1	1		24.0				22.4		26.8	
71-80	0	1	1	0	1		52.0				30.8		29.6	
81-90	0	2	0	0	2		65.0				35.5		35.5	
91-100	1	1	0	2	2		57.7				47.7		41.9	
100+	0	0	0	1	0						19.3		15.5	
Total	2	84	118	66	86		41.1				71.0		63.2	
Student Computer Laboratories (scheduled and open)					69	1427 total computers								

University or Registrar Controlled Rooms at Stillwater

Capacity Range	Number of Classrooms by Type				Number of Classrooms		Use Hours per Week				Capacity Utilization %			
	Classroom (110)	Special Classroom (120)	Class Lab (210)	Open Lab (220)	Total Number	Number of Multimedia Equipped Rooms	Fall 2003		Five Year Average for Fall Utilization		Fall 2003		Five Year Average for Fall Utilization	
							Class	Lab	Class	Lab	Class	Lab	Class	Lab
1-20	3	0	0	0	3	0	16.1		16.9		32.7		47.6	
21-30	18	0	0	0	18	0	22.5		23.7		68.8		67.0	
31-40	18	0	0	0	18	1	30.7		29.9		65.4		62.3	
41-50	40	0	0	0	40	4	30.7		31.0		62.9		61.4	
51-60	13	0	0	0	13	5	33.1		32.3		62.8		60.1	
61-70	6	0	0	0	6	3	33.1		32.3		47.3		49.3	
71-80	14	0	0	0	14	10	34.9		34.4		55.0		55.0	
81-90	5	0	0	0	5	1	28.1		30.1		52.4		54.7	
91-100	6	0	0	0	6	1	24.4		25.2		32.6		42.8	
100+	22	0	0	0	22	13	28.4		28.1		41.8		42.6	
Total/Ave.	145	0	0	0	145	38	29.4		29.5		57.1		56.8	
Student Computer Laboratories (scheduled and open)						5.0	336 total computers							

Table 7.2 (continued)

University or Registrar Controlled Rooms at OSU-Tulsa

Capacity Range	Number of Classrooms by Type				Number of Classrooms		Use Hours per Week				Capacity Utilization %			
	Classroom (110)	Special Classroom (120)	Class Lab (210)	Open Lab (220)	Total Number	Number of Multimedia Equipped Rooms	Fall 2003		Five Year Average for Fall Utilization		Fall 2003		Five Year Average for Fall Utilization	
							Class	Lab	Class	Lab	Class	Lab	Class	Lab
1-20	2		14		16	5	3	9			54.0	57.5		
21-30	17		4		21	18	13	8			47.0	80.3		
31-40	17		5		22	17	9	4			39.0	46.7		
41-50	9				9	9	14				52.0			
51-60	6				6	6	19				62.0			
61-70					0									
71-80					0									
81-90	1				1	1	34				7.0			
91-100	2				2	2	20				54.0			
100+	1				1	1	6				33.0			
Total/Ave.	55	0	23	0	78	59	10.8	7.7			47.4	59.1		
Student Computer Laboratories (scheduled and open)						8.0								

Definitions: Classrooms, Code 110: Lecture rooms, lecture-demonstrations rooms, seminar rooms, and general purpose classrooms for scheduled instruction.
Special Classrooms, Code 120: Rooms are frequently informally scheduled or used for irregularly scheduled classes. There is usually restricted usage of these classrooms.
Class Lab, Code 210: A room for regularly scheduled classes that require special equipment for student participation, experimentation, observation or practice. The design is usually unique to a particular discipline.
Open Labs, Code 220: A room with specialized equipment much like any class laboratory, but usually has irregular or informal scheduling.
Total/Average: The total number of classrooms in the category or the weighted average of the utilization percentage.

The utilization of departmentally controlled classrooms has been a concern at OSU-Stillwater. Thus we these classrooms were examined more closely. The analysis did not include the use of departmentally controlled rooms the capacities of fewer than twenty-one students. This was because: 1) small rooms controlled by the Registrar are very lightly used indicating that there is little need for more small classrooms, and 2) most of the small departmentally controlled rooms are used for many irregularly scheduled meetings (departmental meetings, graduate theses defenses, etc.).

Departments were invited to provide regular use data on the classrooms (greater than twenty student capacity) under their control. A few of the departments reported additional regularly scheduled activities in the room; several reported that the room is used as a class laboratory or for laboratory support; and several reported substantial use in addition to the regularly scheduled classes. Some departmentally controlled classrooms also serve another function during part of a normal week. For those rooms, the hours of usage was adjusted to a normal forty-five hour class week.

To the extent they could be isolated, OSU-Tulsa rooms maybe used by OSU-Tulsa, Langston or other entities. Only those rooms assigned to OSU-Tulsa were included. At present, most classes at Tulsa are scheduled between 4:30 and 10:00 pm Monday through Thursday. Thus there are

only twenty-two hours in the class week at OSU-T as contrasted with the forty-five hours at OSU-Stillwater. This explains part of the low usage per week. OSU-T is beginning to offer a few courses during normal business hours as they enroll more traditional students. This will increase the available classroom hours per week without construction of additional classrooms.

There are numerous models and guidelines for instructional space in higher education. The Texas Higher Education Coordinating Board (THECB) has a model[2] that utilizes a table of multipliers (see an example calculation in Figure 7.1.) based on full-time student equivalents by course level and type of program. This model has been used to calculate the predicted instructional space need for OSU-Stillwater, OSU-Tulsa, and for outreach credit courses (because some of these require studios). These predicted space needs (Stillwater, Tulsa, and outreach) and actual data for OSU-Stillwater are summarized in Figure 7.1. The predicted space needs on both campuses are generally increasing. The data for the Outreach credit course instruction needs to be carefully verified because the variability does not seem to be consistent with other indicators.

Table 7.3
Predicted and Actual Instructional Space Needs (square feet)*

Predicted			
Year	**OSU Stillwater**	**OSU Tulsa**	**OSU-Outreach**
2000	843,542	22,652	19,672
2001	874,295	35,199	21,600
2002	787,115	48,347	41,628
2003	956,232	53,698	7,385
2004	1,008,365	56,527	12,395
Average	893,910	43,285	20,536
Actual Stillwater Including OSU-Outreach			
2003	1,194,690		

* Includes room use codes 110-125, 210-235, 520, 530,535, 550, 555, 570-585, 610-625, 680, and 685.

The THECB has standards for weekly hours of use for classrooms (38.0) and class laboratories (25.0). The range of hours of use per week for Texas A&M University, Texas Tech University, and the University of Texas, Austin for classrooms is 27.9 – 41.4 and for laboratories it is 18.1 – 29.5. The comparable numbers (see Figure 7.1) for OSU (fall 2003) are: Stillwater university classrooms - 29.4, Stillwater departmentally controlled classrooms with greater than 20 student capacity – 41.1; and Tulsa – 10.8 hours of regularly scheduled use per week.

[2]Texas Higher Education Coordinating Board (THECB). 2003a. A Summary of Deferred Maintenance: Current Accumulated Needs, Current Expenditures, and Planned Five-Year Expenditures for FY 2003 to FY 2007. www.thecb.state.tx.us

The State Council of Higher Education for Virginia also has guidelines for utilization of classrooms and class laboratories. [3] Their guidelines for classrooms are 40 hours per week of usage with an average of 60 percent of the seats occupied which implies that the average seat is occupied 24 hours per week. Their guideline for class laboratories is 24 hours of utilization per week with an average of 75 percent of the stations occupied when the laboratory is in use. Thus they expect the average laboratory station to be utilized 18 hours per week. The respective numbers for Virginia Tech and the University of Virginia in the fall of 2000 are: average classroom utilization hours per week (37 and 36), class laboratory utilization per week (26 and 20) average classroom seat utilization per week (24 and 17) and average class laboratory station utilization per week (16 and 11). At OSU (see Figure 7.1), the classroom capacity utilization percentages are: Stillwater university classrooms – 57.1 percent; Stillwater departmentally controlled classrooms with greater than 20 student capacity – 71.0 percent; and Tulsa – 47.4 percent. Class laboratory data was not found for OSU – Stillwater, but the Tulsa class laboratories are used and average of 7.7 hours per week and the average capacity utilization is 59.1 percent.

A study of Clemson University [4] identified a target utilization level for classrooms of twenty-five to thirty hours per week and stated that the utilization at Clemson was 28.4 hours per week. The same study indicated that classrooms should average 60 percent of capacity during hours in which they are occupied. The average at Clemson was 66 percent. At Clemson classrooms having a capacity of forty-nine or fewer students have a substantially higher occupancy percent while larger classrooms tended to have lower percentage occupancy. For class laboratories and studios the Clemson study recommended utilization between twelve and twenty hours per week and a target occupancy rate of 80 percent. At Clemson they found that the average class laboratory was utilized 15.3 hours per week and that the rate of occupancy was 78 percent. This number appears to have been skewed perhaps because groups of students work at each laboratory station.

An article on class laboratories[5] provided a number of guidelines. They suggested a rule of thumb that the class laboratory space at a research university should be about 1.3 times the space utilized for classrooms. This ratio at Oklahoma State University (see Table 7.1) is 1.20. The author suggested that class laboratories should be utilized 20-25 hours per week and recommended a station occupancy rate of 80% per class laboratories. The author did acknowledge that these rates vary substantially with good justification. A similar article published by the Council of Educational Facility Planners [6] suggested that class laboratories in engineering, health professions and agricultural would probably not be used more than ten or twelve hours per week because of the wide variety of laboratory types required in these disciplines.

---

[3] State Council of Higher Education for Virginia (SCHEB). 2001. Two Thousand Space Utilization Report: Utilization of Classrooms and Class Laboratories. www.schev.edu/reportstats/space_util_report_2000.pdf

[4] Dober, Lidsky, Craig & Associates. 2002 Space Utilization Study. www.clemson.edu/masterplan/

[5] Fink, Ira 2003. Class Laboratories Space Use and Utilization in Facilities Manager, 19:6 November/December 2003.

[6] Ohio Council of Educational Facility Planners, International. 1985. Space Planning Guidelines.

A recent article states that the drivers for facility needs are shifting from enrollment to technological and programmatic changes.[7] Some specific examples cited include: substantial technology in every classroom, the Cave Automated Virtual Environment that allows a person to walk into a three dimensional environment generated by computer, the use of haptic devices that allow a student to manipulate a visual image, and the extensive use of distance education and the related requirements for communications, and sharing of expensive instrumentation at a distance. The article goes on to state that the most dramatic changes are occurring in the facilities required for physical science, technology, engineering and mathematics instruction. The newer styles of pedagogy and learning environments, as well as the emphasis on collaboration, requires much greater flexibility and more space. Computers and other sophisticated laboratory equipment also require substantially more space per student than was true a few years ago.

Conclusions and Recommendations

The scheduled hours per week in classrooms on the OSU-Stillwater campus appear to be within the range of recommended hours and those reported for other research institutions. Likewise the capacity utilization of these rooms appears to be within those recommended and experienced at comparable institutions. The predicted instructional space needs are slightly less than the actual reported space. However, with a modest growth trend in predicted instructional space needs and projected student body growth (OSU Strategic Plan), it is likely that OSU – Stillwater will need to increase instructional space. The anticipated new classroom building will add 14,250 square feet of instructional space for OSU-Stillwater and should accommodate the anticipated growth in classroom needs.

Questions have been raised about possibly centrally scheduling classrooms currently scheduled by departments. Based on the data supplied to this study and the diverse needs satisfied by the departmentally scheduled classrooms, it appears that these rooms should remain under departmental control.

All indications from the data suggest that OSU-Tulsa currently has sufficient classroom space and this should continue to be true for the next few years. However, because of the rapid growth in the student population and the weak data, this needs repeated study. As classroom availability becomes a limiting factor, OSU-Tulsa needs to carefully evaluate the opportunities to extend the class week to at least five days per week and daytime as well as evening classes. Obviously, an extension of the class week must be based on student needs and faculty availability, but it will be difficult to justify construction for a twenty-two hour class week.

<u>Library</u>

Norman Nelson, Assistant Dean of Libraries, OSU-Stillwater, provided data on the number of volumes in the main and branch Libraries (see Table 7.4). Data from the OSU-Tulsa library indicates that the current (May 2005) number of volumes is approximately 100,000. Thus the recent growth may be at a greater rate than is suggested in Table 7.4.

[7] Ibid, Lidsky, 2004.

Table 7.4
Volumes in the OSU Libraries
Includes Branch Locations and Storage by Campus

Campus Location	1999	2000	2001	2002	2003	Ave. Annual Growth Rate
OSU-Stillwater	2,025,168	2,090,643	2,162,282	2,236,375	2,297,246	68,000
OSU-Tulsa	87,966	91,701	87,889	94,216	94,853	1,722

Data courtesy of Norman Nelson, Assistant Dean of Libraries, OSU-Stillwater.

Table 7.5
Available Space Summary for OSU-Stillwater and OSU-Tulsa

		Calculated Space (sq. ft.) *								
		2000		2001		2002		2003		
Category	Codes	Stillwater	Tulsa	Stillwater	Tulsa	Stillwater	Tulsa	Stillwater	Tulsa	Total S+T
Non assigned/unclassified	010-080	1,853,512		2,056,331		2,126,071		2,144,756		2,144,756
Classroom	110 & 120	220,744		222,580		215,676		219,865	58,211	278,076
Classroom Service	115 & 125	10,069		9,165		9,708		10,522	1,572	12,094
Class Laboratory	210 & 220	261,672		260,791		254,221		243,400	31,699	275,099
Class Lab Service	215 & 225	53,092		57,462		58,158		64,785	250	65,035
Research (non class) Lab	250 & 260	358,813		356,935		360,758		360,708	874	361,582
Research Lab Service	255 & 265	102,674		91,016		98,837		100,780		100,780
Faculty and Staff Offices	310A-H &312	641,272		609,543		623,326		623,080	48,518	671,598
Student Offices	310J & 311	99,740		97,392		99,779		102,428	420	102,848
Conference Rooms	350	54,636		56,341		57,359		56,925	20,010	76,935
Office & Conference Svc.	315 & 355	183,684		184,425		179,326		186,501	11,908	198,409
Study Facilities	400 - 499	242,411		245,118		257,762		251,755	45,601	297,356
Special Use Facilities	500 - 599	712,875		883,437		802,123		777,773	3,344	781,117
General Use Facilities	600 - 690	465,677		539,294		541,484		523,168	16,696	539,864
Support Facilities	700 - 799	414,883		439,019		450,236		427,893	1,114	429,007
Health Care Facilities	800 - 899	93,627		94,743		97,145		94,798	2,167	96,965
Residential Facilities	900 - 999	1,055,814		1,401,973		1,568,856		1,571,568		1,571,568
TOTAL		6,825,195	0	7,605,565	0	7,800,825	0	7,760,705	242,384	8,003,089

* Stillwater data from the Physical Facilities Inventory of Oklahoma State university. Provided by the Budget and Asset Management Office. The Tulsa data was interpreted from tables provided by Susan Johnson.

Space allocated to library functions are listed in Table 7.5 as codes 400-499. This does not include the library faculty offices, service support space and branch libraries at OSU-Stillwater. It may include some study facility space not associated with the library. The OSU-Tulsa library space does include all library functions.

A model (attributed to the Association of College and Research Libraries) for estimating the library infrastructure requirements at a comprehensive higher education institution is used by the

Texas Higher Education Coordinating Board. [8] This model estimates the number of volumes and space required based primarily on the number of full-time equivalent faculty and students and the degrees offered at the various levels (see Table 7.5). A summary of the model predictions and actual data for Stillwater and Tulsa libraries of OSU is provided in Table 7.5. Note that the space needs can be based on the projected number of volumes in the library or on the actual number of volumes held.

Table 7.6
Summary of Projected and Actual OSU Library Holdings and Space
(Based on the Association of Colleges and Research Libraries Model)

Measure	Location	Projected Need	Actual *	Percent Variance
Volumes in the Library	Stillwater	1,962,000	2,297,246	17%
	Tulsa	413,305	94,853	-77%
Library Space (Projected sq. ft.)	Stillwater	344,711	251,755	-27%
	Tulsa	55,228	45,601	-17%
Library Space (Actual volumes)	Stillwater	374,097	251,755	-33%
	Tulsa	18,402	45,601	148%
* Data is for 2003.				

Based only on the average growth in the number of volumes at each location, the model predicts the need for an additional 4,760 net assignable square feet of space each year in Stillwater and 172 additional net assignable square feet in Tulsa. These space estimates include the stacks, reading and study rooms, service areas, office space for the library faculty and staff in the main and branch libraries and storage areas.

A study of space and facility utilization at Clemson University [9] indicated that library space on that campus was equal to 19 percent of the space assigned to classrooms and class laboratories. Based on this ratio, we would expect the OSU-Stillwater library to have 102,328 square feet of net assignable space and OSU-Tulsa to have 17,429 square feet of net assignable library space.

Conclusions and Recommendations

The model predictions suggest that the library holdings in Stillwater are adequate, but those in Tulsa need substantial expansion. However, the OSU-Stillwater strategic plan calls for increased stature for the library in the Association of Research Libraries ratings.

The model prediction suggests that the OSU-Tulsa library is inadequate as a stand-alone university library. Obviously the service of this library is enhanced by support from the Stillwater library, but it appears that the number of volumes in Tulsa needs to grow. The demands on this library are also likely to increase when the Tulsa Advanced Technology Research Center (ATRC) is completed and the Tulsa campus becomes a research university.

[8] Ibid, Texas Higher Education Coordinating Board, 2003.
[9] Ibid, Dober, Lidsky, Craig & Associates. 2002

Library functions and materials have been changing rapidly, so the model and space recommendation presented above may need some adjustment. Also, it has been identified that the total library space at OSU-Stillwater is greater than is indicated in Tables 2b and 2c. Even with these considerations, it appears that more library space is needed at OSU-Stillwater. It is the intent of the OSU-Stillwater library to enhance services to students, faculty and staff. This will require a growth in the number of library staff members and study space in the library. Also the present rate of expansion of the holdings will need to continue. Thus the apparent library space deficit will become more acute.

In Tulsa, the model suggests that the library space is more than adequate for the present number of volumes, but if the holdings are expanded to satisfy the present and projected student numbers and expected research needs, additional space may be required.

OFFICE SPACE

This category includes all office space, conference rooms, and associated service areas required for faculty and staff, but exclude those spaces for persons in the library. Based on Table 7.4, this total for OSU-Stillwater is 866,506 square feet. The comparable number for OSU-Tulsa is 80,436 square feet.

The Texas Higher Education Coordinating Board [10] uses two methods for calculating the net assignable square feet needed for office space at a comprehensive university. Method one allocates 190 net assignable square feet for each faculty office and 170 net assignable square feet for each staff member. This approach predicts a need for 926,610 square feet of office space at OSU-Stillwater and a need for 28,820 square feet of office space in Tulsa. (The faculty and staff numbers for Stillwater are from the diversity report of fall 2003.)

The second method is based on the education and general expenditures reported for the last fiscal year at the institution. This method allocates 3,500 net assignable square feet per one million dollars (adjusted for inflation since September, 1991) of expenditures. The Consumer Price index (CPI) for all urban consumers in September, 1991 was 137.2. The same index for April, 2004 is 188.0. Therefore, the inflated value of the one million dollars is $1,370,262. This method estimates office space needs of 540,537 square feet in Stillwater and 40,966 square feet in Tulsa. (The expenditure data is from the OSU Budget Office.) A summary of the actual and projected office space needs for Stillwater and Tulsa campuses is in Table 7.6

Table 7.7
OSU Office Space Projections and Actual
(square feet)

		Model Projections	
Campus	**Actual Space**	**Space / Person**	**Space / Expenditure**
Stillwater	866,506	926,610	540,537
Tulsa	80,436	28,820	40,966

[10] Ibid, THECB., 2003a

A more recent publication [11] acknowledged that faculty offices, unlike offices in the corporate world, are multi-purpose for teaching, research and administrative activities. This author recommends that faculty offices should be between 140 and 160 square feet. That is larger than was utilized in either the calculation methods alluded to previously. Both assumed that the office contained 120 square feet. and that the remaining 70 square feet (50 square feet for staff) was for conference room, service area, and administration. Following this recommendation, the previous estimates should be increased approximately 10 percent.

Conclusions and Recommendations

Office space at OSU-Stillwater appears to be within the range projected by the two methods with or without the larger space recommendations of Lidsky. Although student number growth is expected to be modest, research and the "Restore-Reward-and Grow" program will expand the faculty and staff and hence the required office space needs. This expected growth will be off set by the remodeling of South Murray Hall which is expected to add 53,371 square feet, most of which will be office space. The proposed new research building is also expected to add additional office space. It appears that office space will be adequate in Stillwater for the next few years.

There is an apparent surplus of office space at OSU-Tulsa at present. However, there are substantial growth plans for the student body size and in research. Both of these will add faculty and staff and hence the need for office space. The new Tulsa ATRC includes office space for faculty and staff as well as graduate students. Thus, it appears that office space will not be a limiting factor in Tulsa in the next few years.

RESEARCH SPACE

The 2003 research laboratory and research laboratory service space at OSU was 461,488 square feet in Stillwater. There was no space assigned to research in Tulsa in 2003 (Table 7.4).

The Texas Higher Education Coordinating Board recommends two methods for calculating research laboratory and support space needs. [12] One of the methods is for teaching institutions and the other is for research institutions. We have used only the latter method as a comparison for OSU.

For this method, the annual research expenditures are divided by one million dollars inflated from September 1991 to the present and multiplied by 9,000 net assignable square feet per million dollars of research expenditures. The inflated value of the one million dollars as of April 2004 was $1,370,262. Thus based on the reported research expenditures of $106,656,333.the anticipated research space needs at OSU-Stillwater are 700,528 net assignable square feet. OSU-Tulsa reported $28,000 of research expenditures in FY 2003 and hence has a projected research space need of 184 square feet.

---

[11] Ibid, Lidsky, 2004.
[12] Ibid, THECB, 2003.

The actual and projected research space needs are summarized in Table 7.8

Table 7.8
Actual and Projected Research Space Need at OSU
(FY 2003 data)

	Research Space (sq. ft.)	
Location	**Actual 2003**	**Projected Need**
Stillwater	461,488	700,528
Tulsa	0	184

Conclusions and Recommendations

The research space at OSU-Stillwater needs substantial expansion. The planned new research building and the proposed Civil Engineering Laboratory will help reduce the gap between predicted need and actual research space. Additional attention to research space may be needed in the subsequent years. The size of the apparent gap between the predicted research space need and the actual space available and the likely impact of the "Replace-Reward-and Grow" program will require substantial research facility growth.

OSU-Tulsa has not had a research program or assigned research space. That will change as the Tulsa ATRC is completed and faculty members are added. The research program will need to grow to justify the capital and operating expenditures for the ATRC. It is likely that the research programs will continue to grow beyond the capacity of the ATRC and hence additional space will be needed. The balance between research programs and infrastructure support will need to be managed carefully during the growth from nothing to a substantial program.

SUPPORT SPACE

Each of the previous space categories included support space that is directly related to those activities (for example: class labs, library, office and research space). However there is additional support space required for data processing, shops, storage, and other support functions. The space attributed to such support facilities (codes 700 – 799) at OSU – Stillwater is 427,893 square feet and at OSU-Tulsa the space is 1,114 square feet. (see Table 2b).

The Texas model estimates support space requirements at 9 percent of the sum of the space for teaching, library, research and office. Thus for Oklahoma State University the projected space requirements are:199,867 square feet in Stillwater and 19,716 square feet in Tulsa.

Conclusions and Recommendations

There appears to be much more support space (codes 700-799) at OSU-Stillwater than would be expected. We do not know if this is actual, a result of a room coding practice, or a necessary space requirement because of some characteristic of OSU-Stillwater. The difference is made greater because of the shortage of library and research space, but if we had sufficient space for these functions, there would still be a 200,000 square foot difference between the Texas model and our reported support space. This should be investigated.

A review of buildings at OSU-Tulsa suggests that many support spaces have not been included in their space inventory list. Thus the apparent large discrepancy between the actual reported and predicted space needs should not be a concern until more accurate information is available.

GROUNDS

Campuses with greater enrollments, larger research programs and/or with a higher percentage of student housing on campus require more land area if they have comparable building densities. Obviously some options include high rise buildings, parking ramps and reduced green areas between structures. It appears unlikely in the foreseeable future that these latter strategies will be necessary in either Tulsa or Stillwater.

The OSU-Stillwater campus includes 840 acres and the Tulsa campus encompasses 204 acres. Using the full time equivalent students calculated in Figure 7.1, the student population density on the two campuses is twenty-three and six students per acre respectively.

Reference values for maintained grounds were published in the study of Clemson University. [13] In their survey of fifteen research universities they found that the average university had a student density of approximately twenty-nine full-time student equivalents per acre of maintained grounds. Clemson and a number of other universities with agricultural programs generally had fewer students per acre while city and non-agricultural schools (for example, Georgia Institute of Technology and the University of Michigan) tended to be a little above the average. Eleven of the schools were between twenty and forty students per acre.

Conclusions and Recommendations

It appears that both campus locations have sufficient space now and could accommodate modest growth without needing to expand the campus. With a goal of 20,000 students, OSU-Tulsa will need to expand the campus boundaries sometime in the future. Without agricultural programs, a 650 to 700 acre campus should be adequate for 20,000 full time equivalent students.

PARKING AND TRANSIT

The numbers of parking spaces available for various groups of people are listed in Table 7.8. No predictive models were identified. An important determinant is observations of parking space demand. At present, Parking Services estimates 80 percent utilization of the available parking spaces at Stillwater. Obviously, the utilization near the heart of the campus is much higher and lower utilization occurs one the periphery. Table 7.9 can help predict the change in parking space demand for a change in the number of people at OSU. OSU-Stillwater expects to build a parking structure that will provide 1500 parking spaces in the near future. There are also discussions about gradually moving most of the parking to the edge of campus so there is less vehicle traffic

[13] Ibid, Dober, Lidsky, Craig & Associates. 2002

on campus. Decisions on this and other location issues will be part of the campus master plan that is to be finalized later this year.

Table 7.9
Parking Spaces and People at Oklahoma State University

	OSU - Stillwater Campus						OSU - Tulsa Campus					
	2002-2003		2003-2004		2004-2005		2002-2003		2003-2004		2004-2005	
Group of People	No. in Group	Parking Spaces	No. in Group	Parking Spaces	No. in Group	Parking Spaces	No. in Group	Parking Spaces	No. in Group	Parking Spaces	No. in Group	Parking Spaces
Faculty	1394	1483	1374	1464	1394	1279		31		31	47	31
Staff	3991	2363	3998	2390	3915	1925					127	
Com. Stu.		6268		6138		5664	2334	1812	2583	1812	2665	1812
Res. Life		4172		4593		4075						
Fam. Hsg.		568		651		448						
Motorcycle		205		240		200		6		6		6
Vendor		230		262		227		10		10		10
ADA		189		167		144		40		40		40
Temp.		26		77		7						
Registrat.		0		30		15						
PP & Police								4		4		4

Oklahoma State University provides substantial transit services. At OSU-Stillwater, the service was started in August 2003. The service is funded by a combination of student fees (76 percent) and government grants (24 percent). The initial service (6 on-campus routes and 2 off-campus routes) was modified in August 2004 to provide better service. The average daily number of riders in FY 04 was 1, 284. This number has nearly doubled in FY 05. Intercity buses provide service between OSU-Stillwater and OSU-OKC. Additions planned for the next three years include more transit coaches, and operations center, and a maintenance facility.

OSU/Tulsa has been expanding the fleet of intercity motor coaches. The transit program started in 2001 with two motor coaches and has expanded to six units. In addition to transporting students between Stillwater and Tulsa, they have also instigated a charter bus program. OSU/Tulsa plans to continue the expansion of the fleet of motor coaches to parallel the anticipated expansion in charter service and to consider adding routes between Tulsa and both Oklahoma City and Okmulgee.

Conclusions and Recommendations

The primary change anticipated for Stillwater parking facilities in the near future is the construction of the Multimodal Transit Facility with 1500 parking spaces. OSU-Tulsa does not appear to need additional parking facilities now, but will need them as the student body and hence faculty and staff numbers grow.

Based on safety records for bus versus automobile transport, OSU should encourage student transport for field trips or other official travel on motor coaches with professional drivers. The use of cars or vans for such travel should be discouraged.

UTILITIES, DATA, TELEPHONE, AND REFUSE REMOVAL

OSU-Tulsa reports that they have upgraded their data network to provide fast Ethernet service to each desk top. The campus research data network has been extended to the Master of Science in Technology Management laboratory. In the next few years they anticipate installing wireless networks at various locations on the Tulsa campus, extending network services to the ATRC and adding two more computer class laboratories.

OSU-Stillwater reports that the number of data drops has increased by approximately 33 percent over the past five years. This increase has been driven primarily by the construction of new on-campus housing. The annual cost per data drop is approximately $75.00 for maintenance and technology enhancements. The number of data drops is the primary predictor of the volume of internet traffic and general requirement for band width on campus back bone.

The telephone service on the OSU/Tulsa campus has been enhanced by migrating to the plexarmate system and implementing a new long distance carrier. They anticipate implementing a voiceover IP capability to be linked with the Stillwater campus.

Annual average costs for utilities and refuse removal on the OSU-Stillwater campus is $2.68 per assignable square foot of building space.

Conclusions and Recommendations

Supplying utilities including data, telephone, heating, cooling, and refuse removal requires significant annual expenditures which are a function of assignable space and level of support required. Based on the supplied data, it appears that for each added square foot of space the operating costs increase by $2.68 plus $75 for each data drop. From time to time, there will also be substantial capital expenditures to replace or upgrade the supporting infrastructure.

SAFETY AND SECURITY

Safety

OSU/Stillwater reports that there are 161 fire alarm systems in buildings that are owned or maintained by OSU in the Stillwater area. All of these alarm systems are tested as prescribed by relevant codes (generally once per year with the exception of residence halls, apartments and suites and the student health center, which are tested three times per year and the Child Development Laboratory which is tested monthly). In addition to routine maintenance, these systems periodically must be redesigned and rewired. Fire drills are conducted in residential life facilities twice per year. In the Child Development Laboratory there are monthly fire drills and alarm tests. The OSU-Tulsa campus has one Simplex Fire Alarm System It is a Simplex Fire Alarm System. The system is tested annually.

There are 78 fire sprinkler systems in building owned or maintained by OSU in the Stillwater area. Twenty-five of these systems are located in residential life units and the other 53 are in general university and auxiliary buildings. All of the systems are flushed annually and the pump

motors are “churned” nominally on a monthly schedule. OSU-Tulsa has two sprinkler systems in the Main Hall; One system for North Hall, Administration Building, and the Auditorium; and one system for the bookstore. The sprinkler systems on the OSU-Tulsa campus are inspected annually.

Buildings owned or maintained by Oklahoma State University (approximately 160) are inspected three times per year for fire and safety hazards. Residence halls and buildings with laboratory facilities receive an extra inspection each year. The Child Development Laboratory and the Student Health Center are both inspected monthly. Fire hydrants (approximately 200) and fire extinguishers (approximately 6,400) are inspected and tested at least annually.

The number of fire related safety systems and hence the magnitude of the inspection and testing operations are largely dependent on the number of buildings or facilities owned and maintained by Oklahoma State University. Thus, if a building is added to satisfy classroom or laboratory requirements, the number of fire related systems increases in each category as well as the volume of tests and inspections to be conducted.

Life safety based occupancy limits are established for each classroom and laboratory. Regardless of size, a room with a single exit may have no more than 50 occupants (including an instructor). A room with two single door exits may have up to 300 occupants. These numbers can vary depending on the type of seating or the arrangement of stations in the room. Hence, the life safety occupancy limits on a room must be periodically revisited.

All employees (faculty, staff and students) in both Stillwater and Tulsa must receive quarterly safety training. This responsibility is normally delegated to the unit administrator who may assign the responsibility to another employee. One of the quarterly safety training sessions must be on hazardous materials relevant to the work place. The other three quarterly training sessions may be on any relevant safety topic. Inspections by the State Department of Labor may include a review of safety training records for all employees in the unit.

Hazardous Materials

OSU - Stillwater collects, treats and disposes of hazardous waste. There are forty-five satellite accumulation points for hazardous materials on the campus. Frequently used chemicals or other hazardous substances are collected from these locations on a regular basis. Over the past five years OSU/Stillwater has disposed of nearly 50,000 pounds of hazardous waster per year at a cost of over $100,000 per year. The amount and cost varies from year to year primarily based on the number of laboratories that elect to recycle older chemicals and the number of laboratories being “cleaned out.” The volume of hazardous waste to be handled is expected to increase with an increase in research and the number of laboratories utilizing hazardous substances. The volume and cost of hazardous waste disposal is expected to be proportional to the volume of research.

Asbestos is a hazardous waste that is found primarily in buildings built prior to 1980. Asbestos in these facilities must be abated before any major maintenance or renovation project can begin in the building. The disposal costs for the removed asbestos are relatively nominal (averaging a little over $7,000 per year), but the labor cost to remove the asbestos from older buildings is

substantial (averaging nearly a quarter of a million dollars per year and this does not include large building projects). Future costs will depend almost entirely upon the number of maintenance and renovation projects in asbestos contaminated structures on the OSU/Stillwater campus.

Indoor air quality has been a growing concern over the past few decades. Indoor spaces are tested for mold spores, formaldehyde, PCB, radon, carbon monoxide and other contaminates as required. The analysis costs for these tests (not including labor) have averaged $5,000 per year over the past five years and this is likely to continue at this rate for the next few years. All filters in air handling systems on both the Stillwater and Tulsa campuses are changed at least three times per year.

There are approximately four hundred fume hoods in laboratories on the Stillwater campus. Each hood must be annually certified and closely monitored. When a new hood is installed the building air handling systems must be adjusted for the increased exhaust volume. The number of installed fume hoods has a minor dependence on the number of students and programs in scientific and technical subjects and a major dependence on the volume of research expenditures on the campus. On the OSU-Tulsa campus, there are currently a small number of fume hoods, but the number will increase substantially when the ATRC is completed.

Security

OSU - Stillwater maintains eighty-nine security alarm systems in buildings primarily for the security of equipment. The number of the security system depends primarily on the number of computer and other laboratories requiring equipment security. The cost of data lines and maintenance for these security systems is normally assigned to the responsible unit.

OSU-Tulsa has a security alarm system which covers the following: sixty exterior doors; five panic alarms; a temperature sensor for the main computer room; and eight doors in the 2300 MH wing (computer lab wing).

In the summer of 2004, OSU-Tulsa installed a camera surveillance system covering the following areas: twenty-nine cameras in the North Hall; sixteen cameras in the Main Hall; five cameras located in the Auditorium and Administration Building; and five cameras located in the Bookstore / Tulsa Room.

On both campuses there are blue light systems installed for personal security in areas around buildings and parking lots. The OSU-Tulsa campus has 6 blue lights located in the parking lots (two in the east lot; one in the north lot; two in the west lot; and one in the south lot). The blue lights are individually inspected at the first of each month.

Both campuses have full- and part-time police officers. There are three full-time campus police and ten part-time campus police on the OSU-Tulsa campus and approximately twenty-eight officers on the Stillwater campus. On both campuses officers are present at all times. In Tulsa, there are two campus police per shift in evening and one campus police for the remaining shifts. In addition, there are two dispatchers, who cover the 7 a.m. to 3 p.m. and 3 p.m. to 11 p.m. shifts (one dispatcher per shift).

Conclusions and Recommendations

Safety, security, and the handling of hazardous materials are substantial requirements on any campus. The costs and other resources required for these functions are roughly proportional to the size of the campus (number of people and volume of research activity. An urban location is likely to have slightly higher security and safety needs than is need for a more rural location.

OSU is fortunate to have an excellent security record (best in the Big XII). This is an asset for recruiting students and employees. We should strive to maintain a "safe campus" reputation.

A few items should receive attention. Some campus buildings are not sprinkled. The absence of automatic sprinklers increases the hazard to people in the event of a fire and generally increases the damage resulting from an event. If parking is moved to the periphery of the Stillwater campus, additional attention will be needed to personal safety particularly for the many students and employees working late at night. In appropriate handling and storage of hazardous materials on research university campuses is receiving close inspection. This topic needs more attention on the OSU campuses.

MAINTENANCE

The amount of maintenance required is a function of several variables. The total replacement value of the facilities directly impacts the maintenance requirements. Generally, as facilities age the maintenance requirements increase. The quality of the initial construction is inversely related to annual maintenance requirements. More complex structures such as research laboratory buildings will typically require more maintenance than less complex structures. However, this is sometimes offset by the level of usage (typically measured by the number of people passing through the facility each day). For example, traditional classroom buildings are relatively simple but have heavy usage and therefore may have maintenance requirements similar to very complex research buildings with relatively few people occupying the building at any time.

One of the most commonly cited maintenance numbers is the accumulated deferred maintenance. This refers to the backlog of unfunded major maintenance and renewal projects that has been deferred to future budgets. The standard way of representing the accumulated deferred maintenance is as a percentage of the current replacement value of the facilities in question. This ratio is known as the Facilities Condition Index (FCI). If a deferred maintenance item places the occupants of a facility, the facility, or the institution's mission at risk, it is referred to as critical accumulated deferred maintenance.

Table 7.10 lists the estimated maintenance related indexes for the Stillwater and Tulsa locations of OSU. The estimated replacement costs at both locations appear to be low. For replacing the same amount and quality of space values of one billion and ninety million for Stillwater and Tulsa respectively are more reasonable. Neither location reports any critical deferred maintenance. In Stillwater, Section 13 funds are used in part to assure that critical maintenance work is completed quickly. The difference in the reported annual maintenance costs per unit of

space is the reverse of what would be expected. This probably reflects and difference in what is included in the annual maintenance cost figures.

Table 7.10
Maintenance Related Information for OSU
Stillwater and Tulsa

Maintenance Related Index	Stillwater	Tulsa
Assignable built space (square feet)	4,116,975	375,000
Estimated replacement value	$682,000,000	$75,000,000
Annual maintenance costs	$7,400,000	$2,250,000
Estimated value of deferred maintenance	$57,700,000	$ 275,000
Value of critical deferred maintenance	none	none
Annual maintenance cost per square foot	$1.80	$ 6.00
Facility condition index (FCI)	8.50%	0.36%
Critical deferred maintenance index	0%	0%

Data sources: Physical Plant personnel at each site.

Standard benchmarks for the FCI are: 0-5 percent is considered good to excellent, 5 to 10 percent is considered fair to poor and anything greater than 10 percent is considered unacceptable. The average figure for higher educational institutions in the United States is 7 percent. [14] The Texas Higher Education Coordinating Board has a target of less than 5 percent for the FCI. They also have a target of 0 percent for critical accumulated deferred maintenance. The current average FCI for all Texas public institutions is 3.64 percent and the critical accumulated deferred maintenance FCI is 0.5 percent. Although the system wide averages for accumulated deferred maintenance and critical accumulated deferred maintenance are relatively low, the variation between institutions in Texas is extremely large. [15]

Canadian universities have attempted to secure special maintenance funding because their average reported FCI percents are in the unacceptable range (11.3 percent) and their critical accumulated deferred maintenance is between 2 and 3 percent. [16]

Maintenance Conclusions and Recommendations

Frequently as additional facilities are contemplated, the only cost considered is that for the capital expenditure. Capital funds are infrequently available, but the increased annual operating costs for new buildings are also significant. These should be considered when considering a new facility.

[14] Association of Universities and Colleges of Canada (AUCC). 2001. Addressing Accumulated Deferred Maintenance on Canadian University Campuses. www.aucc.ca/_pdf/english/reports/2001/defpro_09_25_e.pdf

[15] Ibid, THECB., 2003.

[16] Ibid, AUCC., 2001.

Based on the recommendations cited above, the Facility Condition Index (FCI) for OSU-Stillwater is a concern. The calculated 8.5 percent FCI is in the fair to poor range. More importantly, the level of deferred maintenance needs to be reduced to protect the quality of the educational and work environment for students, faculty, and staff and to preserve the capital resources of OSU. To reduce the FCI to 5 percent (the upper end of the good range) requires an additional annual maintenance investment of $2.4 million for each of the next ten years. The FCI for Stillwater may be inflated by the low estimated replacement cost, but even at a one billion dollar replacement cost, the FCI is over five percent. Furthermore, at current funding levels, the Physical Plant expects the deferred maintenance value to increase by over 20 percent in the next four years.

Conclusions and Recommendations

A complex infrastructure is required to support a resident university campus and this complexity is increased when that university has a substantial research component. This chapter attempts to assess some of the critical components of the infrastructure supporting Oklahoma State University at Stillwater and at Tulsa. Fortunately, many aspects of the infrastructure at both locations appear to be adequate or better. Aspects of the infrastructure that appear to need study or attention now or in the near future include: library space at Stillwater, library holdings at Tulsa, research space at Stillwater, and reducing the level of deferred maintenance at Stillwater.

The accuracy of the data used in this study is questionable. Some of the data appears to have internal inconsistencies. For some measures data was available from multiple sources, but the data values did not agree between sources. In some cases the data is only an estimate because we were unable to find the needed information. Effective management of the infrastructure would be enhanced by more reliable and consistent data sets.

Chapter VIII

BUDGET ANALYSIS

INTRODUCTION

Fiscal planning and resource availability play integral roles in facilitating the enrollment goals of the university. While enrollment management is concerned with the size, quality, composition and diversity of the student body, the university's fiscal officers rely upon the goals established by enrollment management to determine the availability of institutional resources needed to support the student body. Whether resources are financial aid, available campus housing, student services, or class availability, enrollment expectations drive resource needs.[1]

Optimum enrollment is achieved when the institution's available resources meet the needs of current, future and former students. Thus enrollment management and fiscal affairs are uniquely aligned. Optimization can exist only when enrollment plans consider resource availability, and resource availability provides balanced support for enrollment needs. When enrollment goals are set that outpace the availability of University resources, the ability to meet student needs is diminished. Conversely, when the institution's available resources exceed the demands of enrollment, there is a needless drain upon institution's budget [2]

Enrollment management officials know that students expect a high quality educational experience. Because of our limited resources, delivering a quality education is sometimes difficult. When state appropriations do not meet the institution's funding needs, quality can be compromised in several ways. Typically, state funding cuts result in budget and staffing reductions, postponement of raise programs, deferment of repairs to campus infrastructure and the inability to bring new programs and facilities online. Governmental agencies, corporate and private gifts, foundations and endowment earnings, and auxiliary enterprises are additional sources that help support higher education institutions, but these funds are limited and usually comprise only a small portion of their overall budget. Unlike the other funding sources, tuition is the only revenue source that is, albeit limited, under the control of the institution. Thus tuition increases are expected to address institutional revenue needs. Recent trends of double-digit increases are making it increasingly difficult for students and parents to access higher education.

Determining the levels and sources of fiscal support for an enrollment management plan is difficult. Not only does the institution contend with internal issues, outside influences also cause concern. Nationally, rising tuition costs coupled with flat funding of federal student aid increase financial pressure on families[3]. State appropriations for higher education no longer adequately

---

[1] Martin, R.E. (2002). Tuition discounting: Theory and evidence. *Economics of Education Review*.21 (2) 125-136.

[2] ibid

[3] Collins, J.S., Hobson, B., Karger, S.L, & Wick, P.G. (2000) Student financial aid. In C.M. Grill (Ed.) *College and university business administration.* (pp. 19-1-19-64). Washington: National Association of College and University Business Officers.

address the funding needed to support colleges and universities. Competition for students is fierce among peer institutions. Institutions can no longer attract students strictly upon state or family loyalty. Students are wise consumers, and many will look for the "best buy" when selecting schools. Therefore, the ability to optimize enrollment becomes a difficult task when considering the multiple outside influences affecting colleges and universities today.

STATE BUDGET TRENDS

State support for higher education in Oklahoma peaked in FY 2002, but as shown below, decreased significantly in FY 2004 and FY 2005 while institutional costs continued to increase. As such, institutions financial resources have been limited. Not only is state funding compromised by escalating mandatory costs such as facility management, utilities and health care benefits, but unfunded federal mandates such as SEVIS, Patriot Act compliance, Hope Tax Credit Life, environmental standards, campus safety requirements, HIPPA requirements, disability services, and various institutional reporting requirements also divert funds from direct instructional expenditures. These mandatory cost increases were over $5 million for fiscal year 2005. Yet the decreased state support for higher education has not been accompanied by lowered public expectations or narrowed institutional missions.[4]

Table 8.2
State Appropriations to Educational Groups in Oklahoma (millions)

Fiscal Year	Total State Appropriations	Higher Ed Appropriations	Higher Ed as % of Total	Common Ed Appropriations	Common Ed as % of Total	Vo-Tech Appropriations	Vo-Tech as % of Total
FY1998	$4,519.3	$693.3	15.34%	$1,626.3	35.99%	$1,07.9	2.39%
FY1999	$4,851.6	$757.8	15.62%	$1,738.3	35.83%	$1,16.9	2.41%
FY2000	$4,957.7	$772.2	15.58%	$1,758.8	36.02%	$1,16.5	2.35%
FY2001	$5,349.8	$816.2	15.26%	$1971.4	36.85%	$125.0	2.34%
FY2002	$5,611.5	$860.5	15.33%	$2034.6	36.26%	$131.8	2.35%
FY2003	$5,600.1	$851.3	15.2%	$2040.0	36.43%	$131.2	2.34%$
FY2004	$5,113.7	$767.9	15.02%	$1950.9	38.15%	$117.8	2.30
FY2005	$5,487.*	$768.1*	14.00%	$1950.6*	35.50%	$117.0*	2.10%

Source: "Frequently Asked Questions about Oklahoma State University," 2004.

During fiscal year 1980, the share of state appropriations earmarked for higher education was just over 18.5%. By fiscal year 2004, however, higher education's share of state appropriations had dwindled to 15.02 percent. [5] When state support remains flat or declines, institutional resources are stretched. Institutions must then search for alternative funding sources. The most readily available source for increased revenues beyond state appropriations is tuition, but any consideration of a tuition increase causes much debate. College and university administrators are concerned with any issue that poses a threat to enrollment goals of the university, and tuition increases do cause concern. Students and families are informed consumers, and cost of attendance can be a deciding factor in college selection.

[4] State Higher Education Executive Officers, 2004. *State higher education finance 20043*
[5] Oklahoma State University. (2004). Frequently asked questions publications

INSTITUTIONAL ISSUES

Revenue Sources

OSU, like other colleges and universities, receives funding from multiple sources. The greatest proportion of the total revenues for the educational and general budget has historically come from state appropriations. Until recent years, state appropriated funds accounted for more that one half of the University's revenue. This changed in FY 2004 when appropriations dropped to 49 percent of total revenue. The table below shows the marked decrease in state support for the university in the last ten years.

Figure 8.1

State Appropriations as a Percentage of Total Revenue

	Appropriations	%	Revolving Fund	%
FY 1995	**$86,265,457**	**65.0%**	**$46,728,739**	**35.0%**
FY 2000	**$108,020,492**	**58.0%**	**$78,357,574**	**42.0%**
FY 2005	**$106,151,667**	**45.3%**	**$128,001,466**	**54.7%**

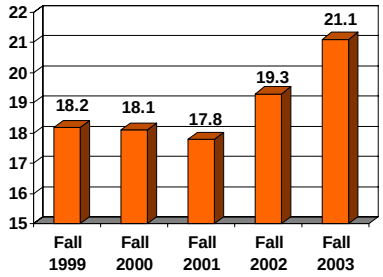
If we continued to receive 65% of our budget from State Appropriations, it would have meant an additional $46.2M in State Appropriations for FY 2005.

Decreased appropriations and the resultant budgetary pressures have had significant effects in two areas. First, faculty numbers have decreased and student/ faculty rations have increased. At the same time numbers have decreased, a significant salary differential with peer institutions has continued to exist. Second, to address the budget needs that can no longer be met through state appropriations, significant tuition increases have been necessary.

Because of decreased appropriations, the University lost approximately one hundred faculty positions between 2001 and 2003. The effect on student/ faculty ratios is depicted below. Student faculty ratios greater than 20:1 begin to diminish the quality of the educational experience for the student. This threshold is also one of the benchmarks used in determining the widely publicized national rankings such as the one produced by *U.S. News & World Report.* The cost to of restoring these faulty positions over a four year period is approximately $2.5 million per year.

Figure 8.2

Increase in Student/Faculty Ratio



- **18 to 1 Student/Faculty Ratio would require 1,079 FTE Faculty (an increase of 165)**
- **165 Faculty at approximately $90,000 each = $14,850,000**

Other budgetary pressures come from the need for competitive salaries to attract and retain high quality faculty and staff and from annual increases in mandatory costs in order to implement the "Restore, Reward and Grow the Faculty Program." OSU would need over $10 million (over $1 million per year for ten years).

Mandatory costs, such as increases in utilities and health insurance premiums, increase annually and rose by over $5 million for FY 2005. As part of the recently approved higher education bond issue, OSU will receive approximately $76 million to construct two new buildings, an interdisciplinary science research building and a classroom building, and to renovate one building that has not been in use for several years. The University must be prepared to absorb the increased maintenance and utility costs that will result for the addition of these buildings.

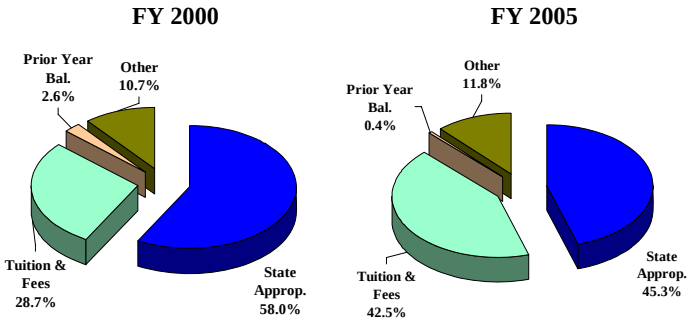
Tuition as a Source of Revenue

Given the financial pressures cited above, reliance on tuition has thus necessarily increased. As shown in the figure below, tuition revenue accounts for 42.5 percent of the current budget as compared with only 28.7 percent in FY 2000. [6] From 2000 to 2004, tuition increased by 47.8 percent, or an average of 12 percent per year. Fiscal year 2004 saw an increase of 24.7 percent to address a shortfall in state appropriations. [7]

[6] Oklahoma State Regents of Higher Education. (2004). *Tuition Impact Analysis Report, FY 2004-05* (p.11). Oklahoma City, Oklahoma.
[7] Ibid.

Figure 8.3

Comparison of FY 2000 and FY 2005 Education and General Budget



While increases at OSU were lower than at some other institutions, where increases were greater than 25 percent, tuition increases in Oklahoma often take on greater significance given that the median family income is 42nd nationally at $33,523 per year. According to *Measuring Up 2004*, the national report card for higher education, families in Oklahoma devote a fairly large share of family income to attend public two-year and four-year colleges and universities.[8]

Measuring Up provides analysis of the affordability of higher education for students and families considering income levels, financial aid, and the types of colleges and universities in the state. As indicated in the Table 8.3 below, the percentage of income required to pay for college and the average loan debt have increased significantly for Oklahomans in the past ten years.

Table 8.3
College Affordability
Percent of Family Income Needed to Pay for College Expenses Minus Financial Aid

Affordability	**1994**	**2004**
Community colleges	15%	20%
Public 4-year Institutions	15%	23%
Private 4-year Institutions	43%	56%
Strategies for Affordability		
State investment need-based financial aid as compared to federal investment	12%	16%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	14%	16%
Reliance on Student Loans		
Average loan amount undergraduates borrow each year.	$2,619	$3,060

Source: *Measuring Up 2004)*

[8] National Center for Public Policy and Higher Education Center. (2004*). Measuring up: The national report card on higher education. State report Oklahoma.*

For the lowest 20% of Oklahoma families in terms of income, net educational costs (tuition, room and board minus financial aid) to attend a public four-year college would be over one half of the average family income. As the net college cost as a percentage of average family income continues to increase, access to higher education becomes an increasing challenge with families on the lowest income level disproportionately affected.

Table 8.4
College Cost as Percentage of Income

Ability to Pay	Average Family income	Community College		Public 4-year Colleges	
		Net College Cost	Cost/Income	Net College Cost	Percent of Family Income
20% of Population with lowest income	$10,500	$4,977	47%	$5,465	52%
20% of Population with lower-middle income	$24,766	$5,616	23%	$6,192	25%
20% of Population with middle income	$39,010	$6,003	15%	$6,969	18%
20% of Population with upper middle income	$60,000	$6,123	10%	$7,314	12%
20% Population with highest income	$101,936	$6,129	6%	$7,391	7%
40% Population with lowest income	$17,563	$5,296	30%	$5,828	33%

Source: *Measuring Up 2004*

The decisions made by colleges and universities to increase tuition have only added to the burden carried by Oklahoma students and parents. Because federal and state financial aid programs have not kept pace with inflation and increasing college costs, the out-of-pocket cost of attending college continues to increase for most families. This burden is especially significant for first generation and diverse students.[9] The University has sought to lessen the financial affect on families of double digit tuition increases through greater use of institutional scholarships or tuition waivers, which reduce the out-of-pocket costs for students. These programs benefit students, but reduced tuition revenue to the institution by $24 million for 2005. [10]

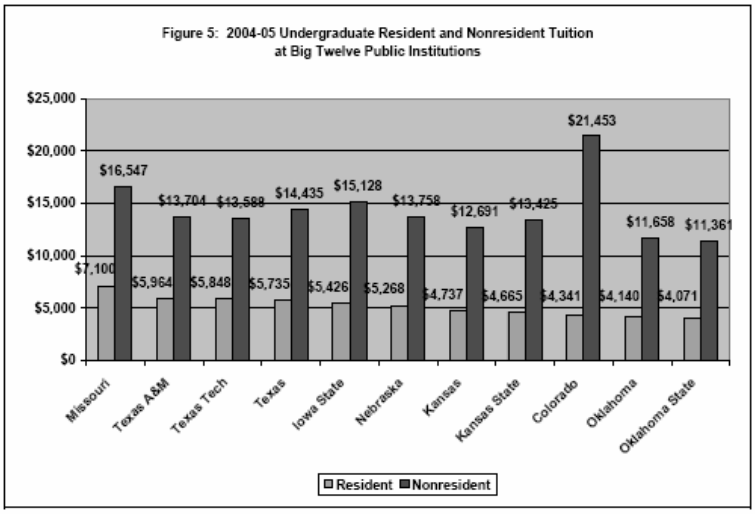
Tuition Compared with Big XII Peers

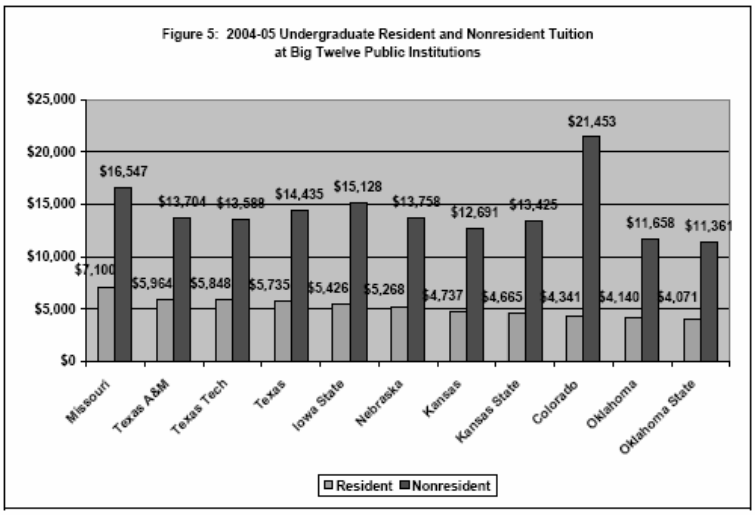
While quality programs and the richness of the total college experience will attract students, price does matter. OSU considers its cost of attendance with what students pay at institutions of similar size, governance, and academic program quality. As part of the Big XII Athletic Conference, Oklahoma State University considers members of the conference as peer institutions. Using the conference as a basis for cost comparison, Oklahoma State University is positioned in the lower quartile for tuition costs among member institutions for undergraduate

[9]Redd, K.E. (2000). Discounting toward disaster: Tuition discounting, college finances, and enrollment of low income undergraduates. *USAGroup foundation new agenda series.* 3 (2) 1-38.
[10]Goral, T. (2003). Is discounting dangerous? *University Business.* (2003, August). Retrieved January30, 2004 from http://universitybusiness.com.

students and graduate students alike. Though tuition has risen in recent years, an Oklahoma State University education remains highly competitive in terms of tuition and fee costs when compared with the other Big Twelve institutions. OSU is a bargain nationally as well. Students from outside the state of Oklahoma attend OSU and pay modest out-of-state tuition compared with the out-of-state tuition at other Big XII institutions.

Figure 8.4
Fall 2004-05 Undergraduate Resident and Nonresident Tuition
At Big Twelve Public Institutions
(Ordered by Resident Tuition & Fee Totals)





SUMMARY

Revenue projection, institutional dollars available for student aid, housing, classroom space, faculty requirements, and staffing are all uniquely tied together and affected by national, regional, and state trends as well as by the history of the institution. Thus fiscal planning and enrollment management must be a coordinated effort.

Nationally, higher education has been affected by rising costs of operation and by the failure of state appropriations to adequately meet the financial needs of the institutions, and Oklahoma State University has not been exempt from the financial pressure. Oklahoma State University has experienced flat or decreasing state appropriations, rising tuition costs, widening gaps in student affordability, and rising costs of operation. These same challenges have a profound impact upon the institution's enrollment strategies.

If state appropriations continue to remain flat increase incrementally, any desired growth of the university will be affected. As student/faculty ratios continue to climb and faculty salaries remain below competitive levels, it will become increasingly difficult to attract and retain high quality faculty. While some gaps caused by reduced appropriations may be filled with increases in tuition increases, continued increases in student costs will affect the ability to recruit and retain students. Tuition increases, without proportional increases in financial aid, continue to widen the gap of affordability. Though Oklahoma State University remains a "good buy" as one of the least expensive schools in the Big XII Conference, the rising costs of education will deter some students from accessing higher education.

If Oklahoma State University wishes to meet or exceed the enrollment estimates set out in the projection model, we will need to maximize our recruitment and retention efforts, and do everything possible to better utilize our faculty resources. We also need to manage our enrollment so that our student body optimizes our facilities. Housing, classroom space, and services have limits beyond which the student body can no longer be efficiently and effectively served. Conversely, capacity should not be under utilized. If the enrollment growth is below the institution's capacity requirements, resources are not being used to the fullest extent.

Chapter IX

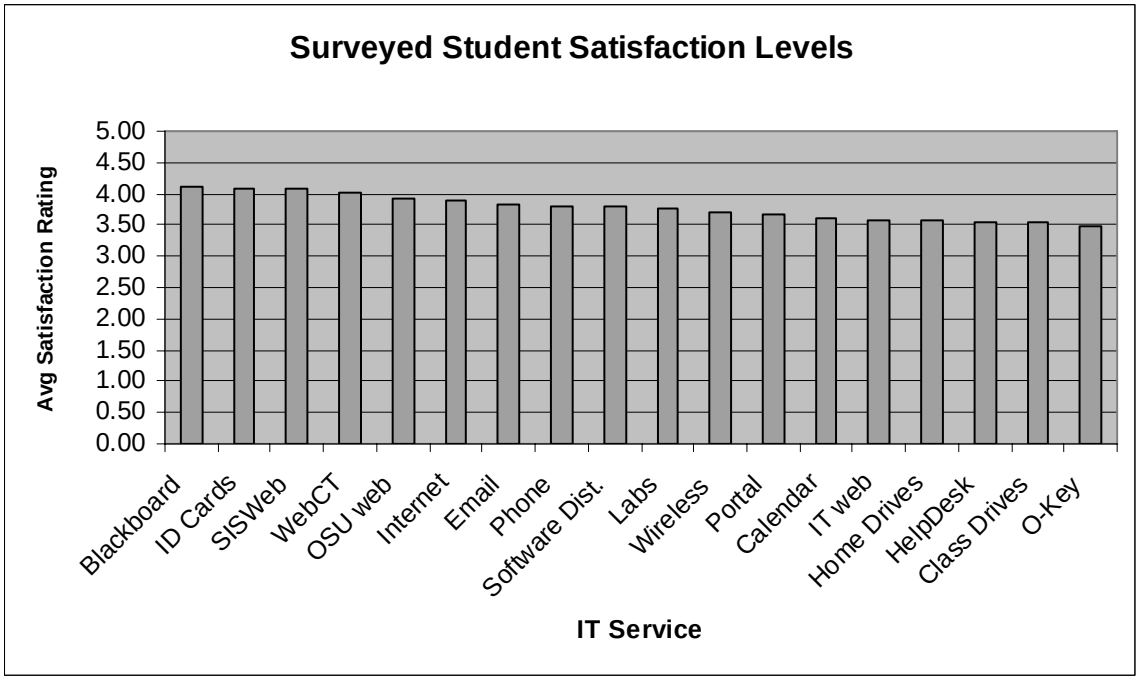
INFORMATION TECHNOLOGY ANALYSIS

The mission for Information Technology (IT) is to provide "innovative, reliable, and integrated technology solutions, quality services, and information resources." [1] Collaboration with students, faculty, and staff is necessary for IT to be able to meet the stated mission. As the demand and the costs of technology continue to increase, it is also imperative that delivered services meet the needs of the university and community.

INFORMATION TECHNOLOGY NEEDS ASSESSMENT 2005

In January 2005, needs assessment was conducted to evaluate the current IT environment, identify and document performance gaps and opportunities, and develop a report with recommended improvements. The results will be used as benchmarks for moving forward with relevant, quality services. [2]

Figure 9-1
Information Technology Services:
Student Satisfaction Summary, 2005

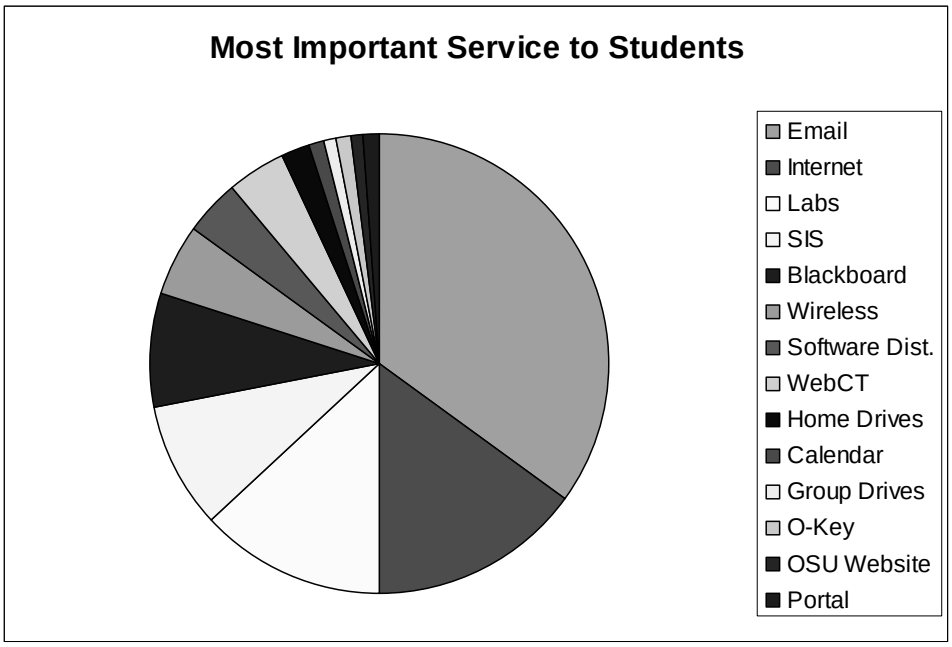


Source: Information Technology Needs Assessment, January 2005

[1] Information Technology Strategic Plan, http://system.okstate.edu/planning/plans/stw_it_AreaPlan-InformationTechnologyDivision.php
[2] Information Technology Needs Assessment, January 2005

Even though services received a 3.5 level of customer satisfaction on a 5.0 scale, there is work to be done to improve these services. An annual review process needs to be implemented to ensure a high service level is being delivered.

Figure 9-2
Ranks from Students identified most important IT Service



Source: Information Technology Needs Assessment, January 2005

Additional comments and suggestions for new and improved services were also given by the students. These include the addition of:

- Campus-wide wireless Internet connectivity
- Internet services to off-campus students
- More informative web sites
- Additional software available to students
- More student labs, especially in residential life communities
- Remote access to disk storage
- Student portal with unified identity management
- Additional training for software and system security

An informal web survey conducted by IT computer lab management shows that the three main reasons students utilize computer labs are 1) document printing, 2) accessing software only available in the computer lab, and 3) convenience for answering email between classes.

Meeting the Needs of the Student Population[3]

Over the next five years, several projects will move IT forward in meeting the needs of the OSU student population. Below are the business cases for each project.

Virtual Labs

This project will create an environment to provide students with access to lab resources from remote locations. Students have a need to utilize software available in the labs from various locations. They would like the ability to use applications from their residential life apartments; their laptops or from home. This environment will provide them with the virtualization needed to perform these operations by allowing them access to resources through a secured and authenticated session.

Print Metering

This project will provide a solution to gather statistics on print usage. Residential Life has requested printers to be setup in common areas. The solution will provide a mechanism to release print jobs to help cut down waste and authenticate who is using the resources. This solution will assist Information Technology in their labs to determine if there is a need to charge back printing.

Student Portal

The current online presence of OSU is fractured and difficult to navigate. There are many different user IDs and passwords one must know to access different systems and applications. The portal presents us with the opportunity of presenting role-based information to our diversified customer base.

The new OSU portal will provide a single, streamlined source of information for the entire range of OSU stakeholders – prospective students, current students, alumni, faculty, and staff. By providing a seamless view of a collection of disparate applications, the portal will help users find the information they need in a consistent and customizable manner, with only a single sign-on required.

Systems Security

The IT Systems Security Report (published March 29, 2004) examined business continuity, network security, physical network security, and server/desktop security. The purpose of the document is to report the current conditions, examine and summarize industry best practices, and make recommendations. When implemented, these recommendations will give the Oklahoma State University network the defense mechanisms required to survive future security attacks and the freedom necessary for

[3]Information Technology Project Overview, http://it.okstate.edu/itprojects/

academic and administrative departments to function. The reengineering efforts will require changes in operations that exist today.

Anti-spam Solution

Oklahoma State University receives approximately 8 million email messages per week. Of these, an estimated 35% to 70% are unsolicited or unwanted bulk email, otherwise known as spam. Industry experts believe that without controls over unsolicited email, spam will increase 63% by 2007. Minimizing spam received will free critical IT resources as well as relieve faculty, staff, and students from the burden of managing unwanted email.

The objectives of the Anti-Spam project are to define the business requirements for an anti-spam solution, generate an RFP, and implement an enterprise solution for the management of spam email as soon as feasible.

The gateway anti-spam solution is scheduled to be implemented before the start of the Fall semester.

Campus-wide ID Enhancement

Software Services is working on a series of iterative projects that will result in enhancing the current OSU A&M Enterprise Administrative Systems with a new 8-digit, randomly-generated Campus Wide ID (CWID). The CWID will be the new unique identifier that is portable for all individuals in the OSU A&M System, and will be available for use by all the System's institutions. The implementation of the Campus Wide ID will increase the security of personal and academic information held within the OSU A&M System databases.

The OSU Student/Employee ID is pervasive across a multitude of systems, each of which contains thousands of programs designed to use the current Student/Employee ID. Replacing one numbering scheme with another requires a great deal of analysis of the flow and use of data. Extensive planning and coordination is required across the 8 constituent institutions of the OSU/A&M system to prevent any loss of data. A sufficient lead time to plan for and disseminate information about changing the processes of the many users of system data is required.

Intrusion Detection and Prevention

The OSU/A&M System's network and computer systems are critical to the support of business and academic functions. When a part of the System's technology fails, its business is immediately impacted. The purpose of Intrusion Detection and Prevention (IDP) is to protect the resources on the OSU/A&M System's networks without interrupting electronic service to students, staff, and faculty. An IDP solution will provide the OSU/A&M System with a means to secure intellectual property, prevent cyber attacks from originating from the networks, and prevent cyber attacks from entering the networks. This system will allow the University to know when an attack is taking place, and ensure that appropriate and effective actions are taken proactively.

The Intrusion Prevention system is scheduled to be online by start of the Fall 2005 semester.

Online Directory

Software Services is developing an online directory of students, faculty, staff, and departments for the Oklahoma State University website. The online directory will be searchable by campus for all schools in the OSU system, and will feature a white pages search for people, and yellow pages search for departments. The directory will contain contact information such as name, phone, official OSU email address, department, and title for OSU affiliates who have activated their Orange Key (O-Key) account.

The new directory will be implemented in a phased approach, with the white pages scheduled to be online by June 2005, and the yellow pages following in late summer.

Resubnetting Campus VLANs

The Telecommunications Network Operations Center (NOC) is in the process of reallocating the current use of Internet Protocol (IP) addresses. The new numbering scheme will provide added efficiency, increase room for needed growth, and shift to the building-based approach as recommended in the 2004 systems security report.

Research Network

National Lambda Rail (NLR) is a major initiative of U.S. research universities and industry to provide infrastructure for research and experimentation in networking technologies and applications nationwide. OneNet will be the carrier for this infrastructure and anticipates an April 2005 implementation. An estimated cost for the OSU connection is $185,000.

IT Strategic Planning

IT strategic planning is listed in the *Educause Top-Ten Issues 2005* as current issue number four. "Strategic planning needs to address the current and future needs of the students, faculty, staff and community while incorporating instructional, operational, and research initiatives. It must delineate how technology can promote growth opportunities and innovative ideas rather than focusing solely on operational efficiency or expansion of current services." [4] The study continues with a list of critical questions involving support for the plan from executive and faculty leadership, collaboration during the planning process, flexibility of the plan, funding and resources for short- and long-term objectives, and how well does the IT plan support the institution's goals.

[4] Educause Review, May/June 2005, http://www.educause.edu/LibraryDetailPage/666?ID=ERM0530

The Information Technology Strategic Plan provides an ambitious list goals, objectives, strategies, and critical success factors necessary to ensure student institutional success. [5] The strategic IT goals specific to meeting the requirements given in this chapter are listed below. It should be noted that some of the objectives are shared with the Institute for Teaching and Learning Excellence. During the course of this past year IT employees were transferred to this support area. The Institute is to be a model for teaching and learning excellence and to provide resources and support for the OSU community. By achieving these goals, IT will also be supporting the enrollment management plan, and hopefully helping the University exceed its enrollment projections.

Goal One. Academic excellence. Create a technology-rich environment for teaching and learning that is both effective in supporting the activities of teaching and learning and in itself instructive by immersing students in the technologies they will work in after leaving OSU.

Critical Success Factors:

- Increase by 25% the number of technology supported classroom learning environments
- Increase student computing areas by 50% and provide group and off-campus areas
- Expand site license offerings to students
- Deliver a complete, integrated portal solution for students, employees, faculty, applicants, and others
- Create a secure wireless network serving our campuses
- Use technology as an impetus to reengineer business practices to make better use of the time of our students and faculty
- Increase software and services available to students by 75%
- Increase internet services to students by 75%

Objectives:

Objective 1.1: Enable technology-enhanced teaching and learning.

Strategies:

- Create a facility for technology in teaching and learning to support faculty in using technology and in production of courses and other materials.
- Create more technology-aided classrooms.
- Provide courseware solutions.

[5] Information Technology Strategic Plan, http://system.okstate.edu/planning/plans/stw_it_AreaPlan-InformationTechnologyDivision.php

- Support faculty in their innovations in teaching and our staff in their innovations in supporting our faculty.
- Provide technology-based tools for collaboration and communication in teaching and learning.

Objective 1.2: Provide students and others with access to high-quality, contemporary information technology.

Strategies:

- Deliver more and better internet-based services and information to students.
- Deliver effective access to the internet, both wired and wireless, to students.
- Support the integration of technology into teaching.
- Deliver software to students via site licensing.
- Make student labs and access areas reflective of students' needs and of the way students actually work.

Objective 1.3. Use technology to foster lifelong learning and support distance education.

Strategies:

- Make more courses available over the internet and through other technology-assisted means.
- Provide better communication with alumni about opportunities for lifelong learning.
- Deliver an effective infrastructure for distance education.

Goal Two: Infrastructure. Supply a reliable, contemporary, and effective technology infrastructure.

Critical Success Factors:

- Create a secure wireless network to service 100% of the system
- Expand on-campus bandwidth by a factor of 3
- Expand off-campus bandwidth by a factor of 3
- Provide 4 nines (99.99%) uptime on critical applications within five years
- Implement an effective, comprehensive, system-wide set of security policies, practices, and procedures
- Implement consolidations of operations on or among campuses as appropriate
- Provide 25% of internet services through portable devices
- Provide server support or management for 30 departments outside the Information Technology Division
- Expand help desk support hours to 24 hours a day by 7 days a week for the OSU-system

- Create a Technology Assessment department

Objectives:

Objective 2.1. Operate state-of-the-art telecommunications networks.

Strategies:

- Integrate network operations across the OSU system.
- Install appropriate security and intrusion prevention software or hardware at OSU.
- Utilize OneNet to provide cost-effective access to bandwidth for OSU.
- Convert OSU's core network to contemporary and industry standard technology and design.

Objective 2.2. Deliver basic services reliably and effectively.

Strategies:

- Maintain the SCT systems to process transactions while offering more contemporary and effective solutions for delivering information and interacting with those systems.
- Deliver more services over the internet.
- Use the reorganization of information technology across OSU as an occasion to review business practices and information technology structures for effectiveness.

Objective 2.3. Deliver a secure information technology environment.

Strategies:

- Provide system-wide, centrally-administered security policies and practices for information technology resources at OSU.
- Create, test and keep current a business continuity plan.
- Reengineer the way networks, servers, and information assets are managed at OSU to create a functional, safer environment.

Goal Three. Integrated information technology environment. Deliver information and services in an integrated environment that provides services deftly and offers ubiquitous access to needed information.

Critical Success Factors:

- Make the internet the basic vehicle for service delivery and deliver more of our services to students through an integrated internet delivery vehicle
- Provide single place on-line for course participation, email, registration, etc.

- Implement unified messaging where feasible
- Conduct 80% of administrative core business system activity online.
- Achieve significant efficiencies through eCommerce
- Implement and manage a consistent web presence for OSU
- Use technologically-delivered information strategically and as a tool for institutional management
- Have a successful data management and warehousing capability in operation

Objectives:

Objective 3.1. Supply training, consulting, and customer support.

Strategies:

- Expand desktop support and coordinate the delivery of such support with other providers across the OSU system.
- Expand the scope and hours of operation of help desk services and integrate the help desk services across the OSU system.
- Offer more training and more training specific to customers' needs.
- Provide consulting and best practices to information technology staff outside the Information Technology Division.
- Increase formal and informal communication and quality assessment with our customers.

Objective 3.2. Use integrated service delivery, eCommerce, and the Internet to deliver services better, faster, and easier, and to support core business applications.

Strategies:

- Create a base infrastructure e-business.
- Deliver more services over the internet.
- Coordinate and integrate service delivery with vehicles such as portal technologies.
- Automate business practices to leverage OSU people's time.
- Reengineer processes to make them better.
- Find innovative solutions and new opportunities to use technology effectively.

Objective 3.3. Make needed information easily available to students, faculty, and staff at OSU.

Strategies:

- Create a functional, easy-to-use data warehouse of institutional information.
- Deliver institutional information, on demand over the internet.
- Work with customers to quickly deliver information as it is requested.

Objective 3.4. Support a consistent and current web presence.

Strategies:

- Implement content management software for OSU.
- Maintain and support the system's web pages in an appropriate technical and business environment.

Objective 3.5. Provide data for assessment, analysis, measurement, and accountability.

Strategies:

- Deliver more information to support public accountability.
- Deliver more information for assessment and decision support.
- Develop the capability to deliver such information on short order.

Objective 3.6. Deliver information and services with a system-wide approach

Strategies:

- Integrate information management services across OSU.
- Build appropriate data and operational structures to provide system-wide views and analysis.

Goal Four. Research and public service. Support OSU's increasing activities in excellence in research and in public service to raise the quality of life.

Critical Success Factors:

- Have a high volume of usage at the high performance center by OSU's researchers
- Automate, as much as possible, the grant application and management processes for OSU
- Obtain external funding for research and public projects
- Use the technology assessment department to provide a resource for OSU researchers in meeting the information technology needs
- Use OSU's many points of presence across the state to deliver services to high school students and other citizens of Oklahoma and to support initiatives such as the EDGE project

Objectives:

Objective 4.1. Support high performance computing.

Strategies:

- Create a high performance computing center for OSU.

- Connect the on-campus center to the research park and to any others who will need access.
- Implement grid computing on and beyond our campuses.
- Collaborate on the next generation academic networks.
- Collaborate with peer institutions in high performance computing.

Objective 4.2. Be a factor in economic development and community service.

Strategies:

- Work with partners within OSU to support economic development.
- Provide training and best practices for others in Oklahoma in using information technology.
- Establish partnerships with private organizations.

Objective 4.3. Provide effective and innovative support for researchers.

Strategies:

- Provide adequate bandwidth, security, and communications for collaboration.
- Provide adequate computing resources.

Objective 4.4. Support technology access for rural and underserved areas in areas of education, economic development, and patient care.

Strategies:

- Help provide infrastructure for telemedicine and other activities in rural medicine.
- Help deliver information and education at a distance.
- Promote rural economic development.
- Use technology to leverage OSU's presence across the state.

Goal Five. Partnerships, collaborations, and quality service. Work effectively with others inside and outside OSU to foster collaborations, find synergies, and improve services.

Critical Success Factors:

- Double the number of the division's external partners or service relationships
- Deliver information technology services to support OSU's community college initiative, the tribal college initiative, and other educational collaboration
- Significantly increase the division's quality of service ratings from customers
- Increase contact with and feedback from internal and external customers

Objectives:

Objective 5.1. Deliver quality service.

Strategies:

- Make high-quality service a priority.
- Reward employees for delivering good service to customers.

Objective 5.2. Provide support and collaborate with external partners.

Strategies:

- Seek out opportunities for collaborations.
- Leverage external resources by targeted and selective outsourcing.

Objective 5.3. Provide useful, effective services to external customers or stakeholders.

Strategies:

- Offer more information to the public over the internet.
- Support integrated marketing with technology.
- Deliver more services remotely.

Goal Six. People and recognition. Create a stimulating, challenging, and professional workplace and earn recognition for OSU.

Critical Success Factors

- Provide each Information Technology Division employee the opportunity for 100 hours of training/professional development annually
- Increase employee retention and morale
- Develop and fund one or more Information Technology Division employee awards.
- Increase the diversity of the workforce within the division
- Increase external recognition from industry and academic peers
- Increase employee satisfaction

Objectives:

Objective 6.1. Provide training to staff that enriches their knowledge and expertise, thereby enhancing their effectiveness and career development.

Strategies:

- Offer relevant, effective training to our employees.

- Leverage the educational resources of the OSU system to train our employees.

Objective 6.2. Create an open, positive workplace that is conducive to success, supportive of appropriate risk taking, and open to good ideas from all parts of the organization.

Strategies:

- Foster communications and creative dissent.
- Reward innovation and initiative.
- Build confidence based on records of success.
- Be thoughtfully bold in seeking innovative solutions and new products and services.

Objective 6.3. Earn external recognition for OSU.

Strategies:

- Participate in professional organizations and present at their meetings.
- Seek publicity through partnerships.

Objective 6.4. Support access and diversity in employment.

Strategies:

- Market our interest and opportunities aggressively to a diverse population.
- Recruit from OSU's campuses.
- Cultivate student employees as possible future full time employees.
- Provide a workplace that is friendly to a diverse workforce.

Goal Seven. Management. Manage information technology across the OSU system as a strategic resource.

Critical Success Factors

- Working with OSU colleagues, achieve $1,000,000 in cost savings through collaboration, integration, and reengineering over five years
- Increase OSU's spending on information technology both in total amount and as a percentage of overall spending to an amount nearer to appropriate norms
- Manage vendor relationships to achieve savings
- Plan, deliver, and provide information technology services with a system-wide approach
- Have information technology participate in planning for all major construction/renovation projects
- Have operational technical, student, and strategic committees

Objectives:

Objective 7.1. Provide strategic investment.

Strategies:

- Increase information technology funding to appropriate peer norms.
- Include information technology issues in fund raising efforts and in special funding opportunities such as bond programs.

Objective 7.2. Provide strategic governance, planning, integration, and direction.

Strategies:

- Complete an information technology reorganization at OSU.
- Integrate services and operations at OSU as appropriate.
- Provide review of information technology plans and procurements across OSU.
- Integrate information technology planning with overall institutional planning at OSU.

APPENDICES

Executive Summary

Appendix Ex-A: OSU Stillwater/Tulsa Enrollment Management Council Charge
Appendix Ex-B: OSU Stillwater/Tulsa Enrollment Management Council Organization

Chapter III

Appendix 3-A: 26-Year Summary of OSU Financial Aid Programs
Appendix 3-B: All Aid by Source (2003-2004)
Appendix 3-C: All Aid by Program Type (2003-2004)
Appendix 3-D: All Aid by Academic College (2003-2004)
Appendix 3-E: All Aid by Residency (2003-2004)
Appendix 3-F: Tuition Waivers by Academic College (2003-2004)
Appendix 3-G: Tuition Waivers by Residency (2003-2004)
Appendix 3-H: Detail of OSU Cost of Attendance Budgets, 1985-86 through 2004-2005
Appendix 3-I: Scholarship Brochure

Chapter IV

Appendix 5-A: Country Groupings
Appendix 5-B: Graduate Students Stipends Masters and Doctoral Programs
Appendix 5-C: 2004-2005 Graduate Recruiting Events

Chapter VII

Appendix 7-A: Program Area Summary for Teaching Space Stillwater Fall 2000

Appendix Ex-A

OKLAHOMA STATE UNIVERSITY
ENROLLMENT MANAGEMENT COUNCIL

CHARGE

The Enrollment Management Council serves in an advisory capacity to the Vice President for Enrollment Management and Marketing. The Council makes recommendations to the President, Provost, Dean of the Graduate College, and Vice President for Enrollment Management and Marketing regarding policies, programs, and procedures that influence undergraduate and graduate student recruitment, retention and performance. Council conducts studies and implements new initiatives as assigned by the Vice President for Enrollment Management and Marketing. The Council is also responsible for developing a strategic enrollment management plan for OSU-Stillwater and OSU-Tulsa and providing an annual assessment of its progress.

MEMBERSHIP

1. Enrollment Management: The Assistant Vice President for Enrollment Management, the Assistant Vice President for Marketing Services, and one representative from High School and College Relations, Admissions, Scholarships and Student Financial Aid, and Office of the Registrar;
2. Academic Affairs: One representative from the Provost's office, one representative from each of the colleges, and one representative from the Graduate College;
3. Student Affairs: One representative;
4. Administration and Finance: One representative;
5. Information Technology: One representative from Institutional Research and one from an administrative services department;
6. Faculty Council: One representative;
7. Student Government Association and Graduate and Professional Student Association: One representative each; and
8. OSU-Tulsa: Two representatives.

APPOINTMENT

All members serve two-year terms and may be reappointed.

OPERATING PROCEDURES

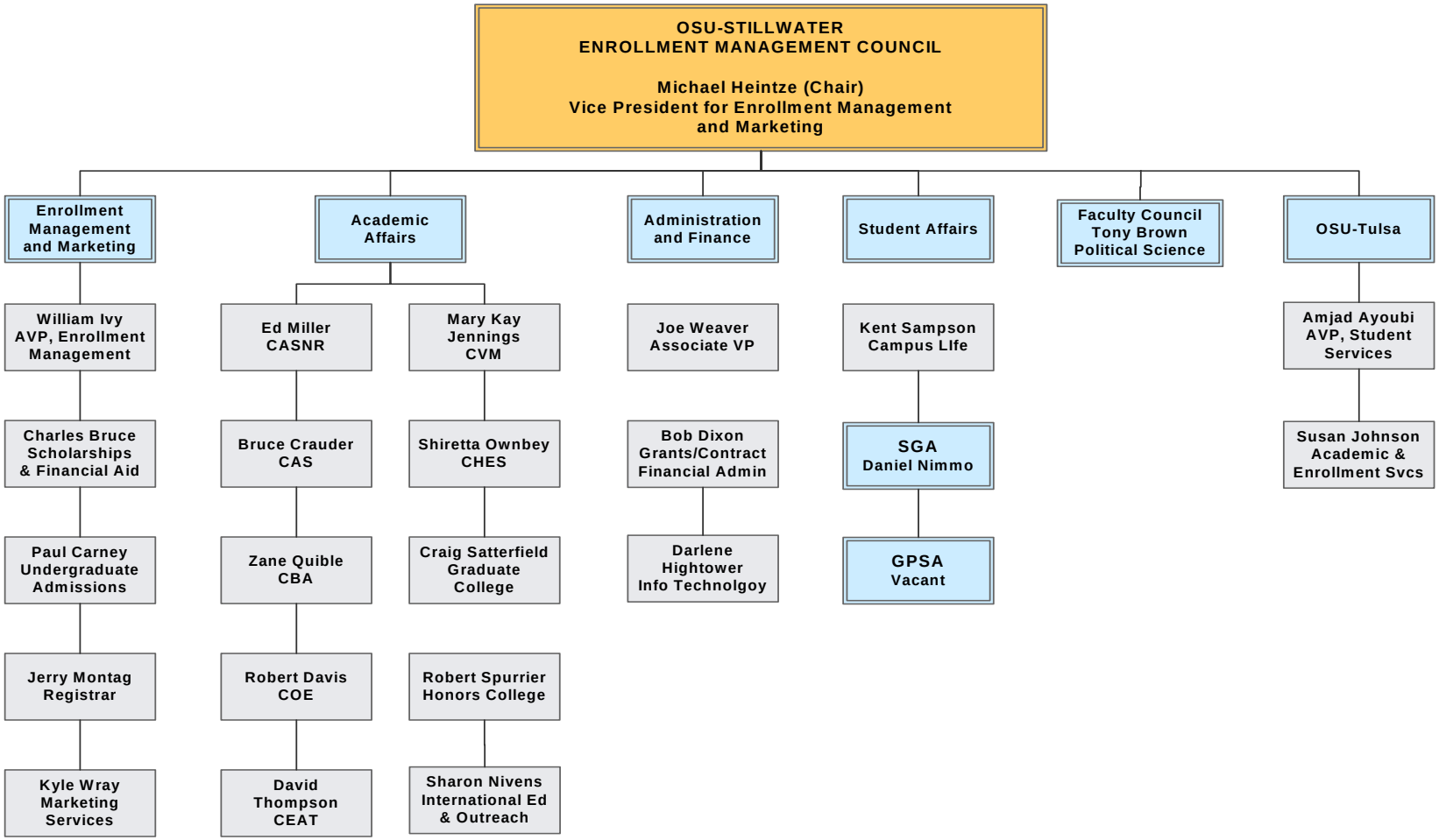
The Council meets monthly and shall develop operating procedures subject to the approval of the Vice President for Enrollment Management and Marketing. Copies of all minutes and reports will be provided to all Council members, the President, the Provost, the vice presidents, the academic deans, and the Chair of the Faculty Council. All members of the Council may vote, including substitutes representing absent Council members. Council recommendations will be forwarded to the Faculty Council for input. The President, Provost, Dean of the Graduate College, and the Vice President for Enrollment Management and Marketing shall review and approve Council recommendations.

CHAIRPERSON

The Vice President for Enrollment Management and Marketing shall chair the Council. The Assistant Vice President for Enrollment Management and Marketing shall chair the meetings in the Vice President's absence.

Approved:
David J. Schmidly, OSU System CEO and President
Fall 2003

Appendix Ex-B



Appendix 3-A

26 Year Summary of Financial Aid Programs

	Funding Year	Unduplicated Aid Recipients	Total Dollar Amount	Average Award per Student	OSU Fall Enrollment
1	1978-1979	9,444	$14,044,737	$1,487	22,287
2	1979-1980	11,072	$18,721,040	$1,691	22,003
3	1980-1981	12,273	$23,508,033	$1,915	22,486
4	1981-1982	12,901	$29,143,634	$2,259	22,709
5	1982-1983	10,627	$23,012,912	$2,166	23,053
6	1983-1984	10,227	$24,157,834	$2,362	22,823
7	1984-1985	11,140	$26,416,483	$2,371	21,931
8	1985-1986	10,534	$29,776,067	$2,827	21,379
9	1986-1987	11,374	$33,488,634	$2,944	21,176
10	1987-1988	11,968	$40,054,383	$3,347	20,593
11	1988-1989	12,113	$43,918,964	$3,626	20,764
12	1989-1990	12,229	$48,111,598	$3,934	20,110
13	1990-1991	12,070	$51,328,435	$4,253	19,593
14	1991-1992	13,055	$62,168,880	$4,762	19,474
15	1992-1993	14,007	$69,311,301	$4,948	19,477
16	1993-1994	13,821	$79,162,622	$5,728	19,001
17	1994-1995	13,894	$84,352,054	$6,071	18,561
18	1995-1996	14,048	$92,670,654	$6,597	19,125
19	1996-1997	15,120	$100,825,835	$6,668	19,201
20	1997-1998	15,730	$110,440,401	$7,021	19,350
21	1998-1999	16,408	$118,189,392	$7,203	20,466
22	1999-2000	16,703	$120,632,514	$7,222	21,087
23	2000-2001	16,750	$128,343,616	$7,662	21,252
24	2001-2002	17,636	$139,494,531	$7,910	21,872
25	2002-2003	18,584	$148,637,562	$7,998	22,992
26	2003-2004	19,422	$172,344,194	$8,874	23,571
	Total	**353,150**	**$1,832,256,310**		

Source:

Fall Enrollment Data: (all years): OSU Planning Budget & Institutional Research Annual Student Profile

Recipients, Dollars and Average Award Data:

1978 - 1991, Oklahoma State Regents for Higher Education OCR B3 report

1992 - 1998, Office of Student Financial Aid annual report

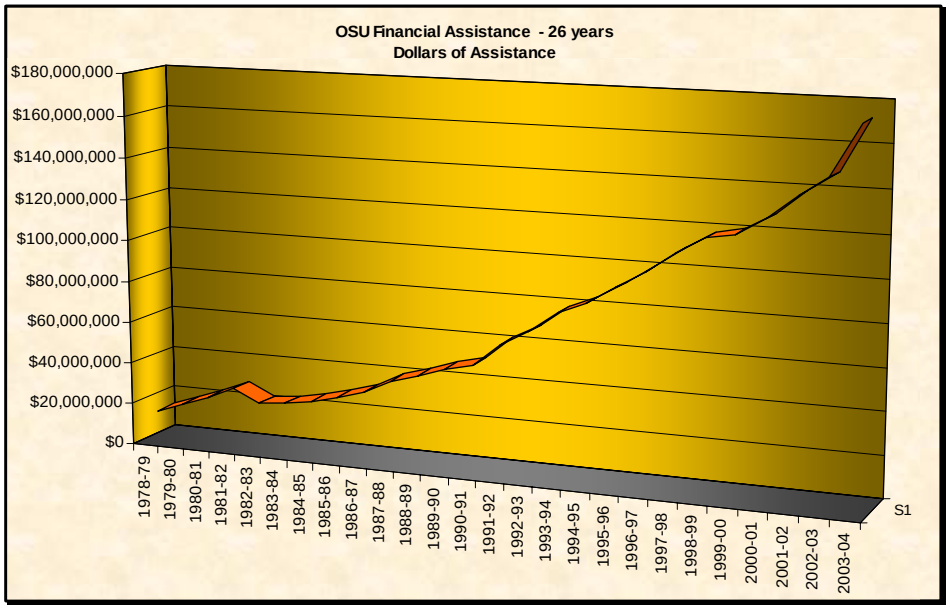
1999-2001, OSU Planning Budget & Institutional Research Institutional Data Trends Report

2001-2002, OSU Planning Budget & Institutional Research Student Profile

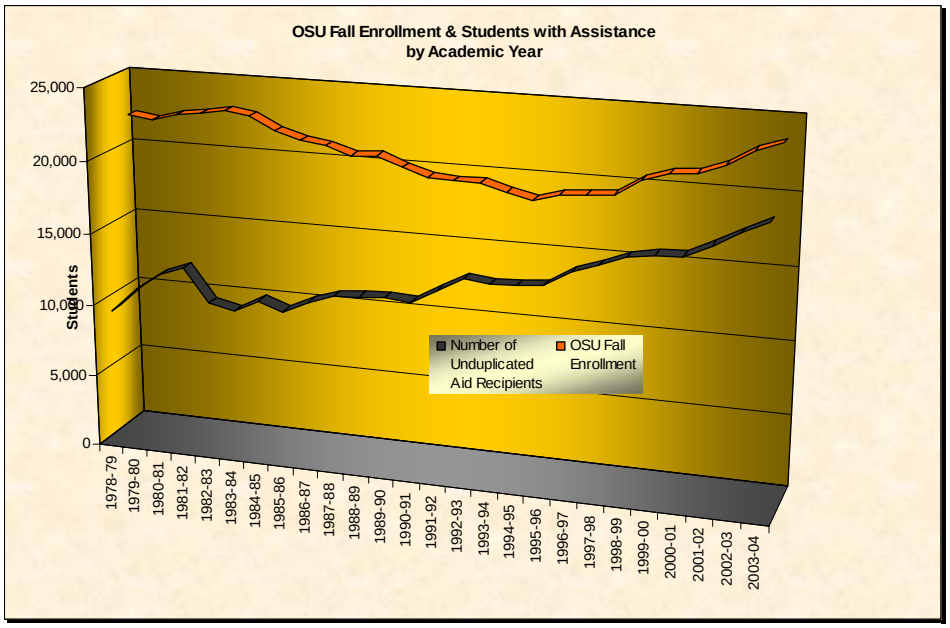
2002-2004, Office of Scholarships and Financial Aid annual report

Note :Awards to non-resident aliens are not included in OCR B3 report totals

Appendix 3-A (continued)



Source: OSU Office of Scholarships and Financial Aid Annual Report for 2003-2004, 10/04.



Source: OSU Office of Scholarships and Financial Aid Annual Report for 2003-2004, 10/04.

Appendix 3-B
All Aid by Source (2003-2004)

	Number of Awards	% of Total Awards	Dollars Awarded	% of Total Dollars
Federal	27,196	46.86%	$98,957,489	57.42%
State	3,705	6.38%	$6,986,547	4.05%
Institutional	19,011	32.75%	$54,218,355	31.46%
Private/ External	8,129	14.01%	$12,181,802	7.07%
Total	**58,041**	**100%**	**$172,344,193**	**100%**

Source: OSU Office of Scholarships and Financial Aid Annual Report for 2003-2004, 10/04.

Appendix 3-C
All Aid by Program Type (2003-2004)

	Students Aided*	Number of Awards	% of Total Awards	Dollars Awarded	% of Total Dollars
Grants	6,752	10,987	18.93%	$22,899,330	13.29%
Scholarships	5,842	10,944	18.86%	$15,995,794	9.28%
Tuition Waivers	9,054	9,539	16.43%	$23,051,528	13.38%
Employment	6,519	6,769	11.66%	$27,658,354	16.05%
Loans	10,609	19,802	34.12%	$82,739,188	48.01%
Total*	**19,422**	**58,041**	**100%**	**$172,344,193**	**100%**

*Unduplicated headcount by individual program type

Source: OSU Office of Scholarships and Financial Aid Annual Report for 2003-2004, 10/04.

Appendix 3-D
All Aid by Academic College (2003-2004)

	Students Aided	% of Total Recipients	Number of Awards	% of Total Awards	Dollars Awarded	% of Total Dollars	Undup Std Average Award
AG	2,041	10.51%	7,095	12.22%	$20,157,046	11.70%	$9,876
AS	5,256	27.06%	16,010	27.58%	$47,697,118	27.68%	$9,075
BU	3,545	18.25%	10,043	17.30%	$28,875,511	16.75%	$8,145
ED	2,250	11.58%	6,912	11.91%	$20,729,139	12.03%	$9,213
EN	2,958	15.23%	8,618	14.85%	$25,780,359	14.96%	$8,715
HES	1,630	8.39%	5,054	8.71%	$13,341,634	7.74%	$8,185
UAS*	590	3.04%	1,920	3.31%	$5,368,486	3.11%	$9,099
GR	510	2.63%	1,076	1.85%	$4,420,936	2.57%	$8,669
VM	257	1.32%	924	1.59%	$5,348,898	3.10%	$20,813
Unknown	385	1.98%	389	0.67%	$625,066	0.36%	$1,624
Total	**19,422**	**100%**	**58,041**	**100%**	**$172,344,193**	**100%**	**$8,874**

*Includes all students with "GU" as college.

Source: OSU Office of Scholarships and Financial Aid Annual Report for 2003-2004, 10/04.

Appendix 3-E

All Aid by Residency (2003-2004)

	Students Aided	% of Total Recipients	Number of Awards	% of Total Awards	Dollars Awarded	% of Total Dollars	Undup Std Average Award
Resident	14,762	76.01%	45,815	78.94%	$120,747,636	70.06%	$8,180
Non-Resident	4,275	22.01%	11,837	20.39%	$50,971,491	29.58%	$11,923
Unknown	385	1.98%	389	0.67%	$625,065	0.36%	$1,624
Total	**19,422**	**100%**	**58,041**	**100%**	**$172,344,193**	**100%**	**$8,874**

Source: OSU Office of Scholarships and Financial Aid Annual Report for 2003-2004, 10/04.

Appendix 3-F

Tuition Waivers by Academic College (2003-2004)

	Students Aided	% of Total Recipients	Number of Awards	% of Total Awards	Dollars Awarded	% of Total Dollars	Undup Std Average Award
AG	1,027	11.34%	1,099	11.52%	$2,876,859	12.48%	$2,801
AS	2,672	29.51%	2,830	29.67%	$6,632,459	28.77%	$2,482
BU	1,562	17.25%	1,621	16.99%	$3,711,944	16.10%	$2,376
ED	1,026	11.33%	1,123	11.77%	$2,603,536	11.29%	$2,538
EN	1,630	18.00%	1,674	17.55%	$4,313,934	18.71%	$2,647
HES	760	8.39%	787	8.25%	$1,680,520	7.29%	$2,211
UAS*	108	1.19%	108	1.13%	$440,300	1.91%	$4,077
GR	263	2.90%	290	3.04%	$755,597	3.28%	$2,873
VM	3	0.03%	4	0.04%	$24,129	0.10%	$8,043
Unknown	3	0.03%	3	0.03%	$12,249	0.05%	$4,083
Total	**9,045**	**100%**	**9,539**	**100%**	**$23,051,528**	**100%**	**$2,546**

*Includes all students with "GU" as college.

Source: OSU Office of Scholarships and Financial Aid Annual Report for 2003-2004, 10/04.

Appendix 3-G

Tuition Waivers by Residency (2003-2004)

	Students Aided	% of Total Recipients	Number of Awards	% of Total Awards	Dollars Awarded	% of Total Dollars	Undup Std Average Award
Resident	5,985	66.10%	6,146	64.43%	$7,964,247	34.55%	$1,331
Non-Resident	3,066	33.86%	3,390	35.54%	$15,075,032	65.40%	$4,917
Unknown	3	0.03%	3	0.03%	$12,249	0.05%	$4,083
Total	**9,054**	**100%**	**9,539**	**100%**	**$23,051,528**	**100%**	**$2,546**

Source: OSU Office of Scholarships and Financial Aid Annual Report for 2003-2004, 10/04.

Appendix 3-H
OSU Cost of Attendance Budgets
(Based on 28 hours per year for Undergraduates and 18 hours per year for Graduates)

YEAR	In-State Tuition Un,Grad	Out-of State Tuition Un.Grad	IN STATE TUITION GRAD	Out-of State Tuition Grad	Room & Board	PERSONAL	BOOKS UN.GRAD	BOOKS GRAD	Total In-State Un Grad	Total Non-Res Un Grad	Total Resident Graduate	Total Non-Res Graduate
2004-05	4170	10970	3550	9850	6430	3660	840	630	15100	21900	14270	20570
2003-04	3520	9420	2860	7800	6150	2980	960	660	13610	19510	12650	17590
2002-03	2760	7480	2340	6300	6000	2980	930	670	12670	17390	11990	15950
2001-02	2540	6950	2150	5850	5820	2890	900	650	12150	16560	11510	15210
2000-01	2340	6400	1940	5390	5820	2810	870	630	11840	15900	11200	14650
1999-00	2340	6400	1940	5340	5650	2750	850	610	11590	15650	10950	14350
1998-99	2200	5950	1850	4990	5650	2700	830	600	11380	15130	10800	13940
1997-98	2200	5950	1850	4990	5650	2630	830	600	11310	15060	10730	13870
1996-97	2020	5450	1680	4560	5650	2630	810	580	11110	14540	10540	13420
1995-96	2040	5620	1690	4570	5570	2520	810	580	10940	14520	10360	13240
1994-95	1760	4980	1500	4190	5240	2450	760	540	10210	13430	9730	12420
1993-94	1760	4980	1970	5550	5090	2590	720	680	10160	13380	10330	13910
1992-93	1647	4625	1548	4313	4782	2377	652	494	9458	12436	9201	11966
1991-92	1644	4622	1546	4311	3962	2374	536	404	8516	11494	8286	11051
1990-91	1469	4228	1384	3962	3844	2404	488	368	8205	10964	8000	10578
1989-90	1430	4189	1351	3929	4248	2127	405	316	8210	10969	8042	10620
1988-89	1247	3648	1137	3377	3889	2026	386	301	7548	9949	7353	9593
1987-88	993	3084	945	3019	3409	1690	355	293	6447	8538	6337	8411
1986-87	838	2522	735	2265	3310	1651	345	285	6144	7828	5981	7511
1985-86	662	1961	610	1869	3191	1603	323	239	5779	7078	5643	6902

Source: OSU Office of Scholarships and Financial Aid

Appendix 5-A

Country Groupings

Country Groupings – The following is a list of the countries included on the Student Information System (SIS) organized into geographical groupings.

Africa Group		
Algeria	Gabon	Niger
Angola	Gambia	Nigeria
Benin	Ghana	Rwanda
Botswana	Guinea	Senegal
Burkina Faso	Guinea-Bissau	Sierra Leone
Burundi	Kenya	Somalia
Cameroon	Lesotho	South Africa
Central African Republic	Liberia	Sudan
Chad	Libya	Swaziland
Comoros	Madagascar	Tanzania
Republic of the Congo	Malawi	Togo
Democratic Republic of the Congo	Mali	Tunisia
Cote D'Ivoire	Mauritania	Uganda
Equatorial Guinea	Morocco	Western Sahara
Eritrea	Mozambique	Zambia
Ethiopia	Namibia	Zimbabwe

Asian Pacific Country Group	
Brunei Darussalam	Laos
Burma	Malaysia
Cambodia	Mongolia
East Timor (ID)	Philippines
Hong Kong	Singapore
Indonesia	Taiwan
Japan	Thailand
North Korea	Vietnam

Central or South America Country Group	
Argentina	Guyana
Belize	Honduras
Bolivia	Mexico
Brazil	Nicaragua
Chile	Panama
Colombia	Paraguay
Costa Rica	Peru
Ecuador	Suriname
El Salvador	Uruguay
Falkland Islands	Venezuela
Guatemala	French Guiana

Appendix 5-A (continued)

Eastern Europe Country Group	
Albania	Liechtenstein
Armenia	Lithuania
Azerbaijan	Macedonia
Belarus	Moldova
Bosnia-Herzegovina	Poland
Bulgaria	Romania
Croatia	Russia
Czech Republic	Serbia-Montenegro
Czechoslovakia	Slovakia
Estonia	Slovenia
Republic of Georgia	Tajikistan
Hungary	Turkmenistan
Kazakhstan	Ukraine
Kyrgyzstan	Uzbekistan
Latvia	Yugoslavia

Western Europe Country Group	
Andorra	Malta
Austria	Monaco
Belgium	Netherlands
Denmark	Netherlands Antilles
Finland	Norway
France	Portugal
Germany	San Marino
Greece	Spain
Iceland	Sweden
Ireland	Switzerland
Italy	United Kingdom
Luxembourg	Vatican City

Middle East Country Group	
Bahrain	Lebanon
Cyprus	Oman
Egypt	Qatar
Gaza Strip	Saudi Arabia
Iran	Syrian Arab Republic
Iraq	Turkey
Israel	United Arab Emirates
Jordan	West Bank
Kuwait	Yemen

South Asia Country Group	
Afghanistan	Nepal
Bangladesh	Pakistan
Bhutan	Sri Lanka
Maldives	

Appendix 5-B Graduate Stipends-Masters Programs

	National Division as grouped by Binghamton Survey	n	OSU Average	Average	Minimum Value	Maximum Value	Median	Standard Deviation
Agricultural Education	Agricultural Education	4	$12,240	$11,675.50	$8,721.00	$15,168.00	$11,406.50	$3,018.09
Animal Sciences	Animal Sciences	6	$7,902	$11,904.67	$9,130.00	$13,501.00	$12,980.50	$1,997.44
Biochemistry	Biochemistry	2	$6,187	$13,510.50	$13,175.00	$13,846.00	$13,510.50	$474.47
Biosystems Engineering	Agricultural Engineering	2	$9,180	$12,980.50	$12,786.00	$13,175.00	$12,980.50	$275.06
Chemical Engineering	Chemical Engineering	6	$11,700	$11,473.00	$7,200.00	$15,996.00	$12,556.00	$3,492.94
Chemistry	Chemistry	19	$12,240	$11,980.42	$3,000.00	$16,240.00	$12,750.00	$3,405.28
Computer Sciences	Computer Sciences	22	$9,810	$9,694.09	$3,075.00	$14,394.00	$10,917.50	$3,362.66
Education	Education	7	$7,623	$9,047.71	$6,550.00	$13,175.00	$8,000.00	$2,810.94
Environmental Sciences	Environment & Natural Resources	2	$4,590	$10,969.00	$8,763.00	$13,175.00	$10,969.00	$3,119.76
Forestry	Forestry, Fisheries & Wildlife	4	$15,360	$13,460.75	$12,708.00	$15,000.00	$13,067.50	$1,043.76
Horticulture	Horticulture	3	$10,296	$12,582.67	$11,787.00	$13,175.00	$12,786.00	$715.99
Human Development & Family Science	Human Development & Family Studies	3	$8,812	$11,728.00	$10,408.00	$13,175.00	$11,601.00	$1,387.86
International Studies	International Relations	1	$3,825	$13,175.00	$13,175.00	$13,175.00	-	-
Mass Communication	Journalism & Communications	8	$7,740	$9,543.50	$2,800.00	$13,175.00	$9,869.50	$3,526.01
Mathematics	Mathematics	20	$12,000	$10,962.30	$7,500.00	$14,097.00	$10,917.50	$2,067.97
MBA	Finance	3	$5,400	$9,870.67	$5,250.00	$13,175.00	$11,187.00	$4,123.22
Music	Music	14	$6,489	$8,922.79	$4,629.00	$15,141.00	$8,381.50	$3,013.86
Physics	Physics	11	$11,322	$11,207.73	$7,600.00	$14,958.00	$11,250.00	$2,530.86
Plant Sciences (PhD only at OSU)	Plant Sciences	2	$13,320	$10,764.50	$10,134.00	$11,395.00	$10,764.50	$891.66
Veterinary Medicine	Veterinary Medicine	1	$17,250	$13,175.00	$13,175.00	$13,175.00	-	-

Master's Programs and Assistantship Levels as provided by Binghamton University's National Survey of Graduate Stipends.

Appendix 5-B Graduate Stipends-Doctoral Programs

OSU Department Equivalent	National Division as grouped by Binghamton Survey	n	OSU Average	Reported National Average	Minimum Value	Maximum Value	Median	Standard Deviation
Agricultural Education	Agricultural Education	2	$12,240	$10,595.50	$8,016.00	$13,175.00	$10,595.50	$3,647.96
Biochemistry	Biochemistry	1	$12,375	$13,175.00	$13,175.00	$13,175.00	-	-
Biosystems & Agricultural Engineering	Agricultural Engineering	2	$11,115	$13,660.00	$13,175.00	$14,145.00	$13,660.00	$685.89
Chemical Engineering	Chemical Engineering	5	$12,600	$13,560.20	$8,550.00	$15,996.00	$14,418.00	$3,014.01
Chemistry	Chemistry	20	$12,240	$13,469.35	$10,700.00	$16,240.00	$13,971.50	$1,689.81
Computer Sciences	Computer Sciences	12	$9,810	$11,385.58	$7,849.00	$14,418.00	$12,174.50	$2,465.62
Education	Education	8	$8,838	$10,874.50	$7,072.00	$13,830.00	$10,886.00	$2,356.48
Environmental Sciences	Environment & Natural Resources	1	$10,800	$13,175.00	$13,175.00	$13,175.00	-	-
Finance	Finance	3	$12,000	$12,259.00	$9,319.00	$14,283.00	$13,175.00	$2,605.69
HES - Human Development & Family Science	Human Development & Family Studies	4	$10,088	$12,171.50	$9,702.00	$14,145.00	$12,419.50	$1,937.15
Mathematics	Mathematics	16	$13,500	$12,536.88	$8,600.00	$15,750.00	$12,607.50	$1,897.41
Physics	Physics	10	$11,322	$12,678.80	$10,600.00	$14,112.00	$13,202.50	$1,185.51
Plant Sciences	Plant Sciences	2	$15,660	$10,361.50	$8,250.00	$12,473.00	$10,361.50	$2,986.11
Psychology	Psychology	20	$9,368	$11,023.10	$6,371.00	$14,145.00	$10,920.00	$1,875.64
Veterinary Medicine	Veterinary Medicine	2	$17,250	$12,775.00	$12,375.00	$13,175.00	$12,775.00	$565.69

Appendix 5-C
Graduate College Recruiting Events, 2004 - 2005

Month	Event	School/Organization	City, State
August			
	Hispanic Expo	OKC Hispanic Chamber of Commerce	Oklahoma City, Ok
September			
	University of Tulsa Graduate School Fair	University of Tulsa	Tulsa, Ok
	Graduate & Professional School Day	University of New Mexico	Albuquerque, Nm
	Graduate & Professional School Day	New Mexico State University	Las Cruces, Nm
	Graduate & Professional Schools Information Fair	University of Texas, El Paso	El Paso, Tx
	Heartland McNair Conference	McNair	Kansas City, Mo
October			
	Graduate/Professional School Fair	Southern Methodist University	Dallas, Tx
	Graduate & Profession School day	University of North Texas	Denton, Tx
	Texas A&M Graduate School Day	Texas A&M	College Station, Tx
	OSU-Tulsa Career Fair	OSU-Tulsa Career Service	OSU-Tulsa
	Ag & Natural Science Fair	OSU Career Services	Stillwater, Ok
	Graduate School Fair	University of Oklahoma	Norman, Ok
November			
	Information Fair	OSU-Tulsa	OSU-Tulsa
	Society of Black Engineers (Regional)	Society of Black Engineers (Regional)	Houston, Tx
January			
	National Career Conference	Society of Hispanic Professional Engineers	Dallas, Tx
	OSU Career Fair	OSU Career Services	Stillwater, Ok
	MLK Career Fair	University of Oklahoma	Norman, Ok
February			
	McNair Program Visit	East Central U - McNair Program	Ada
	Ag & Natural Science Fair	OSU Career Services	Stillwater, Ok
	Career Fair	Langston University	Langston, Ok
March			
	McNair Fair	Texas Christian University	Dallas area

Appendix 7-A
Program Area Summary for Teaching Space Stillwater Fall 2000

Based on the Texas Higher Education Coordinating Board Model — **Model Application to OSU-Stillwater**

Program Area	Course Prefixes	Net Assignable Square Feet Allowance for Teaching Space per FTSE — Course Level: 1000-4999*	5000-5999	6000-6999	Full Time Student Equivalents in These Programs ** — Course Level: 1000-4999* SCH	FTSE	Adj. FS	5000-5999 SCH	FTSE	6000-6999 SCH	FTSE	Predicted Space Need (Sq. Ft.)
1	ANSI, ART, RLEM, TH, VBSC, VCS, VMED	90	63	36	10,252	683	683	2,962	247	1,471	163	82,947
2	AERO, ARCH, BAE, CHE, CIVE, CMT, ECEN, EET, ENGR, ENSC, FPST, GENT, IEM, LA, LEIS, MAE, MET, MCAG	75	52.5	30	19,761	1,317	1,317	3,556	296	650	72	116,529
3	AGED, AG, ANTH, AVED, BIOC, BIOM, BOT, CLML, CHEM, CS, CPSY, DHM, EDTC, ETM, ENTO, ENVR, FRNS, FOR, GENG, GENE, GEOG, GEOL, HHP, HORT, HRAD, HDFS, HES, JB, MTCL, MICR, MLSC, MUSI, NSCI, PHYS, PLP, PLNT, PSYC, SOC, SOIL, STAT, TCOM, ZOOL	60	42	24	67,787	4,519	4,519	5,168	431	1,861	207	294,199
4	ACCT, AGCM, AGEC, AMST, ABSE, AM, A&S, ASTR, BADM,BCOM, BHON, BSPR, CDIS, CIED, ECON, EDUC, EDLE, EPSY, ENGL, FIN, FLL, FREN, GRMN, GRAD, GREK, HIST, HONR, HRAE, INTL, JAPN, LATN, LSB, LBSC, MGMT, MSIS, MKTG, MC, MBA, MATH, OCED, PHIL, POLS, REL, REMS, RUSS, SCFD, SPAN, SPED, SPCH, SDEV, TIED, UNIV	45	31.5	18	110,693	7,380	7,380	5,140	428	2,148	239	349,868
	TOTALS				208,493	13,900	13,900	16,826	1,402	6,130	681	843,542

* If the number of undergraduate FTSE exceeds 15,000 for the institution, the first 1,000 FTSE above 15,000 is multiplied by a factor of 0.98.This factor decreases by 0.02 for each increase of 1,000 FTSE. Thus if there were 17,000 undergraduate FTSE and all of the programs were in area 3, the effective undergraduate FTSE would be:

(15,000 + 980 + 960) * 60 = 1,016,400 square feet.

This economy scale is applied only to the predicted undergraduate space.

** The Full Time Student Equivalents (FTSE) are based on student credit hours taken at the various course levels. The calculation factors are for undergraduate courses 15 student credit hours (SCH) per FTSE, for 5xxx courses 12 SCH per FTSE and for 6xxx courses 9 SCH per FTSE.