

Executive Summary
Criterion Three: Student Learning and Effective Teaching

Criterion Statement: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The Criterion Three Subcommittee partitioned into four two-person groups. Each group semi-independently gathered evidence and completed a draft for a single Core Component of the Criterion. The chair functioned primarily as a point of contact, meeting organizer and leader, and survey distributor, as well as having worked as a member of one of these sub-groups. The chair did not attempt to meld or smooth each of the four components into a coherent, single-voice document. A late addition to the committee did edit and review each draft individually, but also did not attempt to craft a single document from the four individual component drafts.

Each section below provides a brief overview of the primary areas of coverage and major sources of information for each Core Component A through D.

3A. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Documents from the Office of University Assessment and individual college and departmental accreditation reports provided the main sources of data for this component. University documents, including the OSU *Catalog* and departmental assessment plans and reports, were reviewed and included in this draft to demonstrate both that learning outcomes are explicitly stated as well as to indicate the variety of assessment tools that are employed on campus.

This draft does not summarize assessment scores or provide tables of numerical results. Instead, the effectiveness of the assessment process is demonstrated via the guidelines and requirements placed on departments, both by OSU as well as many accrediting agencies. Evidence of the critical feedback loops in using assessment results to make program improvements is noted, as is the role of assessment at all levels of the university and of the use of a variety of assessment methods.

3B. The organization values and supports effective teaching.

This core component depended heavily on a survey that was sent to all college deans' offices, primarily directed at the Associate Deans for Instruction in each College. The response rate was very good for this survey – only the Colleges of Veterinary Medicine and Education failed to respond, and both were undergoing leadership changes in the Spring of 2004 when the surveys were e-mailed. Surveys were also sent to college I.T. directors, with a good rate of return, as well as a sampling of “learning” and “research” centers on campus as indicated in university publications.

The major types of data gathered centered on various aspects of (primarily) college-supported teaching activities, initiatives, incentives, and rewards. Each college the responded documented the role that faculty play in determining curricular content, the professional development opportunities (both internal and external to OSU) available to faculty members, recognition of quality teaching (including the thorny issue of whether bad teachers can earn tenure at OSU), and openness to and support of innovative teaching practices in the various colleges.

3C. The organization creates effective learning environments.

Core Component C was interpreted by the Criterion 3 committee as focusing heavily on facilities and “extra-curricular” programs (such as Camp Cowboy) that support student learning in a variety of settings, including the classroom but extending to research and learning-support centers, student activities, organizations that provide all forms of support to students (moral, emotional, recreational, etc.), and university programs designed to ease the transition and aid in retention efforts on campus.

Assessment and advising are also heavily featured in this core component, and many duplicate materials from the assessment office are included here as well as in Core Component A. Extensive supporting documentation was drawn from the Division of Student Affairs, the Student Union, the Office of Institutional Diversity (formerly Multicultural Affairs), and the I.T. division.

3D. The organization’s learning resources support student learning and effective teaching.

This core component obtained much of its input from similar sources as did Core Component B: associate deans for instruction in each college, college I.T. directors, and learning and research centers on campus. In contrast to Core Component B, which was interpreted to focus on programs and processes to support effective teaching primarily on the faculty side, Core Component D seems to evaluate the facilities themselves – availability, functionality, budgeting, and assessment of facilities use. This component also focuses on both ends of the teaching continuum, support for faculty to maintain high quality teaching, and appropriate facilities for students to foster better learning through the maintenance of high quality spaces and places to study and work.

Technology is explicitly mentioned in this component, resulting in the overlap of information from college associate deans and I.T. directors of both Core Components B and D. A variety of learning centers on campus also contributed to the documentation of ways OSU provides the necessary learning infrastructure to all its constituents. Core Components B, C, and D appear to overlap heavily, resulting in heavy sharing of results from the surveys that were sent out in February, 2004. A fair amount of redundancy probably exists in those individual drafts, as well as between Core Components A and C with respect to assessment. This committee did not attempt to eliminate these redundancies; instead, it has opted to treat each core component as an independent entity in order to provide as much information as possible to the writing team.

Criterion Three: Student Learning and Effective Teaching

Criterion Statement: **The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**

Core Component: **3A. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

Patterns of Evidence:

A.1 The organization clearly differentiates its learning goals for undergraduate, graduate, and postbaccalaureate programs by identifying the expected learning outcomes for each.

There are several publications and programs in which OSU clearly differentiates its learning goals for different educational levels by identifying the expected learning outcomes:

- The [University Catalog](#) contains brief descriptions of every college, department, and program on campus. In every case, this description includes an overview and/or definition of the academic unit, including the types of courses and degree plans that are offered as well as expected employment outcomes. These descriptions are often very detailed in how the degree prepares the student for life after the university (or after that specific degree; most descriptions include graduate school as a preparation path).

The [College of Engineering, Architecture and Technology](#) is an especially good example, as each department explicitly lists "Educational Objectives" for that major. This is most likely a result of recent ABET accreditation in that college. Most of these Educational Objectives lists are couched in terms of the B.S. degree (Chemical, Civil and Environmental, Mechanical and Aerospace), though others are more general (Biosystems and Agricultural, Electrical and Computer, Industrial and Management, and Architecture). However, all address the preparation that a student will receive both for professional employment as well as continuing education (graduate school) and academic employment.

- The Office of University Assessment maintains assessment plans and reports for all reporting entities:
 - Every year this office produces an [Annual Report](#) that provides the assessment report for each department. In a few cases in the College of Arts and Sciences, separate graduate and undergraduate plans exist and separate reports are filed. In most cases elsewhere on campus, each department (and, in the case of the College of Business

Administration and the College of Human Environmental Sciences, college-level report) have a single plan, but there are distinct learning outcomes and assessment tools for undergraduates and graduates.

- Every OSU degree program, undergraduate and graduate, is required to have an assessment plan that describes expected student learning outcomes and the methods used to evaluate student achievement of those outcomes methods (see [departmental plans and reports](#)). Each plan should include statements about how assessment results will be acted on to improve academic and student programs. Additionally, each degree program is required to submit an annual assessment report that describes the methods used to evaluate student achievement of the expected learning outcomes for the degree program, the number of individuals assessed (in each method), the results or findings from the assessments and how results are interpreted relative to the program's expected student outcomes, and finally, specific examples of how assessment results have been or will be used for program development. Assessment plans and annual reports for degree programs are available on the University Assessment and Testing website.
- The Academic Program Review is the method by which the State Regents and institutions of higher education in Oklahoma evaluate proposed and existing programs, as mandated by the Oklahoma Legislature. Informed decisions related to program initiation, expansion, contraction, consolidation, and termination, as well as reallocation of resources, are among those that may result from information and developed through analysis and assessment (from [Policy Statement on Program Review](#)).
- OSU's academic program review process reviews each degree program every five years. As one component of the review process, each degree program is required to state expected student outcomes, describe methods used to evaluate student achievement of program outcomes, summarize the results of program outcomes assessment and describe how the findings have been interpreted relative to student achievement of expected program outcomes, and describe feedback from program alumni and documented achievements of program graduates. This information is available from each degree program's Student Outcomes Assessment Plan and Annual Reports
- The recent [Strategic Planning](#) initiative that is in its final stages had no direct mandate to incorporate expected student learning outcomes, but in many cases these plans include sections concerning the performance of its undergraduate and graduate student body. These include specifying how

students will be assessed, and setting goals for improved student learning as demonstrated by assessment results.

Perhaps most importantly, all units on campus have had to develop mission, vision, strategic goals, and critical success factors. Thus, each unit has had to articulate its mission; with mission statements now in existence for all units, it is now possible to determine each unit's self-described educational mission. The accumulation of these statements now provides a concrete basis on which to evaluate whether each unit is fulfilling its mission, which is the overriding criterion statement for Criterion 3. These documents are in the final refinement stage with public input and feedback being gathered during Spring 2004.

- The [Graduate College](#) exists as a separate entity that spans the specific academic colleges. The Graduate College centralizes the administration and application of university rules and regulations regarding graduate programs on campus, but also serves as an advisory body in terms of establishing academic requirements for graduate degrees, ensuring academic integrity, and ensuring that qualified faculty members are participating in the graduate program. The Graduate Council votes regularly on membership to the Graduate Faculty as well as on rule changes.
 - The emphasis on the research abilities of graduate students is a distinct learning outcome that separates the graduate program from undergraduate degrees, the Graduate College sponsors an annual [Graduate Research Symposium](#) that is designed to showcase and reward excellent graduate research, annual graduate student [research awards](#) are made, and symposia offer [training in the professoriate](#) to recognize the common graduate education outcome of entering the academic world.
 - Each graduate degree program is required to have an assessment plan that describes expected student learning outcomes and the methods used to evaluate student achievement of those outcomes. Each plan should include statements about how assessment results will be acted on to improve academic and student programs. Additionally, each degree program is required to submit an annual assessment report that describes the methods used to evaluate student achievement of the expected learning outcomes for the degree program, the number of individuals assessed (in each method), the results or findings from the assessments and how results are interpreted relative to the program's expected student outcomes, and finally, specific examples of how assessment results have been or will be used for program development. Assessment plans and annual reports for degree programs are available on the University Assessment and Testing website.

- Data from Associate Deans for Undergraduate and Graduate Studies on Program Goals (possible)
- Several departments/colleges are individually accredited. As part of these accreditation processes, outcomes for various educational programs are stated and assessed.
 - The [National Association of Schools of Theatre](#) which is part of a larger accrediting body that focuses on several types of arts programs accredits the OSU Theatre Department.
 - The accreditation board for the OSU Medical Technology program is the National Accrediting Agency for Clinical Laboratory Sciences ([NAACLS](#)).
 - There is a national board certification exam given to all medical technology students at the end of their hospital internship (just prior to graduation). This exam measures student knowledge in the following subject areas: Chemistry, Hematology, Immunology, Microbiology, Urinalysis and Blood Banking.
 - The Engineering Programs are accredited by the Accreditation Board of Engineering and Technology ([ABET](#)).
 - This accreditation requires learning outcomes, but will not accredit both undergraduate and graduate level programs in the same discipline. Hence, it not required to provide a clear differentiation between the learning goals for each. The criteria do identify different undergraduate and graduate program requirements.
- Colleges of Business Administration nationwide are just coming under new standards that include explicit statements of learning outcomes and assessments and strategic plans. OSU's CBA is starting an effort that will go for a couple years that will coordinate assessment and accreditation efforts. As part of this effort, learning outcomes will be identified for various programs.
 - Other Department Level Accreditations where outcomes are stated and assessed:
 - The Department of Communication Sciences and Disorders (accredited by the Council of Academic Accreditation, [American Speech-Language-Hearing Association](#))
- Learning outcomes for the DVM program are dictated by the accrediting body, the AVMA ([American Veterinary Medical Association](#)). Learning outcomes for graduate programs vary according to the particular research project and guidance provided by the advisory committee.
- The School of Journalism and Broadcasting strives to outline specific learning goals in all courses, usually in the syllabus, and to differentiate learning goals for individual programs. This is part of their accreditation through the Accreditation Council in Education for Journalism and Mass Communication ([ACEJMC](#))

A.2 Assessment of student learning provides evidence at multiple levels: course, program, and institutional.

The primary responsible assessment entity on campus is the Office of University Assessment. During the period since the last accreditation (in 1995), outcomes assessment has become an important, campus-wide activity with all educational programs required to submit and regularly update assessment plans, perform assessment activities and write summary reports annually, and strive to implement curricular and programmatic changes based on assessment results and findings.

Many assessments are conducted at the course level as a part of the overall assessment of student learning outcomes within degree programs. Examples of course level assessment include: capstone courses; internships or practicum; and course-embedded assessments such as projects, assignments or exam questions that directly link to program-level expected outcomes and are scored using established criteria. At the program level, degree programs use additional multiple methods to assess students' achievement of the expected learning outcomes for a specific program. Documentation of course and program level assessment is provided through program assessment plans and annual reports; these documents include statements of expected student learning outcomes, description of methods used to evaluate students' achievement of expected outcomes, results of assessment with interpretation relative to the expected outcomes, and documentation of changes made as a result of assessment, for program development. Institutional level assessment - alumni surveys and university-wide surveys such as the National Survey of Student Engagement and the College Student Survey also provide data that is used to assess students' achievement of expected outcomes.

Assessment at OSU involves:

- **Setting explicit student learning goals** or outcomes for an academic program
- **Evaluating** the extent to which students are reaching those goals, and
- **Using the information** for program development and improvement

Assessment is necessary to understand how educational programs are working, including not only an assessment of whether specific skills are being learned in individual classes but also to measure student growth and development. At Oklahoma State University, assessment is considered an important **tool** that facilitates discussion about academic and student programs and provides useful information to guide continuous program improvement.

Based on the reporting structure specified by the Oklahoma State Regents for Higher Education, assessment at OSU is usually described in four categories:

- **[Program Outcomes Assessment](#)** - evaluation of student achievement of expected outcomes in the major.

As indicated earlier, all academic departments and degree programs must have an approved plan on file with the Assessment Office, and regular reviews and updates are recommended. Each plan and annual report is available through the link above, organized by college. The OSU **[Assessment Council](#)** oversees the assessment program on campus, and works with the Director of University Assessment in an advisory capacity with respect to setting policy, using assessment fee money, and reviewing program assessment plans.

- **[General Education Assessment](#)** - evaluation of student achievement of basic skills competencies and general education learner goals

OSU has also instituted a general education assessment program in the last few years, focused on gathering random, anonymous artifacts of student work from various disciplines and courses across campus. These artifacts are evaluated based on rubrics that have been designed to permit standardized scoring of diverse examples of student work. General education assessment has been most successful with respect to writing skills. Math and science rubrics are newer, having experienced several modifications, and OSU is just beginning to accumulate enough useable artifacts from science and math classes to implement the rubrics and obtain meaningful results. The **[General Education Assessment Task Group](#)** was formed in 2000 to perform annual maintenance and updating of artifact collection methods and evaluation rubrics, as well as summarizing the annual and long-term results of general education assessment data collection.

- **[Entry-Level Assessment](#)** - evaluation of student preparation for the purpose of course placement

OSU makes heavy use of the ACT exam for admissions decisions as well as remedial placement. ACT scores are also correlated with the general education assessment results to determine if prior preparation affects writing, math, and science skills.

- **[Assessment of Student and Alumni Satisfaction](#)** - evaluation of students' perceptions of educational experiences including satisfaction with support services, academic curriculum, and the faculty.

The Office of Assessment regularly conducts five major student surveys, which are described in the link above.

Indications from the assessment of students' writing, conducted through the general education assessment committee, and supported by data from the

National Survey of Student Engagement, (earlier NSSE results) led the General Education Advisory Council to implement new, stronger writing requirements in general education courses, as well as to more narrowly define the types of writing that are considered valuable in the assessment context.

Every year, the Office of University Assessment conducts alumni surveys. In even numbered years alumni of undergraduate programs are surveyed; in odd numbered years, alumni of graduate programs are surveyed. This telephone survey targets alumni who received their OSU degree 1 and 5 years prior to the year of survey administration. The survey provides data on alumni careers, continued education, and general satisfaction; many academic programs add program-specific questions for their alumni. Results are reported for the entire institution and for each participating academic unit.

- Student learning assessment at multiple levels is also important for various unit accreditations.
 - The Landscape Contracting program is within the Department of Horticulture and Landscape Architecture ([Associated Landscape Contractors of America](#)). Their assessment focuses mostly at the program level.
 - In Engineering, the programmatic accreditation requires program outcomes and objectives assessment. Generally this requires some course level assessment. There is no requirement for institutional assessment.
 - As specified in standard 9 of the accreditation through the Accreditation Council in Education for Journalism and Mass Communication, the school assesses learning outcomes in individual courses through testing and interview, for the program through contact surveys of alumni and employers, and for the institution through continuing satisfaction of ACEJMC standards.

A.3 Assessment of student learning includes multiple direct and indirect measures of student learning.

The assessment office encourages departments to use both multiple direct and indirect assessment methods, and assessment examples on campus include the following methods ([departmental plans and reports](#)). A [summary table](#) of units and methods used demonstrates great diversity of assessment methods at OSU.

- **Direct Assessment Methods** require students to demonstrate knowledge and skills and provide data that directly measure achievement of expected outcomes. Examples:
 - **Capstone or Senior-Level** projects, papers, presentations, performances, portfolios, or research evaluated by faculty or external review teams. These are effective as assessment tools when the student work is evaluated in a standard manner that focuses on student achievement of program-level outcomes.
 - **Exams** include locally developed comprehensive exams or entry-to-program exams, or national standardized exams, certification or licensure exams, or professional exams
 - **Internship or Practicum** experiences provide evaluations of student knowledge and skills from internship supervisors, faculty overseers, or from student participants themselves. This may include written evaluations from supervisors focused on specific knowledge or skills or evaluation of student final reports or presentations from internship experiences.
 - **Portfolios** are reviewed by faculty members from the program, faculty members from outside the program, professionals, visiting scholars, or industrial boards.
 - **Professional Jurors or Evaluators** evaluate student projects, papers, portfolios, exhibits, performances, or recitals
 - **Intercollegiate Competitions** are useful for assessment when students are asked to demonstrate knowledge or skills that are related to the expected learning outcomes for the program.
 - **Course-embedded assessments** are projects, assignments, or exam questions that directly link to program-level expected learning outcomes and are scored using established criteria

- **Indirect Assessment Methods** such as surveys and interviews ask students to reflect on their learning. Examples:
 - **Exit interviews and Student Surveys** provide meaningful assessment information. Exit interviews or student surveys should focus on student learning (knowledge, skills, and abilities) in addition to student satisfaction. The questions should be designed to gain insight into student knowledge and skills. The questions might also focus on student experiences such as internships, participation in research, independent projects, numbers of papers written or oral presentations given, and familiarity with tools of the discipline.
 - **Faculty Surveys** are aimed at getting feedback about perceptions of student knowledge and skills
 - **Alumni Surveys** are aimed at evaluating perceptions of knowledge, skills, and abilities gained while studying in the program. All OSU programs may participate in the university-wide alumni surveys coordinated by the Office of University Assessment. These surveys target alumni who are 1-and 5-years post-graduation and may include program-specific survey questions.
 - **Surveys of Employers / Recruiters** are aimed at evaluating specific competencies, skills, or outcomes
 - **Tracking Student Data** related to enrollment, persistence, and performance. These data may include graduation rates, enrollment trends, transcript analysis (tracking what courses students take and when they take them), and tracking student academic performance overall and in particular courses.
- **College Assessment/Accreditation:**
 - ABET accreditation in Engineering requires multiple measures and must include some direct measures of student abilities relative to the program outcomes.
 - In Landscape Contracting (through ALCA), this is done from internship evaluations to success at national competitions.
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 - The assessment process for NAAB ([National Architecture Accrediting Board](#)) is extensive and during the accreditation visit, schools must demonstrate multiple direct and indirect measures of student learning.
 - The School of Journalism and Broadcasting assesses student learning through testing, interviews, surveys of alumni and employers, interviews with alumni and employers performance in competitions and job placement after graduation for Accreditation.

A.4 Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

All Assessment Plans and Reports are available on the web page of the Office of Assessment, as well as the annual university report which includes an [executive summary](#) for the whole campus. Increasingly, faculty are becoming aware of the value and presence of on-going assessment activities, through the summer general education assessment activities that evaluate student work against standardized rubrics, the increasing awareness of the need for useful assessment methods and feedback mechanisms in individual departments, and in many colleges and departments the emphasis on assessment in individual area accreditations like ABET and NCATE.

However, direct feedback to the students is implicit in that program or course changes result from assessment results, but the student body is not widely aware of the overall outcomes of assessment beyond the specific activities they participate in, such as surveys or exit interviews. Presently, this is a major weak spot in the assessment activities on campus – getting students aware of, and involved in, assessment results.

Data from colleges on availability of assessment results to students might be useful, if it exists or if college offices take an active assessment role.

The Office of University Assessment and Testing prepares an Annual Assessment Report in compliance with the State Regents' "Policy Statement on Assessment of Students for the Purposes of Instructional Improvements and State System Accountability." As instructed by the State Regents, the report provides responses to specific questions about entry-level assessment, mid-level assessment, program outcomes assessment, assessment of student and alumni satisfaction, and assessment of graduate programs. This provides feedback to the highest constituency that the university is following the Regents directives. These reports, in part, influence Regents' policy decisions, resulting in annual evaluations of the performance of the university and providing opportunities for both strengths and weaknesses to be examined and acted upon.

- Program-specific examples:
 - In Medical Technology, assessment results are impacted by the board exam above because the results of each students performance is compared to all students nationwide who take this exam. These scores and the national averages are sent to the student, to the hospital internship program and to the adviser for the medical technology program. Although the fail rate on this exam nationally is about 1/3, the fail rate for Oklahoma students has been about 1/6. And in the past 10 years, the fail rate for OSU medical technology students has been 0.0%!

- In ABET accreditation for Engineering, assessment/evaluation results must be part of the material shared with the constituent representatives to the program. Many of the programs include students as one of the constituent groups. For these programs, the results must be shared with the student representatives. Other programs may share the results with student groups, but it is not required by the programmatic criteria.
- In the CBA, results have been made available to faculty and college administration, less so to outside publics and students on a regular basis. This is expected to change, perhaps with an assessment website in the future for accreditation efforts.
- NAAB accreditation reports for Architecture are required to be kept in the library.
- The School of Journalism and Broadcasting works to incorporate alumni survey information, graduation rates, etc. into the overall assessment plan annually, and in preparation of the self-study for visits from ACEJMC every five years.

- A.5 The organization integrates into its processes for assessment of student learning and uses the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams; placement rates; transfer rates).

Many methods of external accountability are used as assessment methods by degree programs in their assessment of students' achievement of expected outcomes. Examples of methods used include: licensing or certification exams; portfolios reviewed by faculty or professionals outside the institution; professional juries or evaluators to evaluate student projects, papers, exhibits, performances, or recitals; and intercollegiate competitions that demonstrate knowledge or skills related to expected student outcomes.

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OSU's Academic Program Review process, mandated by the Oklahoma Legislature, reviews each degree program every five years. As one component of the review process, each degree program is required to provide information from their Student Outcomes Assessment Plan and Annual Reports: expected student outcomes; methods used to evaluate student achievement of program outcomes; a summary of the results of program outcomes assessment and description of how the findings have been interpreted relative to student achievement of expected program outcomes; and a description of feedback from program alumni and documented achievements of program graduates.

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the student representatives. Other programs may share the results with student groups, but it is not required by the programmatic criteria.

- For Engineering ABET accreditation, this type of data is used when it relates to educational objectives, program outcomes or the professional component of the program.
- The Landscape Contractor program is an accredited program and has an industry advisor committee so assessment is used for external accountability.
- NAAB utilizes data from all accredited Architecture schools as benchmarks.

- A.6 The organization's assessment of student learning extends to all educational offerings, including credit and non-credit certificate programs.

All degree-granting programs (departments or colleges) are expected to assess student learning with an approved outcomes assessment plan, and several other links in this document demonstrate this fact.

Need a listing of non-credit programs, and whether they are assessed

Data from Reports of Extension Units; Data from College Assessment Reports?

In the Engineering, the programmatic (ABET) accreditation only addresses credit programs. However, the College of Engineering, Architecture and Technology does have separate accreditation or recognition for some of non-credit certificate programs (for example, Fire Service Training program is accredited by the International Fire Service Accreditation Congress).

In CBA, assessment for these types of programs is more "satisfaction survey" type of assessment including delivery features as well as program content.

The only non-credit certificate program identified is the [Fire Protection Technology Certificate](#); this does not require enrollment at OSU. It provides basic and/or advanced training for fire-fighters and other emergency response people. Evaluation of student learning is based on observing whether or not students can demonstrate the skills being taught, and whether or not they pass a written test. The certificate received on completion of this program is not documented on an OSU transcript.

There are several for-credit (undergrad) Certificate Programs available through Arts & Sciences: African American Studies; Ancient and Medieval Studies; Central Asian Studies; Asian Studies; Latin American Studies; Native American Studies; Russia and Eastern European Studies; and Women's Studies; and Geographic Information Systems is available at undergraduate and graduate levels. These certificates are noted on OSU transcripts at graduation.

Also at the graduate level: Gerontology through CHES; and International Studies.

These certificate programs, as such, do not participate in the outcomes assessment program through the assessment office.

Architecture does not have non-credit certificate programs. However, NAAB looks carefully at many elective and enrichment activities such as lecture programs, Europe program, student organizations, etc.

A.7 Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

Each degree program has identified an Assessment Coordinator (some coordinators serve for undergrad and grad level programs, some for multiple programs within a department, and in CHES and CBA, one coordinator is identified for the college). Of 60 coordinators identified in our office, 52 (87%) of them are faculty members, 8 are staff members (6 of these 8 are academic advisors). Involvement of faculty is indicated in many assessment plans and reports that often, in a general way, describe how assessments are conducted, and how results are distributed and used within the departments for decision making.

This is required by Engineering programmatic accreditation (ABET). OSU faculty must identify constituents for each program, provide assessment data and objective/outcomes to them, seek their input, and based on this information the faculty define or redefine the educational objectives, student learning outcomes and strategies for achieving the outcomes and objectives.

Faculty in Landscape Contracting are responsible for the learning outcomes of their own courses along with a teaching committee made up of faculty.

NAAB expects full faculty involvement for Architecture accreditation.

- A.8 Faculty and administrators routinely review the effectiveness of the organization's program to assess student learning.

Outcomes Assessment Reports are supposed to be reviewed by departments; in Geography I circulate a draft before submitting the final version, in particular seeking the feedback of the head. How well results are reviewed and disseminated depends on the coordinator.

This should be done on at least an annual basis due to the annual timing of assessment reports. Very decentralized, I suspect.

The best use of assessment results is to share it with faculty members and use the information as a tool for facilitating discussion about the continuous development and improvement of the curriculum or degree program. Assessment information should be used to justify things that are working well in the program or curriculum and to identify areas for development or improvement. Assessment information is of little value unless it is shared with appropriate audiences and used in meaningful ways. For this reason, all academic programs are asked to describe uses of assessment results in their annual reports.

Uses of Assessment Results Reported by OSU Academic Programs:

- Changes in course content
- Addition / deletion of courses or changes in course sequences
- Changes in degree requirements or degree sheet options
- Changes in emphasis for new or vacant faculty positions
- Use of assessment information to facilitate curriculum discussions at faculty meetings, curriculum committee meetings, and faculty retreats
- Use of assessment information to guide changes in degree programs and development of new degree program options
- Justification of past curriculum changes and to show program improvement resulting from those changes
- Changes in advising processes
- Development of academic services for students
- Development of new career exploration and career services for students
- Changes to student academic facilities such as computer labs, science labs, and study areas
- Development of program-based websites to provide students with academic and program information
- Sharing assessment information to alumni and industrial review boards
- Use of assessment information to further refine the assessment methods or to implement new assessment methods

The Assessment Council oversees assessment activities on campus and is comprised of two faculty representatives from each undergraduate College, a faculty representative from the Graduate College, and one representative from

Student Affairs, and Institutional Research. The Associate Vice President for Academic Affairs chairs the Council. The Council's responsibilities include implementing and developing assessment policies and guidelines, reviewing and providing feedback to academic units about program outcomes assessment, monitoring the use of assessment fee money, and advising the Office of University Assessment. The Assessment Council meets three times per semester.

Need links to minutes for the following groups that use assessment results:

[Instruction Council](#)

[General Education Advisory Council](#)

[NOC/OSU Advisory Committee](#)

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Core Component: **3B. The organization values and supports effective teaching.**

Patterns of Evidence:

B.1 Qualified faculty members determine curricular content and strategies for instruction.

Describe how curricular content is determined. Is it decided by faculty committees?

Summary

Curricular content is decided by faculty committees in each department and in some colleges proposed changes are then forwarded to a college level curriculum committee.

College of Arts and Sciences

Decisions about curricular content and strategies for instruction are made at the departmental and individual faculty level. Curricular content is guided by the course catalog description and is influenced by the college and university new course approval process. Many departments in A&S offer multiple section courses where content and methods of delivery are coordinated (i.e. similar or identical syllabus, the same book, etc). Large general education courses that carry the "L" designation are coordinated in this way.

College of Agricultural Science and Natural Resources

The faculty designs the curriculum. Faculty committees that represent the various disciplines in CASNR work on their respective programs. Curricular changes proposed by the faculty must pass the College Curriculum Committee (all faculty members). Instruction Council must pass proposed curricular changes. This insures that changes that impact programs across colleges are adequately reviewed by all faculty members.

College of Human Environmental Sciences

It is determined by faculty committees within each department.

College of Business Administration

Curriculum content is initially determined primarily by faculty in each department. The typical process would be for individual faculty to suggest modifications in the course offerings, a new course, a change in content and description of an existing course, or perhaps deletion of a course they perceive as no longer a priority for the objectives of the department. Each department would then seek input from the rest of the faculty in that department, possibly with a departmental curriculum committee and if not then in an open meeting of all the faculty. Changes approved at that level move to a college standing committee dealing with curriculum recommendations for undergraduates or a committee of peer program coordinators for master's and doctoral level courses. These groups are advisory to the dean who provides final authorization by approving the course actions or turning them back to the department heads.

College of Engineering, Architecture and Technology

Curricular content is proposed by committees within the academic unit offering the program.

These recommendations are reviewed by a college level faculty committee to assure consistency with our mission and to minimize unnecessary duplication. All course and

curriculum actions are subsequently reviewed administratively by the University and for major changes they are also approved by the OSRHE.

Are individual faculty members solely responsible for curricular content of their own courses?

Summary

Individual faculty are responsible for the content of the courses they teach but there is an expectation faculty will keep teaching objectives in mind set by curricular committees, advisory boards, and accreditation requirements.

College of Arts and Sciences

Faculty are responsible for the curricular content of the courses they teach. As noted earlier, some multiple section courses are coordinated at the department level. The content of a few other courses may be influenced by disciplinary accrediting standards.

College of Agricultural Science and Natural Resources

Yes. Understand that if a faculty member desires to seek general education credit for a course, the gen. ed. committee must approve the content.

College of Human Environmental Sciences

Departmental faculty committees identify learning objectives and learning outcomes for each course. The teaching faculty then decides strategies for planning instruction that facilitates achieving the objectives and outcomes.

College of Engineering, Architecture and Technology

Individual faculty members do not “own” courses (especially undergraduate courses). The instructor of a course generally proposes initial course content and changes in course content. However, the expected course contributions to the curriculum are determined by the unit’s curriculum and accreditation committees. These decisions are driven in part by constituent advisory boards who recommend educational objectives and the outcomes assessment results. This approach is mandated by programmatic accreditation criteria.

How is the curricular content of multi-section courses determined?

Summary

Curricular content of multi-section courses is determined by the faculty members involved with the course and in some instances by departmental committee.

College of Arts and Sciences

The decisions are most often made at the department level. BIOL 1114 is an exception within A&S. This course is taught by faculty in the Departments of Botany, Zoology and Microbiology. Lecture and laboratory content in this course is coordinated by a committee of faculty in the three departments.

College of Agricultural Science and Natural Resources

By respective faculty and hopefully with coordination at the department level.

College of Human Environmental Sciences

Departmental faculty identify objectives and learning outcomes for such courses to ensure that consistency is practiced among the sections.

College of Business Administration

Content of multiple section courses in the college are determined by departmental committees selected for that purpose. Individual faculty are certainly given wide discretion in the content of their unique classes and rarely would the content of a course be challenged.

College of Engineering, Architecture and Technology

Curricular content of multi-section courses is established by oversight or monitoring committees with representation from each unit whose students take the course as well as course instructors.

B.2 The organization supports professional development designed to facilitate teaching suited to varied learning environments.

Describe structures or programs in place to facilitate professional development as it relates to teaching. For example: Effective teaching workshops, seminars, brown-bag lunches, etc.

Summary

Programs to facilitate professional development as it relates to teaching vary by college. Some colleges have their own programs, specific committees for effective teaching, retreats, and assistant deans with responsibilities in this area, while other colleges rely on university-wide programs.

College of Arts and Sciences

A&S faculty do participate in these types of activities at the department or university level. The College has offered some courses on technology such as on-line course development.

College of Agricultural Science and Natural Resources

Administratively, faculty development is the responsibility of the Assistant Dean for Academic Programs and the Department Heads of academic units. The Committee on Effective Teaching, a standing committee at the college level comprised of faculty from each of the academic programs, has responsibility for sponsoring programs and workshops with the support of the college. Currently CASNR sponsors two workshops each year, one before the fall term and a second before the spring term. We have monthly brown-bag seminars/discussions. The College funds teacher development opportunities on a request basis. Departments may use maintenance funds for teacher development.

College of Human Environmental Sciences

The College of HES facilitates a faculty retreat prior to the beginning of each semester. Many of these retreats focus on professional development related to teaching. Examples include retreats that have addressed "Teaching Critical Thinking," "Strategies for Assessment of Teaching," "Strategies for Effective Teaching in Large Lecture Courses," and "Active Learning Strategies."

College of Engineering, Architecture and Technology

We encourage faculty and teaching assistants to attend university and college sponsored teaching workshops and seminars. We also support travel and registration expenses for faculty to attend national seminars and workshops on teaching improvements. Most of our faculty members attend at least one professional meeting per year and nearly all of these meetings have sessions on instructional methods.

Describe teacher training programs for new faculty or graduate students.

Summary

New faculty and graduate students are encouraged to attend instruction effectiveness workshops and seminars and individual colleges and departments have their own training programs. Programs range from an orientation at the beginning of the semester to a year long series of weekly meetings.

College of Arts and Sciences

Some departments such as English have required seminars for new teaching assistants. Other departments encourage new teaching assistants and faculty to attend instruction effectiveness workshops and seminars.

College of Agricultural Science and Natural Resources

New faculty are encouraged to be involved in the planned teaching improvement activities of the Departments and the College. Membership in the North American Colleges and Teachers of Agriculture (NACTA) is provided by the College to teachers as an incentive to be involved in teacher development. Graduate training is the responsibility of the academic departments. Several Departments have active graduate student teaching improvement programs. Recently the Committee on effective teaching has asked to expand it's membership to include graduate students and this was approved.

College of Human Environmental Sciences

The College offers a Faculty Scholars program the first year of a new tenure-track faculty member's employment. This year-long program that involves Friday afternoon meetings, assignments, mentoring, presentations by resource people, and development of career portfolios includes professional development related to instruction and advising as well as research and external funding.

Ph.D. students in CHES are required to achieve identified core competencies during their course of study. One of the competencies is in the area of instruction, which requires each doctoral student to engage in professional development, and/or experience related to instruction. Two academic units (School of Hotel and Restaurant Administration and Department of Design, Housing and Merchandising) offer courses related to instruction within higher education that are open to graduate students from all academic units within the College.

College of Business Administration

The CBA conducts an afternoon orientation for new doctoral students each fall to introduce the new graduate teaching associates to the leadership of the CBA, to describe services available to them to support their teaching, and to describe the general expectations of the college for classroom policies and procedures. Individual departments conduct additional meetings on their philosophies of teaching and on procedures the department head requires for the particular course the GTA will teach. Common syllabi and other features relevant for large multi-section courses are handled by the department heads.

Describe mentoring programs for new faculty.

Summary

Mentoring programs are the responsibility of individual departments and may be formal or informal. Only the College of Human Environmental Sciences has a college-wide mentoring program administered by an associate dean.

College of Arts and Sciences

Some A&S departments have formal or informal mentoring programs for new faculty. These arrangements offer faculty an outlet for suggestions concerning teaching methods (mentors are often invited to class meetings).

College of Agricultural Science and Natural Resources

Formal mentoring programs are the responsibility of the academic departments. Some have formal mentoring programs.

College of Human Environmental Sciences

A structured mentoring program is implemented each year for all new faculty. The Associate Dean for Research and Graduate Studies matches experienced faculty with new faculty. These pairs of faculty work on teaching and research endeavors throughout the new faculty member's first year.

College of Business Administration

New faculty orientation is more unique to individual departments, with some assigning mentors and employing a fairly standard process of orientation. Other departments are much more informal and operate more on the basis of a department head-new faculty relationship.

College of Engineering, Architecture and Technology

New faculty members are mentored in their academic unit and attend the new faculty orientation seminar. Training teaching assistants is the responsibility of the course instructor, but is supplemented by university courses and seminars.

Describe support for attending national or regional meetings related to teaching or to teaching in one's field.

Summary

Some colleges send faculty to teaching related meetings but many rely on faculty to attend teaching related sessions at regular meetings because most travel funds arise from research budgets.

College of Arts and Sciences

Support for faculty travel to meetings related to teaching is available in a few departments. Travel funding for faculty in A&S is extremely modest and usually reserved for research meetings where the faculty member is making a presentation or participating in a panel session.

College of Agricultural Science and Natural Resources

Teaching M&O funds may be used for faculty development. There are limited funds available from an endowment for faculty development at the College level. Many departments have mechanisms to secure funds and build revolving accounts that are often used to support faculty development. Many of the teaching faculty in CASNR have split research/teaching appointments. Attendance at professional society meetings is often supported by research funds. Many of these meetings support instructional improvement, curriculum development, student professional development, or other formal programs that support teaching.

College of Human Environmental Sciences

Academic units provide some support for faculty in attending such meetings, as possible. Numerous faculty members deliver refereed presentations related to instruction at professional conferences each year. In addition, resources are budgeted from the Associate Dean for Academic Programs and Services office to support faculty participation in instruction-related conferences (Examples: In 2002, five faculty members attended the EDUCAUSE conference in Atlanta, GA; In 2004, two individuals attended the annual conference sponsored by the National Resource Center for the First-Year Experience and Students in Transition in Dallas, TX.)

College of Business Administration

Budgets are not typically used to send faculty to teaching conferences or pay individual development costs for instructional improvement. The college has been excluded from the system of start-up allocations and provides all its own funds to underwrite research and teaching programs for new faculty.

Departments have the discretion of whether to require or recommend the university's program in instructional improvement. External guests are brought in to make presentations on teaching and learning topics for faculty and graduate students. Many have been technology-related.

College of Engineering, Architecture and Technology

Many faculty members in the college receive support to attend teaching focused regional and national meetings. The American Society for Engineering Education is the most widely recognized such meeting, but we also send a few faculty members to instruction, accreditation, or assessment seminars each year. The people sent are expected to share the information with other faculty after they return.

B.3 The organization evaluates teaching, recognizes effective teaching, and provides services to support improved pedagogies.

Describe structures or programs in place to evaluate, recognize, or support improved pedagogies, for example: methods used for the assessment of teaching performance.

Summary

The university course evaluation form is the most widely used method of evaluating teacher performance. Exit interviews with students, classroom visits, outcomes assessment, and peer review of syllabi are other methods used.

College of Arts and Sciences

Each faculty member teaching a course during the fall semester is required to be evaluated. The format of the evaluation used is a department decision. Spring evaluations are recommended but are considered optional. Individual departments may implement other programs for evaluating instructional effectiveness when evaluating candidates for tenure and promotion such as classroom visits and exit interviews with students.

College of Agricultural Science and Natural Resources

All courses and teachers are evaluated fall and spring using the university-wide process.

College of Human Environmental Sciences

Faculty members in CHES use the student evaluation provided by OSU. In addition, some faculty invite experienced teaching faculty to attend their classes and evaluate their teaching. A Senior Exit Survey is administered to all senior students within capstone courses to assess the achievement of student learning outcomes. In spring, 2003 the National Survey of Student Engagement was administered to all CHES seniors. The California Critical Thinking Disposition ??? is administered to all incoming freshmen and is repeated at the junior level in a College core course. The CHES

Assessment Committee is currently analyzing data from matched pairs of students who completed this survey at both the freshmen and junior levels. Faculty are required to set instructional goals each year with the approval of the department head and to report on achievement of those goals through the next year's appraisal and development report. One's overall appraisal is partially accounted for by performance within the instructional area.

College of Business Administration

The primary common device for gauging teaching effectiveness is the institutional survey of instruction. A limited array of questions relating to instruction are included on other assessment instruments used throughout all levels of the curriculum. Peer reviews of syllabi and other activities unique to departments do occur also.

College of Engineering, Architecture and Technology

Several mechanisms assess teaching performance. Student opinion or evaluation surveys are used in every lower division course every time the course is taught. Upper division and graduate classes use student evaluations at least once per year. Senior exit interviews and surveys include questions about teaching effectiveness. Outcomes assessment results are traced to the courses with responsibility for each defined outcome. Thus these results directly measure learning and hence teaching effectiveness. Both self and peer evaluations of teaching performance are encouraged and mandated in some units or for all instructors at selected times.

Describe information technology seminars, workshops, or programs provided to enhance the use of technology for teaching effectiveness.

Summary

Most colleges rely on university information technology staff for assistance, seminars, and workshops but some departments have their own information technology staff and individual faculty share their expertise within departments by holding seminars and helping other faculty.

College of Arts and Sciences

Many A&S faculty participate in seminar and workshops organized at the university level (i.e. Blackboard training).

College of Agricultural Science and Natural Resources

We are advertising and encouraging the use of IT's services. Several of our departments have IT specialists who help teachers.

College of Human Environmental Sciences

SIS training (for advising) is provided to new faculty through the Faculty Scholars program. Faculty members are apprised of information technology training through the Faculty Support Center managed by the Information Technology Division. Numerous faculty members have completed training supported by the College through the Teletraining Institute to assist professors in developing and delivering courses at a distance. Many faculty have also completed training on Web CT and Blackboard and use these courses to teach at a distance or to supplement on-campus courses. During a recent faculty retreat, faculty practiced advanced PowerPoint techniques through training in the computer lab.

College of Business Administration

Most information technology improvements have moved to those provided by the university. Initial efforts in use of technology were lead by faculty in the college teaching in the Masters program in Telecommunications Management, the Masters program in MIS and the Masters of Business Administration program, often in support of students taught at a distance. First innovations grew out of the need to be responsive to students at numerous receive sites in corporate

locations and other institutions. This system evolved to more video streaming and then to delivery by internet or CD-ROM for maximum flexibility for the working student. Most of these efforts were driven by CBA faculty and innovative new techniques were used for both instruction and externally-funded research grants.

College of Engineering, Architecture and Technology

There are several teaching technology seminars, workshop and programs series offered by the University or units within the University. Perhaps the greatest help is the one-on-one help available from peers and services available in the college and through IT. Unit level, college and university IT groups provide support programs related to the technologies supported at each level.

Describe teaching awards.

Summary

The Regents Distinguished Teaching Award is the primary teaching award for most colleges and some have teaching and advising awards supported by private funds, departments, or organizations.

College of Arts and Sciences

The University and College recognize two A&S faculty with the Regents Distinguished Teaching Award each year. Other teaching awards are given by A&S Student Council or by individual departments.

College of Agricultural Science and Natural Resources

This is a major thrust in CASNR. We have a strategy for the formal recognition of teaching and advising. Departments/disciplines in Ag also stress teaching quality and awards.

College of Human Environmental Sciences

Each year, the Regents Distinguished Teaching Award is promoted within the College and students are encouraged to nominate faculty for the award. The faculty member who is selected for this award receives a \$750 stipend for professional development, a College plaque, recognition at the annual Celebration of Excellence scholarship event, and a large photograph on display within the central corridor of the CHES Building.

College of Business Administration

Teaching awards in the college include the Greiner Award for Teaching Excellence which is awarded at the graduate and undergraduate level, the Regents Distinguished Teaching award and various departmental and organizational awards including Outstanding Faculty Advisor, Outstanding CBA Professor, Award for Excellence for Advisement, Faculty of the Month, Academy of Marketing Science Teaching Excellence Award, Outstanding Marketing Teaching Award, Chandler Freitz Teaching Award, Sigma Xi Lecturer, Manuel M. Davenport Spirit of Wakonse Teaching Award, Outstanding MBA Faculty Award, and the Merrick Foundation Teaching Award.

College of Engineering, Architecture and Technology

In addition to the university awards, the CEAT offers two teaching awards funded by the Halliburton Foundation and an advising award. Some of the student or pre-professional

organizations and honor societies in our academic units identify outstanding instructors and or advisors each year. Most professional organizations have national teaching awards. The American Society for Engineering Education has a substantial list of teaching and advising awards both at the regional and national levels. Some general faculty awards given by the college and university have teaching as one of several criteria.

How was effective teaching considered in terms of the Meritorious Faculty Recognition Program?

College of Arts and Sciences

The answer to this question depends on the department and how the document describing the program was interpreted by the head or school director.

Describe Promotion and Tenure Policies as they relate to teaching:

Can an ineffective teacher earn promotion and tenure?

Summary

An ineffective teacher would have problems attaining promotion and tenure in most of the colleges. Promotion decisions are based largely on teaching effectiveness for faculty with teaching appointments; however, it is understood that teaching can be improved and that faculty may be promoted if there is reason to believe that teaching performance can be improved. The College of Agricultural Science and Natural Resources reported that it is possible for a faculty member with a large research appointment to be promoted even if they are ineffective teachers.

College of Arts and Sciences

The College and departmental tenure and promotion process is designed to prohibit ineffective teachers from receiving tenure in A&S. Promotion decisions are also based largely on teaching effectiveness.

College of Agricultural Science and Natural Resources

Yes, if the majority appointment is in research and the research accomplishments are significant.

College of Human Environmental Sciences

Yes, but only if they have a balanced portfolio of research or design activities and excellent teaching.

College of Business Administration

Promotion and Tenure policies in the CBA are unique to each department but centrally reviewed for consistency. Teaching is critical to successful reappointment and promotion, but it is understood in the college that teaching can be improved and faculty not yet tenured will be mentored by department heads to improve poor teaching performances if it is judged that there is a reasonable probability of success and the other elements of performance are satisfactory. The CBA does not have tenured positions that do not include publication expectations from a research agenda in the primary discipline. Papers written regarding pedagogy are generally treated as contributions to teaching and not research.

College of Engineering, Architecture and Technology

While there are several criteria for reappointment, promotion and tenure, a faculty member does not have to have contributions in all categories. There are two exceptions to this: every faculty member must demonstrate scholarship and if the individual has a teaching appointment, he or she must demonstrate quality instructional ability. Ineffective teaching can block reappointment, promotion or tenure while lack of scholarly activity has not blocked reappointment actions.

What percentage of lower-division theory sections are taught by tenure-track faculty?

Summary

The College of Arts and Sciences did not report actual percentages, the College of Business Administration reported that less than half of their lower-division courses are taught by tenure-track faculty, and all other colleges reported that nearly all of their lower-division courses are taught by tenure-track faculty.

College of Arts and Sciences

This information may be available through the OSU Institutional Research Office.

College of Agricultural Science and Natural Resources

Nearly all.

College of Business Administration

Lower-Division Theory Sections

Total	67
Tenure/Tenure-Track Faculty	28 41.79%

Lower-Division SCH

Total	10137 38.31%
Tenure/Tenure-Track Faculty	3883

College of Engineering, Architecture and Technology

Within the CEAT, all lower division theory courses are taught by tenure-track faculty members.

What percentage of upper-division theory sections are taught by tenure-track faculty?

Summary

The College of Arts and Sciences did not report actual percentages, the College of Business Administration reported that less than half of their upper-division courses are taught by tenure-track faculty, and all other colleges reported that nearly all of their upper-division courses are taught by tenure-track faculty.

College of Arts and Sciences

See answer above.

College of Agricultural Science and Natural Resources

Nearly all.

College of Business Administration

Upper-DivisionSCH

Total	31817
Tenure/Tenure-Track Faculty	14633 45.99%

Upper-Division Theory Sections

Total	269
Tenure/Tenure-Track Faculty	137 50.93%

College of Engineering, Architecture and Technology

Nearly all upper division theory courses are taught by tenure-track faculty, but occasionally adjunct or visiting faculty members teach when they have greater expertise than is available within our faculty.

How is less-than-effective teaching identified, and what steps are taken to remedy problems that are discovered?

Summary

Department heads are responsible for identifying less-than-effective teaching and for taking action to remedy the problem. Problems are identified through exit interviews with students, by reviewing student evaluations of the instructor, and by advisors hearing from students. Problems are addressed with the faculty member as part of the annual

appraisal process. Remedies may include: not rehiring ineffective adjuncts, adjusting appointments, and mentoring.

College of Arts and Sciences

Department heads are responsible for addressing less-than-effective teaching among faculty, adjunct faculty and teaching assistants. Faculty members are evaluated each year through the Appraisal and Development (A&D) process. The head or school director is required to write an explicit statement concerning teaching effectiveness for all tenure-track faculty members who have a teaching assignment. Adjunct faculty and lecturers are also evaluated on a yearly basis. Ineffective adjuncts and lecturers are not rehired. Teaching assistants are also evaluated at the department level and are not retained if they determined to be ineffective in the classroom.

College of Agricultural Science and Natural Resources

This happens as a part of the annual appraisal process. Even for the cases such as noted above, we would not ignore ineffective teaching. Some remedial action would be taken at the department level first. Few of these issues reach the College level. Problems are addresses and solved at the department level. Sometimes appointments are adjusted to get the best fit.

College of Human Environmental Sciences

Each department head is expected to review student evaluation survey results at the end of each semester and provide feedback to faculty members as quickly as possible in order to facilitate improvement of instruction before the next semester. In addition, faculty members are required to report on instructional goals during the annual appraisal and development process. Appraisals reflect feedback given by the department head.

College of Engineering, Architecture and Technology

Less than effective teaching may be identified by the student evaluations or exit interviews, but usually they are first identified by advisors who hear from students having difficulty because of the instruction. In lower division courses, the subject instructor is mentored and given a chance to improve. If this is not successful, another instructor is selected for the course.

B.4 The organization demonstrates openness to innovative practices that enhance learning.

- Describe how your college demonstrates openness to innovative teaching practices?

AGRICULTURAL SCIENCES AND NATURAL RESOURCES — Openness to innovation doing something won't work! Innovation would have to be demonstrated.

ARTS AND SCIENCES — Department heads and school directors make decisions about how to reward teaching innovations. Heads/school directors may recommend larger raises or equity adjustments in salary for faculty who demonstrate innovation. Faculty who are effective teachers are generally more likely to receive summer teaching assignments when the request them.

BUSINESS ADMINISTRATION — Faculty are encouraged to incorporate state-of-the-art technologies and innovative practices to enhance learning. Numerous examples may be found by following this link. **[NOTE: I SUGGEST CREATING A LINK TO THE FOLLOWING SEGMENT OF THE BUSINESS RESPONSE TO THIS ITEM, RATHER THAN INCLUDING ALL OF IT IN THE TEST HERE.]**

The following are examples of these practices implemented by some of our CBA faculty:

DEPARTMENT OF MANAGEMENT SCIENCE AND INFORMATION SYSTEMS

NIK DALAL

The online course on enterprise systems developed by Nik Dalal attempts to combine the best of two worlds – that is, to have the rigor, structure, and control typical of a traditional course and the interactivity, playfulness, and discussion-orientation of an online course. The course was designed from scratch using a clean-sheet design approach to determine the appropriate content and its presentation using faculty designer's intuition; research in learning theory; indications of best practices in online learning; and the support of the MSIS department, CBA Extension, an MSIS faculty member, and OSU faculty support. Learning of content is facilitated using a multimodel approach that includes structured weekly online discussions, active learning exercises, miniquizzes, tests, lectures, software demonstrations and tutorials, points to ponder, critical thinking questions, audio and video clips, guest speaker video segments, online case studies, a glossary, and linear narrative text, which are all integrated in a cohesive manner in a WebCt environment.

DURSUN DELEN

Dursun Delen has been using web-based software (Web-Statistica Data Miner) for my DSS course. I also use Web-CT for communication, collaboration, distribution of course material. He makes available some of the industrial tools (IDEF Modeling Software Tools) he has acquired via software grants to my Advanced Systems Development course students.

HOMA GHAJAR

Homa Ghajar has been using SAM (Skill Assessment Manager) for MSIS 2103 since fall of 1999. MSIS 2103 students will be evaluated online on the Microsoft Office XP Applications (Word 2002, Excel 2002, Access 2002, and PowerPoint 2002). SAM XP is one-of-a-kind Microsoft Office XP testing software that helps student gain a true understanding of their ability to work in this suite of products. Using state-of-the-art technology, SAM XP enables students to perform real-world tasks in Microsoft Office XP while they work in an authentic, simulated Office XP environment.

NICHOLAS ROMANO

GroupSystems (GSS) technology is employed to provide the students with an actual experience of using Collaborative Software for decision making and project/team planning. The students get to see the state-of-the-art in GSS software and use it to work on a project for the class; rather than just hearing or reading about it. This has been done twice

before and will be done the beginning of March without current students. It is a good example of bringing research back into the classroom because Nicholas actually contributed to the research that led to the latest versions of GS that is being used and he uses these same tools in his research as well.

Also later this semester students in SAD had a chance to use this software in an experiment that will examine how heuristic evaluations of DFDs might be enhanced by the use of such collaborative technology. This will be an extra credit opportunity; however it involves the material covered in class and provides a new skill for them - heuristic evaluation which has not used before but may employ in classes in the future depending on the results of our experiment.

MARTY CROSSLAND

Marty's current approach to course delivery has evolved as he has needed to teach simultaneous sections in Tulsa, Stillwater, and Distance Learning. Realizing that lectures, support materials, and such are ALWAYS going out to at least part of the students in some electronic form, Marty decided to try to capitalize on it and attempt to "level the playing field," so to speak, for all the students. Current modes of delivery resulted in certain compromises for students in each venue.

The methods developed work to leverage the technologies now available to all faculty and students at OSU, and to most others elsewhere. Here is a summary:

1. A high quality web site is constructed and maintained for each course. All course support materials are provided through this site, including links to supplemental readings and other resources for students. All assignments are announced and delivered through the web site. For a current example please see (<http://5123.osu-tcom.net>).
2. "Bulk lecture" type presentations are now recorded weekly in my office using desktop screen-capture software (Camtasia Studio). They are primarily narrated PowerPoint presentations, but feature my interactivity with the screen (mouse gestures to highlight topics, primarily). They also include software demonstrations recorded using the same software.
3. The recorded lecture materials are then produced in Macromedia Flash format for delivery through the web, also using Camtasia Studio. Flash format is quick to deliver, high-quality, and generally requires no software for viewing by the students other than a modern web browser. Students access the lecture material through the course web site. For a current example please see <http://5123.osu-tcom.net/WeeklyVideos/Chapter08.htm>.
4. To add a bit of extra "spice" to the week's material, a short audio clip from a famous motivational speaker is included, Mr. Earl Nightingale. These clips in have been recorded in .mp3 format, and they are available

for on-demand streaming delivery using a tool called Sonic Memo. These 3-4 minute clips are on a "Life Topic" of universal interest. For an example see the push-button controls in the dark yellow box on <http://5123.osu-tcom.net/WeeklyVideos/Chapter08.htm>.

5. To support each week's lecture a set of handouts of the PowerPoint slides is provided, and then produced in electronic form using Adobe Acrobat. The .pdf files are available on the web site. For a current example please see <http://ra.okstate.edu/crossland/5123/ch08/ch08.pdf>.

6. Some students have stated that they would like to archive the weekly video materials for later reference in jobs and other courses. Others have expressed that their low-speed access to the Internet doesn't provide for the best quality streaming delivery of the online lectures. For these students I also produce a downloadable eBook of each week's material, including the recorded lectures and the PowerPoint notes. These are produced using an eBook compiler software package (eBook Generator), which creates a single executable file that requires no auxiliary software for viewing. These are put into a .zip file each week and provide a link from the web site. For a current example please see <http://ra.okstate.edu/crossland/5123/ch08/ForouzanCh08.zip>.

7. To encourage students to view the weekly lectures, and to provide some self-assessment feedback, students are required to take an electronic quiz each week before the "live" class. These quizzes are administered using WebCT. Students must take at least one, and are allowed to take up to three quizzes each week. Each attempt selects a different set of questions about the same material, automatically grades the quiz and gives the student feedback as soon as they complete it. If more than one quiz is attempted for the week, WebCT to automatically averages the scores for that week's quiz grade. For a static example of how a student sees each quiz question please see <http://5123.osu-tcom.net/images/ExampleQuiz.jpg>.

8. Using the above methods, about 1 1/2 to 2 contact hours of material is generated each week for electronic delivery. This allows me to substantially reduce the amount of "live" classroom time required of the students. "Live" classes are held for about 1 1/2 hours per week, alternating the live venue between Tulsa and Stillwater. During the live classes (which are delivered via live video to the other "local" location) I take a conversational and demonstration approach to teaching, which is much more engaging for the students than lecturing. Students often ask questions about the online lectures. Marty works through example problems with them, ask them challenging discussion questions, invite guest speakers on current topics, give software demonstrations, etc. These live sessions are recorded by CIT and placed online, and on CDs for delivery to distance students as well. Distance students, and local students who miss class, can view these recorded live sessions within a couple of days after the class.

9. Using WebCT, a somewhat unique means of administering major examinations has been developed online. Students take their exam during a strictly assigned and enforced time period. Each student receives a unique set of exam questions automatically selected (by WebCT) from a larger available question pool. Each set of questions is presented in random order. Each question is only presented once, it must be answered at that time, and it may not be revisited or changed later. These restrictions allow me to administer the exam to students unproctored, which means that all students, local and distance, have exactly the same type of exam and same type of conditions to take it, and they can take it from wherever they would like, including home (the distance students especially appreciate this). It virtually eliminates inappropriate collusion between students during the exam and students are cautioned in advance that any such attempts will actually slow them down and hurt their grades. Even though the exams are open book, there are a large number of questions, including problem-solving questions, and a strict time limit in which to complete them. Many students tell me they are quite challenged to complete the exams in the time allotted. This style is very similar to how many professional certification exams are now structured.

DEPARTMENT OF MARKETING

STEVE MILLER

Steve Miller has been a CBA and campus leader in the application of technology to distance learning. His layout of lecture videos has been adopted as the structure in all CBA distance courses and elsewhere at OSU. He has been a panel speaker for two straight years in CIS and now IT workshops on innovation in the classroom. He and Bill Elliott (IT) were invited speakers at the 2003 Oklahoma Distance Learning and the 2003 OUHSC Distance Learning conferences. In 2004, the Association for Continuing Higher Education, Instructional Technology and Distance Learning Division awarded the OSU CBA the "Creative Use of Technology Award" based on his instructional methods.

DEPARTMENT OF FINANCE

BETTY SIMPKINS

Using the Solarc Right Angle software to demonstrate commodity (petroleum products) scheduling, transportation, storage, and invoicing (a classroom simulation) in my FIN 5550 Energy Finance class.

Using Crystal Ball and Bloomberg for students to analyze and simulate the Williams Devil's Tower project analysis. Someone from Williams (the project manager who is a former student -- Guy Suffridge) spoke to the

class on the trading floor to my class about the risks and project status to date (spring 2003).

Using Crystal Ball and Bloomberg for students to analyze jet fuel volatility and price risk using the Southwest Airlines Jet Fuel Hedging case I have written (used one year ago in FIN 5550 and will use again this semester in FIN 5053). Scott Topping came to OSU Tulsa last year to talk to my classes about how he handles this type of risk management and analysis.

Using @Risk and Bloomberg for students to analyze the Southwest Airlines Winglets case that I have co-written with one of the MBA students (Aaron Martin). Scott Topping with Southwest will hopefully come this April to discuss both the Winglets and Jet Fuel Hedging cases.

DAVE CARTER

Dave joined our faculty in Fall 1998 and assumed responsibility for teaching the intermediate corporate finance class. This course differs from similar courses at other universities due to the emphasis on the use of the computer to solve finance problems. Dave focuses on the use of the spreadsheet (Microsoft Excel) as a tool for financial analysis. Further, Dave has integrated stock-price data from the Internet with the spreadsheet to allow students to investigate portfolio optimization techniques using Excel's Solver feature. While he illustrates these concepts in the classroom, Dave believes a hands-on approach is best and so takes his students to the computer lab several times each semester so they can work through examples with him. Students are required to turn in a number of computer assignments during the semester and on occasion the computer is used to answer portions of his exams. He maintains a course website complete with the syllabus, assignments, answers to assignments, course notes, and Excel files from class.

Dave has done a terrific job in developing this class. Student feedback about his teaching methods and course content is excellent. Dave's teaching excellence is documented by the university's student assessment of instruction. Dave's student evaluation scores from the university assessment instrument are consistently high and often rank as the highest among the finance faculty. His classes fill to capacity and attract students from other business disciplines, as well as students from the Engineering College. Feedback from recent alumni strongly reinforce the high student evaluations and indicate that Professor Carter's class created "value-added" and benefits their careers.

Institutional Technology's Faculty Support Center and Provost Strathe recognize faculty who are using technology in innovative ways in the classroom or in on-line courses. Also various teaching awards listed are certainly impacted by this additional component.

It is included in the promotion and tenure portfolio and considered with the instructional component.

ENGINEERING, ARCHITECTURE AND TECHNOLOGY — For some faculty, the primary reward for innovation is the satisfaction of accomplishment and the thrill of seeing improved student learning. For some innovations, we provide public (internal or external) announcements. Substantial innovative projects may be externally funded and/or produce referred publications. If the requirements for scholarship are accomplished in the innovation, this contributes toward reappointment, promotion, tenure, pay raises and faculty awards just as would any other scholarly activity.

In the reappointment, promotion and tenure process, instructional innovation can enhance either the teaching and/or the scholarship part of the evaluation.

We provide grant seeking support, attempt to waive or bend policies when necessary and appropriate to accomplish the innovation, and when necessary provide institutional support for innovative programs.

HUMAN ENVIRONMENTAL SCIENCES — Regular faculty retreats focused on topics that engage faculty in considering innovative practices are facilitated (Examples: In January, 2004, a creative consultant provided strategies for identifying innovative approaches to teaching and other work issues; In January 2003, a panel of faculty from CHES and CASNR reported on and provided handouts about innovative active learning and team-oriented instructional practices they have tested in their classrooms). Faculty teaching practices are often highlighted in the CHES annual magazine that is distributed to faculty, staff, students, parents of students, alumni, associates, and friends of CHES.

Faculty are encouraged by department heads to establish annual instructional goals that involve innovative practices. Thus these innovative teaching practices are part of the annual appraisal and development process which is directly linked with promotion and tenure.

Role of HE Associate Dean: As Associate Dean, I continue to teach a course each semester and incorporate innovative teaching practices into my instruction. I share examples of my teaching practices when other faculty members meet to engage in discussions of innovation. I have met with representatives of each academic unit individually in CHES to serve as a mentor regarding establishing innovative internship programs. All units in the College have now established a structured process for facilitation of undergraduate students' internship experiences. I have personally served as a mentor to several new faculty members and focused my mentoring on teaching strategies and advising strategies (Drs. Jane Swinney, Lisa Vogel, and Diane Morton). I attend campus and off-campus conferences and other programs (with CHES faculty members) focused on innovative approaches to teaching (Examples: EDUCAUSE in Atlanta, GA; conference on The First-Year Experience in Dallas; National Academic Advising Association conference in Florida; etc.). I facilitate the development of concepts, with faculty and professional staff, for innovative approaches to teaching (Example: I worked with the CHES Academic Affairs committee to revise the HES orientation courses for freshmen and first-year transfer students to introduce more relevant content and innovative experiences; I worked with our Career Services Coordinator to develop innovative career development materials to be integrated into the curriculum throughout the four academic units.

TULSA HEALTH SCIENCES — Faculty individually embrace innovative teaching practices and share with colleagues. Currently by receiving esteem and appreciation of colleagues but there is no college-wide program for rewarding innovation. Innovation is not currently an important consideration in promotion and tenure.

B.5 The organization supports faculty in keeping abreast of the research on effective teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

* Describe how your college supports the use of technological advances.

AGRICULTURAL SCIENCES AND NATURAL RESOURCES — We do maintain 5 multimedia classrooms and have three college teaching computer labs. These are the preferred classrooms and labs.

ARTS AND SCIENCES — Many A&S faculty make use of university facilities that support technology (such as the facility located on the 4th floor of the Classroom Building). The College of Arts and Sciences Technical Support Unit (CASTS) provides assistance to departments and individual faculty with teaching technology. CASTS maintains the instructional equipment in several large lecture halls (computers, video projectors, visualizers, DVD players, etc.)

Several A&S instructors offer distance courses in areas such as French, algebra, chemistry, physics, and political science. In addition, A&S faculty have been active in offering through compressed video at locations ranging from OSU Tulsa to classrooms in businesses. Arts and Sciences Extension has begun working with faculty interested in offering general education courses in subjects such as English, geography, and mathematics.

BUSINESS ADMINISTRATION — The CBA encourages faculty participation in the university sponsored programs related to new technologies, especially seminars on topics like Blackboard, WebCT, and so forth. The college also provides server support and technical help as MSTM, MBA and others use "webboard" software for student interaction in the distance learning programs. Video-streaming application was practically invented in the MSTM program and became a dominant delivery mode for a few semesters before CD-ROMs and the internet replaced it. There are at least 95 graduates of the distance learning OSU MBA program and 80 graduates of the distance learning M.S. in Telecommunications Management Degree program. Almost 175 total distance learning graduates of the CBA since 1992 when the Corporate MBA program began. There are currently 45 MBA distance learning students and 21 MSTM distance learning students in Spring 2004 semester.

College resources available to the faculty include a three-year-rotation schedule of new, very high quality computers on each desktop, excellent technical support for software and hardware problems, and network management and servers for classroom materials and instructional aids. The student's technology fees provide a wide range of software in the CBA computer lab and extensive printing opportunities.

BUSINESS ADMINISTRATION IT — We have 4 logical computer labs distributed over 3 different buildings available to students and faculty. Each lab is designed to serve different needs of both students and faculty.

The general CBA student lab consists of 80 workstations. This lab is may be utilized by any university student. The software loaded on these systems is approved by a committee of faculty and students.

The graduate student labs (there are 3) consist of 15 systems in 3 different buildings. These computers are for graduate student use only.

The accounting lab – 3 systems. The lab is for use by accounting graduate students. The software load is the same as the general CBA lab but these systems may be loaded with special purpose software at the request of accounting faculty.

Trading floor lab. This is a special purpose lab for use by students and faculty. The software environment in this lab can be quickly changed by faculty request for special occasions. The standard software installed is primarily related to finance.

The purpose of these labs is to allow student access to general and special purpose software used by CBA and university faculty in their classes.

CBA faculty currently use a variety of mechanisms to deliver course content to distance students.

- a) Some use university provided resources to deliver content via the university Real Server.
- b) Some extension hosted distance courses are provided on CD-Rom.
- c) More faculty are beginning to use WebCT and BlackBoard to host web content for both on campus and distance classes.

ENGINEERING, ARCHITECTURE AND TECHNOLOGY — Within the CEAT, each faculty member has one or more computers on their desk. Many also have laptop computers and/or computers in their laboratories. Faculty members who frequently record lectures for asynchronous delivery can have a camera installed on their monitor. Those who have less frequent use of such facilities can use rooms equipped for non-class lecture recording.

The college operates six distance education studios that are equipped for two way video and audio and digital recording of the class. Some of these studios is reserved for regularly scheduled credit courses and some are for one-time class meetings and continuing education events.

The CEAT also provides computer classrooms and student computer laboratories. The computer classrooms have a computer with the software used in the courses scheduled in the room on each student station. The computer laboratories have computers with all software needed by students in all CEAT classes. The laboratories are open either building hours or 24/7 with special access for CEAT students. Currently the CEAT supported student computers are available in a ratio of approximately one computer per

eight students. In addition, individual academic units provide computers for control or data logging functions in other laboratories.

The CEAT has a substantial involvement with distance education. In the last couple of years we have facilitated the distance delivery or reception of 90 – 100 courses per year. These courses are delivered by two way video, streaming video, CD and video tape. The CEAT Distance Education Outreach supports the faculty member with all scheduling, course approval, transmission, recording, delivery and receipt of course materials, and negotiations with receive or transmission sites. The distance sites include individuals, corporations, and other institutions of higher learning. Several courses are shared by distance education between OSU-Stillwater and OSU-Tulsa.

ENGINEERING IT — The College of Engineering, Architecture and Technology operates, maintains and manages several computing and instructional facilities aimed at meeting the computing needs of most its students. These facilities consist of computerized classrooms and open computing laboratories that are available to all students enrolled in one or more engineering courses at OSU-Stillwater. Each of the major student computing facilities in the college is equipped with a local area network. Each building having computer laboratories has a server to address needs spanning multiple labs. One server and a backup server address the needs that span multiple buildings. There are over 450 networked computers in these facilities.

The computer systems in these facilities comprise of WINDOWS based desktop computers as well as UNIX based application servers. Also provided with the UNIX servers are X-terminals, which provide graphical terminal capabilities to the host server. The UNIX systems facilitate the distribution of specialized engineering applications through secure remote access.

Basic productivity software packages and specialized engineering software packages are provided on each WINDOWS system to match the classroom requirements on a semester-by-semester basis. The systems in the open laboratories are loaded with all available software packages so that students can access all of the packages needed for their class assignments and projects outside the regular classroom setting.

Any student enrolled in a CEAT class has access to any open laboratory and classroom as needed. There are no time limits or accounting of computer time used by each student however, the total student usage of the open laboratory is monitored for purposes of optimizing the effective use of all available resources. We have a printing quota on each account at the time of creation. The quota is adjustable depending on the circumstance. We also require students to ask permission for jobs that require lengthy execution time so that systems can be reserved in the open laboratory to accommodate such needs.

HUMAN ENVIRONMENTAL SCIENCES — A 40-station computer lab is available for use. A second satellite computer will be created during summer 2004 to offer additional technological access for students and faculty. Computers and software are upgraded on a regular basis to ensure the latest and best hardware/software for students and faculty. The CHES Technology committee is comprised of faculty and students. This group frequently allocates funding for purchase of software that is needed by faculty to facilitate innovative teaching. Examples include:

- AutoCAD for interior designers was installed in lab to teach computer-aided design;

- PhotoShop was provided for faculty in Human Development and Family Science and Design, Housing and Merchandising;
- A color printer is being provided in the computer lab to facilitate the needs of the apparel design and production program at the request of students from that option;
- Wireless access points were installed in two locations within the CHES building to allow students and faculty to use laptop computers with wireless connections to the Internet,
- Multimedia equipment has been installed in ??? classrooms in the CHES building to facilitate delivery of multimedia presentations, access to the Internet, and other technology-driven instructional approaches;
- A Polycom videoconferencing system was purchased for use in bringing more practicing professionals into classrooms.

Several courses are taught via compressed video or Polycom videoconferencing to facilitate teaching Tulsa and Stillwater students the same curriculum. Faculty have developed online courses that are delivered regularly (Drs. David Balk, Mona Lane, and David Fournier in HDFFS, Dr. Shiretta Ownbey in DHM; Dr. Barbara Stoecker in NSCI). The Human Development and Family Science Department has on ongoing contact with the Department of Human Services to provide courses, via distance education, to DHS professionals. The College of HES is a member of the Great Plains Interactive Distance Education Alliance (Great Plains IDEA) which delivers a totally online master's program in Family Financial Planning, Gerontology, and Merchandising. Courses are delivered from various Alliance campuses, including OSU, and course enrollment is comprised of students from all Alliance campuses.

HUMAN ENVIRONMENTAL SCIENCES IT — In HES we have one computer lab (HES room 202) with 41 stations. This lab is available for faculty to teach courses in and holds open hours for students to use. We are currently constructing a new lab that will be housed in basement that will have 52 stations. There are currently 8 fully equipped multimedia classrooms available for faculty to teach their courses with the goal in mind to add at least 3 more.

VETERINARY MEDICINE IT — The College of Veterinary Medicine supports innovative teaching strategies through the Office of Multimedia Curriculum Development. This office is tasked with supporting faculty efforts to develop and deploy state-of-the-art instructional modules for both in-class and out-of-class instruction.

The college provides a pervasive technology environment in support of delivery of innovative instructional materials including:

- Web services
- Streaming media services
- Electronic assessment delivery services
- Fully equipped multimedia classrooms
- Wireless access in classrooms and library

The curriculum of the College of Veterinary Medicine is primarily composed of two components:

DVM Curriculum - Since the College is a professional school the expectation is that the student is a resident participant in all four years of the curriculum, thus distance

education in the traditional sense is not applicable. That being said, the College does seek out external entities to provide specialized instructional programs to complete gaps in the expertise pool of the College. To date programs have been delivered by inbound telecommunications in Radiology, Nutrition and practice management.

Graduate Curriculum - Within the graduate education component of the College several courses have been taught via real-time distance education in cooperation with the Oklahoma State University Center for Health Sciences and the Oklahoma University Health Science Center

TULSA HEALTH SCIENCES — Technological resources have been cut. Distance education efforts include the Forensics Program and Telemedicine.

CENTER FOR APPLICATIONS OF REMOTE SENSING — CARS lab maintains the university-wide site for ERDAS Imagine (industry standard for image processing software) as part of the Higher Education Annual Kit (HEAK). This involves regular upgrade of the software, requesting license files and installing on the license server, monitoring the license usage on campus. This maintenance is critical for smooth and efficient working of departmental teaching labs, but also research projects undertaken in the CARS lab. Additionally, large-format color scanning is available to support faculty needs.

EDUCATIONAL TECHNOLOGY CENTER —

Physical Resources:

Each regular classroom in Willard—10 in all—contains a multimedia station which includes a Win computer with a DVD drive, a VCR, a multimedia projector, and some contain document cameras—a plan to have these in all rooms is coming. It is hoped that the same equipment will be placed for the COE Colvin classrooms by fall.

Second, there are some specialized classrooms which contain multimedia equipment. These include two rooms with TV/VCR set-ups—one has a LaserDisc—one distance learning room with a full multimedia set-up, and a large lecture hall with a full multimedia set-up.

Third, there are three reservable computer labs which have multimedia projectors. Two of them which are Win labs have VCRs and document cameras. The other lab has both a win computer and Mac G5 computer at each station.

Fourth, all rooms listed above as well as all conference rooms contain overhead projectors. One conference room also contains a video-conferencing unit and includes a surround sound speaker system,

DVD player, and VCR. In addition, all rooms are connected to the campus network system as well as the campus cable television system.

Finally, the main computer lab and resource center contains a full array of check-out equipment:

4 Win laptops

1 Mac laptop

5 multimedia projectors

4 digital cameras

2 digital camcorders

4 transcribers, both macro and micro

1 analog camcorder

2 multimedia carts

1 mobile classroom which contains 20 Mac laptops and a wireless Internet access point

etc.

In addition, the resource center contains many supplies and tools, i.e., papers, writing instruments, die-cuts, etc., which facilitate the preparation of K-12 instructors. There is also Mac computers and other equipment to help with video editing.

Personnel:

Support for the above include a department divided into three areas: technical, administrative, and instructional. The instructional group—handling the above mentioned—attends IT workshops, purchases books, queries websites, signs-up for training, works with IT groups, and attends workshops with/designed for K-12 persons.

The group contains undergraduate students for basic assistance and help, a couple of GAs for advanced help, and a manager.

- Describe distance education efforts including delivery and importing of distance education

This group has been the main support structure for distance education in the college. The manager and GAs listed in the previous answer are administrators in the university's Blackboard system; this system is used by most COE faculty who use some type of courseware either for fully on-line courses or supplemental course work. However, assistance may still be found for OSU WebCT, Frontpage survey development, Microsoft SharePoint Portal Services, video editing, Lotus Homepages, H: drive publication, etc.

One room is currently involved in traditional H.320 compressed video classes. While the college had seen a decline in this instruction, a large resurgence has occurred in the last three semesters. In addition, we currently have an H.323 IP video-conferencing system. Various other cameras are set-up on local machines for H.323 IP video-conferencing.

Traditionally, we have worked with Education Extension and all other groups in mentoring and planning on the best way to implement distance learning projects. The COE Technology group has been involved in grants such as Oklahoma State Legislative Bill HB 1815—a learning initiative for K-HiEd institutions in training instructors to become more technologically literate. In addition, we had a grant with the United States Coast Guard to offer training mainly for its Auxiliary group; this provided great resources and practical instruction for our group. Finally, some in the group are currently involved with a U. S. Department of Education Star Schools grant, HBL4U, specifically in terms of information technology in instruction.

B.6 Faculty members actively participate in professional organizations relevant to the disciplines they teach.

AGRICULTURAL SCIENCES AND NATURAL RESOURCES — Participation in professional organizations would be nearly 100% in this college. Research and teaching funds are available for attendance in professional meetings.

ARTS AND SCIENCES — Nearly all A&S faculty are members of professional organizations tied to the disciplines they teach. Many of these organizations include a component of their mission that is associated with teaching.

BUSINESS ADMINISTRATION — Departments are allocated money each year to fund trips to conferences to present papers on research, less frequently to discuss pedagogy or make these types of presentations. Faculty membership in professional organizations is widespread and considerable resources are provided for this purpose. A request has been made to each department head to provide numbers related to faculty membership in professional organizations.

ENGINEERING, ARCHITECTURE AND TECHNOLOGY — Based on a small random sample of faculty, it appears that a typical CEAT faculty member belongs to two or three professional organizations related to the courses taught by the faculty member. This only includes professional organizations with education improvement related programs. One of these professional organizations may be exclusively oriented toward education research and practice in the discipline. Most of the faculty members have substantial active involvement with at least one professional organization. This typically is membership on one or more technical committees or holding officer positions in the professional organization.

HUMAN ENVIRONMENTAL SCIENCES — Faculty within CHES do maintain memberships in professional organizations focused on teaching including the following:

- National Society for Experiential Education (NSEE)
- Association for Business Simulation and Experiential Learning (ABSEL)
- National Academic Advising Association (NACADA)

In addition, numerous subject-focused professional associations for CHES faculty not focus a portion of their efforts on the teaching function including the following:

- American Dietetic Association
- International Textile and Apparel Association
- American Collegiate Retailing Association
- Interior Design Educators' Council
- National Association for the Education of Young Children

TULSA HEALTH SCIENCES — Our faculty members must pay own membership in any professional organization. However, in general, our faculty members belong to their disciplines professional organizations.

March 27, 2004

Draft IV
OKLAHOMA STATE UNIVERSITY
NCA SELF STUDY ASSESSMENT

CRITERIA 3: STUDENT LEARNING AND EFFECTIVE TEACHING

CORE COMPONENT 3C – The organization creates effective learning environments.

Patterns of Evidence:

C.1 Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

Every OSU degree program is required to have an assessment plan that describes expected student learning outcomes and the methods used to evaluate student achievement of those outcomes. Each plan should include statements about how assessment results will be acted on to improve academic and student programs. Additionally, each degree program is required to submit an annual assessment report that describes the methods used to evaluate student achievement of the expected learning outcomes for the degree program, the number of individuals assessed (in each method), the results or findings from the assessments and how results are interpreted relative to the program's expected student outcomes, and finally, specific examples of how assessment results have been or will be used for program development. Assessment plans and annual reports for degree programs are available on the University Assessment and Testing website.

Some of the changes made based on assessment results reported by OSU academic programs include: changes in course content; addition/deletion of courses or changes in course sequence; changes in emphasis for new or vacant faculty positions; justification of past curriculum changes and to show program improvement resulting from those changes; changes in advising processes; development of academic services for students; and changes to student academic facilities such as computer labs, science labs, and study areas. A more complete listing is available on the University Assessment and Testing website.

Assessment also derives from the Faculty Appraisal and Development process that is an annual review of faculty accomplishments as well as an opportunity for faculty to outline their short-term goals. Teaching activities are the first item on the form. See Attachment 1 for the summary of the A&D process and the actual form.

Likewise, all departments of the Division of Student Affairs regularly evaluate and assess programs and services offered and make changes based on results. See Attachment 2 for evidence of assessment of Student Services associated with the Division of Student Affairs

C.2 The organization provides an environment that supports all learners and respects the diversity they bring.

As evidenced by the Oklahoma **State University Strategic Plan**, OSU adopts a rather broad view of diversity in order to encourage an inclusive, supportive and open environment for all learners. This commitment is expressed throughout the OSU Strategic Plan. The **Vision Statement** of the Strategic Plan states, “OSU’s culture will support diversity, academic freedom, high aspirations and mutual respect.” Diversity is a **Core Value** of the institution, expressed as follows: “we respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.” Further, Dr. Schmidly, President and CEO of the University, expresses this institutional commitment to diversity in his Plan for Achieving Greatness, as follows: “One of the most important priorities to me personally is to increase access and diversity among students, faculty, and staff at Oklahoma State. Achieving this goal is crucial to becoming a nationally competitive university, just as it is absolutely necessary to fulfill our goal to educate the people of Oklahoma.” He further states, “Our minority enrollment has not mirrored that of the state” population. The diversity of our faculty is not equal to those of our student populations. The plan calls for us to reverse this trend through aggressive recruiting and through working with our campus communities to provide enriching opportunities for minority families.” Specific, measurable goals and strategies within divisions, colleges and units of the university are evidence of the commitment to advancing and supporting a diverse community of learners. (Reference the Strategic Plan)

Instrumental in assessing progress toward a more widely diverse community of learners are the data provided by the Office of Planning, Budget & Institutional Research. The Student Profile of OSU, containing the status and trends of the diversity of the institution’s student enrollment, by gender, residency, ethnicity and alternative admission. (Reference Student Profile of OSU)

Organizationally, the institution has recently undergone changes to enhance the visibility and effectiveness of institutional diversity. A new Vice President for Institutional Diversity has been created. This takes the place of a previously existing Associate Vice President for Multicultural Affairs position. (Reference Position description of the VP position) The Multicultural Development and Assessment Center has been renamed the Multicultural Student Center and assigned to the Division of Student Affairs. The focus of this Center is to counsel individual students and development programs/services for students of African American, Native American, Hispanic, and Vietnamese American ethnicity.

- Diversity and inclusion are practiced through a myriad of opportunities for students to interact informally and to become meaningfully engaged in out of class organizations and

activities, involving persons of diverse backgrounds, cultures and interests. Opportunities for student leadership development are plentiful,

- through participation in various multicultural student organizations and councils, such as
 - National Pan-Hellenic Council,
 - African American Student Association,
 - Native American Student Association,
 - Vietnamese American Student Association,
 - International Student Organization,
 - Non-traditional/Adult Student Organization,
 - Multicultural Greek Council, and
- through multicultural programs and activities provided by,
 - Multicultural Student Affairs,
 - Campus Life,
 - Student Union Programs & Student Union Activities Board,
 - Residential Life,
 - International Students and Scholars.
 - Affinity Housing
 - Cultural Food Nights

The institution's Statement of Student Rights and Responsibilities protects and assures the rights of freedom of expression, association and assembly as applied to campus organizations, programs and activities. These protections encourage and require openness, inclusiveness, and freedom of thought, expression and exchange among all members of the community.

There are a number of existing support agencies organized to provide services to others on campus that may need special services or assistance due to extra ordinary circumstances. These include:

- The Office of International Students and Scholars,
- Student Disability Services,
- University Academic Studies (for undecided majors and special admissions), and
- Academic Center for Athletes.

Within the Division of Academic Affairs and the collegiate units are located a number of examples of initiatives to enhance an environment of support for all learners and the diversity they bring. These are:

- **University Academic Services The Honors Program**
- **Office of Scholarship Development**
- **College Orientation Classes**
- **Financial Aid and Scholarships**
- **Academic Center for Student Athletes**

See Attachment 3 for references to additional materials and evidence.

C.3 Advising systems focus on student learning, including the mastery of skills required for academic success.

The University does not subscribe to a centralized system of advisement. Rather, each college is responsible for advising their students, generally through their respective offices of Academic Student Services. Thus, there is some variance as to how advising is provided among the colleges. Generally, academic advisement is provided both by professional advisers and faculty. In some cases, but not in all, faculty are provided “release time” for this responsibility. The Office of University Academic Studies is responsible for advising first year students admitted under special conditions or who have not yet declared a major.

C.4 Student development programs support learning throughout the student’s experience regardless of the location of the student.

OSU is committed to a comprehensive and holistic approach in preparing all students both inside and outside the classroom. The strategic plan for “Achieving Greatness” calls for educational, social, cultural, and recreational opportunities that extend the formal curricular experience in ways that develop engaged, healthy and productive citizens. Students are encouraged to participate in programs that enhance their leadership skills, encourage volunteerism and service, teach respect for cultural diversity and promote civic engagement. OSU is committed to providing its students opportunities to participate in internships as a part of their career development experiences, and to assisting students’ transition into the world of work as smoothly as possible. (From the Achieving Greatness, by David Schmidly, President and CEO, Oklahoma State University)

Examples of Departments, Programs and Services that contribute significantly to this vision of student development

- Summer enrollment
- Camp Cowboy
- Alpha
- Academic Assistance Programs (Math Lab., Writing Lab., Tutorials)
- College Orientation Classes
- ISS Acculturation Programs
- Student Disabilities Services
- Counseling Services & Career Resources Center
- Residential Life
- University Dining Services
- Campus Recreation
- Seretean Wellness Center
- Health Services
- Student Union
- Campus Life

- Student Services Center
- Honors Program
- Scholar Development and Recognition
- Student Honor Societies
- Student Governing Councils
- Student Organizations
- Student Leadership Center
- Study Abroad
- Athletics

C.5 The organization employs, when appropriate, new technologies that enhance effective learning environments for students.

IT Faculty Support Center is located online at:
<http://home.okstate.edu/WebHome2.nsf/ServFacPage?OpenPage>

Our Mission

The faculty support team was developed to assist faculty with the integration of technology into the classroom and the use of technology at the University. We strive to provide training, equipment, and one-on-one instruction that will give faculty the first hand knowledge necessary to use technology in new and creative ways at Oklahoma State University.

A Technology Fee is assessed all students in order to provide computer labs throughout the campus. Some are specifically designed and equipped to meet the special technical needs of colleges.

Educational Television Services was created to assist in the delivery of distance learning capabilities.

C.6 The organization's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

Program Outcomes Assessment Plans are available for almost all OSU degree programs. These include statements regarding the expected student learning outcomes for the degree program(s) and planned methods of evaluating student achievement of those outcomes. A few of these could be highlighted as 'case studies' or 'good practices' examples for program outcomes assessment. All of these are available as pdf files and can easily be posted to the web.

- Program Outcomes Assessment Annual Reports are also available for almost all OSU degree programs. These annual reports (ideally) describe what assessments were conducted in the current year and how faculty members have used assessment information to make curricular or other program changes. A few of these could be highlighted as 'case studies' or 'good practices' examples for program outcomes assessment. All of these are available as pdf files and can easily be posted to the web.

- Assessment Council reviews of outcomes assessment programs demonstrate how the institution values assessment and provides peer review and feedback to programs so they are doing effective assessment. Documents could describe process, summarize results, and include the OSU paper presented at the 2003 HLC-NCA annual meeting.
- Funding for program outcomes assessment. Financial records are available from the assessment office that show how the institution has provided financial resources for program outcomes assessment and, hence, values and supports assessment as part of continuous quality improvement in academic programs. This information will need to be summarized from OUA records.
- The Assessment Council Policy Statement on Program Outcomes Assessment documents the university's expectations for program outcomes assessment in all degree programs as part of efforts to develop and improve academic programs and enhance student learning. This is available on the website.
- Alumni Surveys (undergraduate – 2000, 2002, 2004; graduate – 2001, 2003, 2005) provide feedback about the curriculum from graduates.
- National Survey of Student Engagement (2000, 2002, 2005) measures the extent to which OSU cultivates proven good practices in higher education (www.okstate.edu/assess/nsse)
- General Education Assessment materials (plans and reports) supports Criterion Three, but may be more appropriate to address in Criterion Four.
- Career Services or College Survey of Placement

The OSU Assessment website is a general source of information about OSU's assessment activity at the university, college, and program level (www.okstate.edu/assess).

**OKLAHOMA STATE UNIVERSITY
Procedures for Faculty Appraisal and Development Program**

1. An A & D review will be conducted yearly for all non-tenured faculty and every three years for tenured faculty, regardless of rank, unless requested sooner by either the unit administrator or faculty member. An informal evaluation conference will be conducted for tenured faculty in the years in which the formal A & D review is not held.
2. The type of appraisal (formal vs. informal), period covered by the appraisal, faculty rank, and percentages of appointment to teaching, etc., should be provided in spaces on the appraisal outline. Printouts provided by the University, as related to the teaching programs, should be attached to the appraisal form.

INFORMAL APPRAISAL CONFERENCES

Informal appraisal conferences may be conducted at times other than when formal appraisals are being completed. The format used for describing activities for formal appraisals may be used for an informal evaluation if the faculty member and unit administrator so desire. A brief summary statement should be written by the unit administrator at the conclusion of the informal conference.

FORMAL APPRAISALS

1. Unit administrators are asked to distribute forms during a scheduled meeting of the faculty, communicating clearly the procedures to be followed in the appraisal process and the criteria to be used in assessing performance.
2. Faculty members are to provide information on activities, accomplishments, and future objectives according to the guidelines provided and are to submit this material to the unit administrator.
3. After receiving from faculty members the documents listed in #2, the unit administrator is to make an evaluation of the activities described and develop a written statement which supports the appraisal rendered. This statement is to be filed with the appraisal documentation as a permanent record, and a copy is to be provided to the faculty member. A restatement of the faculty member's activities is not adequate. This appraisal summary must be a definitive statement of the faculty member's progress, accomplishments, and/or deficiencies related to the objectives and activities during the appraisal period. It should include comments on the quality of performance in instruction, research, and publication; extension/public service; and/or university service. If performance is deficient, a plan of corrective action must be recommended. In addition, the administrator should develop a statement concerning professional development for the faculty member and should make this a part of the appraisal process.

The administrator must appraise the person in relation to contributions to the department in his or her defined role. Each department, school, or college should establish explicit criteria against which performance is to be measured (e.g., research and publications, instruction). These criteria should reflect both the goals of the unit and the professional standards of excellence common to the discipline. Unit administrators should make certain that the faculty member being appraised clearly understands these criteria.

If a person has a split appointment, the summary is to be completed by the administrator of the home department after consulting with the other unit administrators to whom the person reports. All immediate unit administrators are expected to sign or initial the appraisal document. If they disagree significantly in the evaluations, the matter shall be brought to the attention of the appropriate reviewing official before the conference for resolution of differences.

For non-tenured faculty, the unit administrator should make a very specific statement regarding the development of the faculty member's progress towards tenure and should recommend specific modifications in activities where these are deemed necessary.

For appraisals of tenured faculty relating to more than one year, the appraisal statement made by the unit administrator and the documentation of the activity should cover the total period involved and not just the current year.

4. The unit administrator should ensure that each faculty member has recommended major objectives to be discussed during the appraisal interview. Also, the administrator should ensure that faculty members list planned professional development activities for the next appraisal period.
5. Consulting service listed under Professional Activities should be primarily consulting as defined in the OSU policy on outside professional activities.
6. After completion of the appraisal summary statement, the unit administrator is to schedule an individual conference with each faculty member being formally appraised. The completed appraisal statement of the administrator is to be provided to the faculty member at least 24 hours prior to his or her individual conference.
7. At the completion of the conference, both the faculty member and unit administrator sign in spaces provided, to acknowledge that the faculty member has seen the written statement and has participated in the conference on the appraisal.
8. If a disagreement develops between the faculty member and the unit administrator over the appraisal summary statement, the faculty member has 10 working days after the conference, in which to present a written response. Following the conference, if a disagreement is indicated, the unit administrator must alert the dean within 5 working days. The Dean must, in turn, respond in writing within 30 days to the unit administrator with a copy to the faculty member.

Modified to this format: October 1986
Form updated: February 2004

**OKLAHOMA STATE UNIVERSITY
FACULTY APPRAISAL AND DEVELOPMENT PROGRAM**

Name _____ Department _____
Formal Evaluation _____ Informal (tenured faculty) _____
Period covered by evaluation _____
Faculty rank _____ Percent appointment for: Teaching _____
Scholarship _____
Outreach _____
Clinical _____
Administrative _____

Please provide on separate sheets an accurate and complete profile of your activities and accomplishments during the appraisal period. Long-term activities should include an indication of progress made during the period for which this appraisal is intended. List objectives for teaching, research, and/or outreach, as well as professional development activities for the next appraisal period. For each major area of responsibility that applies, provide the requested information and add additional comments that are relevant. A current vita should be attached to this document.

TEACHING ACTIVITIES:

Describe any of the following in which you were involved; do not list courses taught, since they are listed on another sheet:

- (1) Course revisions or new course offerings.
- (2) **Instructional materials, textbook, laboratory manual, other publications.**
- (3) Advising students or supervision of laboratory assistants.
- (4) Honors/Scholar Development involvement.

SCHOLARLY AND OTHER CREATIVE ACTIVITIES:

List the following in which you were involved:

- (1) Funded research projects (source, amounts, duration).
- (2) Proposals submitted (source, amount requested, duration) and status.
- (3) Publications (give citations for journal articles, books, abstracts).
- (4) Presentations at professional meetings (title, location, date).
- (5) Graduate theses for which you were advisor.
- (6) **Other creative activities.**

OUTREACH ACTIVITIES:

Outline your primary duties as assigned for your position, and describe any of the following in which you were involved:

- (1) Programs developed or revised.
- (2) Extension grants received.
- (3) Publications authored (e.g., fact sheets, manuals, AV materials).
- (4) Courses or conferences organized.
- (5) Cooperative and other extension activities.
- (6) International activities.

CLINICAL ACTIVITIES:

Outline primary duties as assigned for your position.

ADMINISTRATIVE ACTIVITIES:

Outline primary duties as assigned for your position.

PROFESSIONAL ACTIVITIES:

List the following in which you were involved:

- (1) Committees (departmental, college, and university levels).
- (2) Service in professional organizations (e.g., offices held, committee assignments, papers reviewed).
- (3) Consulting services.

AWARDS AND HONORS:

SIGNATURES:

Faculty Member _____	Date _____
Unit Administrator _____	Date _____
Dean _____	Date _____

ATTACHMENT 2

Division of Student Affairs Assessment Activity, Academic Year 2002-2003

University Wide

The Cooperative Institutional Research Program (CIRP) Freshman Survey was administered in Fall 2002 to new OSU freshmen as part of a nationwide study. The study provides information about expectations, attitudes and experiences of OSU freshmen and college freshmen nationwide. Approximately 64% (2,117) of new OSU freshmen participated in the study during the first week of the Fall 2002 semester. Results of the study help identify areas that may be of

concern to students during their first year. These areas can then be addressed in orientation classes and by academic advisors. Results of the study also help in developing programs for students by providing current information about what is important to students, what they hope to accomplish, what they are concerned about, and how they hope to become involved in the life of the campus. Results are also used in faculty orientation programs, to inform faculty about the characteristics of students with whom they will be interacting. For more information about this study, please contact the Office of the Vice President for Student Affairs, 201 Whitehurst, 744-5328.

The CORE Alcohol and Drug Survey assesses the nature, scope, and consequences of students' drug and alcohol use, students' awareness of relevant policies, and information regarding other aspects of campus life which relate to substance abuse issues. Primarily, these concerns include issues of sexuality, campus violence, institutional climate, perceptions of the campus, and extracurricular activities. In Spring 2003, 641 students from a random sample of 3000 undergraduates (21% response rate) completed the web-based survey, in response to invitations sent by email and on paper. Results of this survey will be provided to faculty and staff who are involved in alcohol education and prevention programs, to help in decision making about the focus and direction of those programs and services. The information will also be provided to the general university, to increase awareness about the scope and impact of students' drug and alcohol use. For more information about this study, please contact the Office of the Vice President for Student Affairs, 201 Whitehurst, 744-5328.

ALPHA Orientation Program

In October 2002, 326 freshmen completed an on-line evaluation of ALPHA 2002 (approximately 19% of participants). This survey provided students' ratings on the value and success of specific activities and components of ALPHA, and their comments about their personal experiences and perspectives of specific program components. Also, ALPHA staff held daily briefing sessions with Student Academic Mentors (SAMs) during the four-day program to gain their perspectives on the success of specific components of the program, as it was occurring. SAMs are upper division students who each provide leadership for a small group of new students throughout the ALPHA program.

ALPHA staff and planning committee used the results of these assessments to make decisions about modification, deletion or addition of activities for the upcoming ALPHA program. For more information about assessment of the ALPHA program, please contact the Office of the Vice President for Student Affairs, 201 Whitehurst, 744-5328.

Student Union

The Student Union Marketing Department conducted a survey during the Fall 2002 semester to assess visitors' satisfaction with programs and services offered in the Student Union, and to collect data on the strengths and needs of the Student Union. Surveys were distributed in person in the main traffic pathways, at Student Union programs, at selected freshmen orientation classes and at targeted colleges including the College of Agriculture, College of Business and College of Engineering, Architecture and Technology. Five hundred and thirty-five (535) completed surveys were returned, from a sample of students that has good demographic distribution with regard to classification, place of residence, age and gender. Survey results were used to develop programs and services offered by the Student Union and those departments housed within the building. For more information about this study, please contact the Office of the Director of the Student Union, 242 Student Union, 744-5231.

University Health Services

University Health Services conducted a “Customer Satisfaction Survey” during March 2003. Two hundred and fifty (250) students who had visited the health center in January or early February 2003 were sent an email message asking them to participate in the study. In reply, 65 students completed a web-based survey; a response rate of 30% (33 requests for participation were returned as “undeliverable”). The study assessed students’ experiences with making an appointment at the health center, interaction with staff and health care providers during the appointment, satisfaction with the services provided, interaction with staff about processing health insurance claims, and suggestions for improvement of the Health Center. For more information about this study, please contact the Office of the Director of University Health Services, 1202 W. Farm Road, 744-7665.

Health Education

“Share the Wealth” Peer Educator program presents sessions to classes and various student organizations, upon request, on the following topics: Alcohol, Stress Management, Nutrition, Sexual Health and Sleep. Participants are asked to complete an evaluation of the speaker’s level of preparation, professionalism, knowledge of subject, and presentation skills. Assessment information is used by peer educators to improve content and delivery of sessions. “Wellness State” Peer Educator Program presents sessions to student groups on Alcohol, Stress Management, Nutrition, Sexual Health, Physical Fitness, Body Image and Personal Safety. Participants are asked to complete an assessment of the session to indicate their level of interest in, and satisfaction with, the presentation, and whether or not they expect to change their behavior or attitude as a result of what they learned in the session.

Career Services

Grad Tracker: Each Career Services office collected data about graduating seniors’ use of Career Services programs and services and their career plans following graduation. The information is used to track the number of students who have jobs upon graduation, the employers who are hiring OSU students, the number of students attending graduate school, the average starting salary of OSU graduates and the impact the Career Services office had on the student’s career plans. In addition, students can request to be contacted for additional career planning assistance.

On-Campus Recruiting Evaluation: Employers who interviewed on-campus each semester were asked to complete evaluations of their interactions with our office prior to, and during, their visit to OSU. The information is used to help improve programs and services. If a company has a specific complaint, a follow-up contact is made to determine how Career Services can better assist them in the future.

Career Fair Evaluation: Employers who participate in career fairs were asked to provide an evaluation of that event. A Career Services staff member contacts every employer that indicates dissatisfaction with any aspect of the career fair. Students are also asked to evaluate career fairs; their comments and suggestions are considered in planning future programs.

Web Polls: On the Career Services website, students answer informal survey questions about their current activities or plans; this information helps staff stay in touch with the career development needs and interests of students.

For more information about Career Services assessment, please contact the Office of the Director of Career Services, 360 Student Union, 744-5253.

Residential Life

The Department of Residential Life participated in a national collegiate housing benchmarking project to assess housing programs in support of continuous quality improvement objectives. This annual project is a joint venture between the Association of College and University Housing

Officers-International (ACUHO-I) and Educational Benchmarking Inc. (EBI). In early Spring 2003, resident satisfaction surveys were randomly distributed electronically to residents of university apartments and residence halls. EBI tabulated students' responses and provided statistical information about OSU students, a comparison of responses of OSU students this year to responses of previous years, and comparisons to responses of students at other schools.

Residents were invited to complete evaluations of staff members' performance of their job duties (Resident Assistants and Community Facilitators). Responses were used to provide feedback to staff members about ways to improve their job performance.

Informal taste tests were conducted in dining units periodically throughout the year, to provide information for decision making about menus that will be satisfying to students.

A comparison of grade point averages between resident students and off-campus students was conducted, as well as comparisons among students in the various residence buildings. Results are used in decision making about academic support programs offered in the various buildings.

Residential Life staff conducted structured individual academic interventions with 250 selected freshmen using the Noel-Levitz tool; "the College Student Inventory A". Students' responses to the inventory were used as the basis for construction of academic, career and social support plans with each student. This information was shared with each student's academic advisor.

The Department of Residential Life collaborates with the College of Agricultural Sciences and Natural Resources (CASNR) to provide the Freshman In Transition (FIT) Program. The FIT program is a residential-based program that seeks to provide a comprehensive academic and social environment for freshmen enrolled through CASNR at OSU. FIT program leaders collected demographic and academic data from OSU's Student Information Systems, and surveyed a sample of program participants and non-participants to evaluate the impact of the program on students' academic achievement, leadership skills development, institutional integration and loyalty, and retention. Results of this study were used by program planning staff to make changes intended to increase the program's impact in the stated areas.

For more information about Residential Life Assessment, please contact the Office of the Director of Residential Life, Iba Hall, 744-9164.

University Counseling Services

UCS conducts approximately 300 outreach programs annually. Participants at each presentation are asked to complete a brief satisfaction survey on speaker preparation and knowledge, usefulness of information, overall evaluation of program, and suggestions for improvement of program. Results are used to develop new programs and improve existing ones.

Counseling clients are asked to complete client satisfaction surveys. Surveys ask for demographic information and evaluations of effectiveness of counseling, professionalism of counselor, impact (if any) of counseling on academic performance, retention, outcome of counseling, and overall experience. An evaluation form is offered to students who use the Career Resource Center. The evaluation asks for students' assessment of the walk-in counseling system, resources in the CRC, staff, and the Discover career development assessment.

Beginning with the 2003-04 academic year, UCS will use the OQ-45 as a formal assessment tool to measure counseling outcomes. The OQ-45 is designed to assess treatment

effectiveness in behavioral healthcare practices, and is widely used in university counseling centers. For more information about University Counseling Services Assessment, please contact the Office of the Director of University Counseling Services, 316 Student Union, 744-5472.

Multicultural Student Center

The Multicultural Development and Assessment Center staff used an in-house survey instrument to assess their review and planning efforts at a planning retreat for the 2002-03 year. Using this instrument, staff members provided their assessments of the unit's mission, policies & procedures and staff responsibilities; the annual staff and program assessment process; the programming efforts and the program assignments for the upcoming year; the undergraduate scholarship program; and a discussion of office space, tutorial services and other related items. Results were used by the staff in making decisions to improve programs and services.

A survey instrument was developed to assess the Multicultural Student Orientation program during ALPHA. Participants were asked to assign ratings to various aspects of the session, and were also asked to provide qualitative feedback with a "comments" item. The purpose of the session was to provide students with information that would help them make the transition to Oklahoma State University. Respondents were asked to evaluate booth information, a printed program information sheet, overall program, program content, length of program, facility, hospitality, quality of evaluation, and the degree to which their knowledge was increased by attending the program. Results were used in planning for the session during the next ALPHA program.

Participants in the Big XII Native American Student Leadership Conference, held in March at Oklahoma State University, were asked to complete an evaluation of the conference. The purpose of the conference was to promote academic success, cultural and leadership development, and political awareness of young Native American scholars attending Big XII institutions. Respondents were asked to evaluate the registration process, the conference program, variety of information presented, length of program, facilities, hospitality, knowledge enhanced and were asked to provide any additional evaluative "comments." Each respondent was also asked to evaluate the keynote speakers and workshop presenters; an elder's panel; a round table discussion and issue forum; a career fair; and entertainment. Results were used to guide decision making about future conferences and programs.

For more information about the Multicultural Student Center assessment, please contact the Director of the Multicultural Student Center, 320 Student Union, 744-5481.

Criterion Three: Student Learning and Effective Teaching

- 3A: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- 3B: The organization values and supports effective teaching.
- 3C: The organization creates effective learning environments.
- 3D: The organization’s learning resources support student learning and effective teaching.

Student Affairs support effective teaching by providing research/assessment data to faculty and others on the attitudes, characteristics and expectations of students.

Each year, SA staff teach several sections of Freshman Orientation classes, and/or serve as classroom presenters on issues that can affect students’ academic performance, such as study skills, time management, relationship issues, alcohol and drug education, health concerns, appreciating diversity, and career planning and development.

Students’ experiences outside the classroom affect their success inside the classroom. SA support students by providing housing and dining services, medical care, personal and career counseling, exercise and other wellness facilities, recreational activities, leadership opportunities in student organizations, opportunities for community involvement through service to others, and personal support and group activities for minority students.

SA contributes to a physical environment that is conducive to student learning through its on-campus housing and dining facilities, recreational and exercise facilities, student meeting spaces, and offices for student organizations that facilitate interaction with other students, as well as with faculty and staff.

SA offers programs that facilitate student-faculty interaction outside the classroom, such as the Faculty Associate program in the residence halls, Camp Cowboy, ALPHA, and student organizations – many of whom have a faculty advisor.

- Division and Units mission, vision, & goal statements Documents
 - Specific objectives for unit programs
- student affairs staff as orientation teachers
- student affairs staff serve as resources to support faculty in addressing student non-academic concerns
- research on student experiences (CIRP, CSS, CORE)
- all student affairs depts. contribute to learning environment Websites
- Student Services addition to SU look outside!
- New on-campus housing options and renovations look outside!
- New recreational facilities look outside!
- affinity housing programs
- faculty associate program
- career counselors in colleges
- computer labs in SU and RL bldgs

- meeting and dining spaces for faculty/student interactions
- student development transcript
- leadership development programs
- Orange Peel
- Camp Cowboy
- Student Union Activities Board
- Student Government Association
- Residence Halls Association
- Interfraternity Council
- Panhellenic Council
- community service and service learning
- peer educator program
- multicultural student center advising
- Bias-motivated offenses responders
- Non-traditional student services
- internships/practicum sites within the division

.Core Component: 3D. The organization’s learning resources support student learning and effective teaching.

Patterns of Evidence: Preliminary Analysis of Survey Data

D.1 The organization ensures access to the resources (e.g. research laboratories, libraries, performance spaces, clinical practice sites, computer labs, etc) necessary to support learning and teaching.

- What are the hours and days your computer lab(s)/research lab(s)/ performance space(s)/resource library(s)/etc. is/are open for students and faculty use?

Preliminary analysis of the survey data reveals that computer laboratories are generally accessible for student use every day of the week. During the weekdays computer labs are accessible on the average of 15 hours per day, although there are some computer labs that are open 24 hours. On weekends computer labs are generally more accessible on Sundays for longer periods of time than on Saturdays. Computer labs are on the average open for 6 hours on Saturdays and 8 hours on Sundays.

The Edmon Low Library is open every day of the week. From Monday through Thursday the library is open for 18 and one-half hours, eleven (11) hours on Friday, six (6) hours on Saturday, and 14 hours on Sunday for a total of 105 hours per week.

Special learning centers and research laboratories are accessible during the week generally when the building is open which is typically from 7:30 am to 10:00 pm Many are accessible to students and faculty beyond these hours and on weekends for those with “swipe cards” or who have authorized access.

It can be preliminarily concluded that OSU does ensure access to resources necessary to support learning and teaching.

D.2 The organization evaluates the use of its learning resources to enhance student learning and effective teaching.

- What specific efforts have been made to evaluate the use of your computer lab(s)/research lab(s)/performance space(s)/resource library(s)/etc. to enhance student learning and effective teaching?

Efforts are being made to evaluate the use of learning resources at OSU. Preliminary analysis of the survey data indicate that both formal and informal means are employed to provide administrators with insight regarding resource utilization. A common formal method of gathering evaluative data regarding learning resources is through course evaluation forms that utilize learning resource facilities. The OSU-CHS Library gathers statistics regarding how many reference questions are answered and how many databases are used. In the College of Business satisfaction surveys are used by the college assessment committee to provide insight into learning resource utilization. The College of Engineering reported that laboratory usage is monitored in terms of seats occupied by time of the day and night. The College of Human Environmental Sciences utilize Senior Exit Surveys that include questions regarding the use of learning resources such as the computer lab and other spaces. Additionally assessment of the use

of learning resources are included in program accreditation reviews. The Director of the OSU Writing Center conducts an annual assessment in which utilization is an element. The College of Education's Educational Technology Center has utilized head-counts and surveys to determine utilization levels. Specialized research laboratories such as the Hybridoma Center, Crystal Growth Lab, MicroRaman Lab and CARS Lab assess utilization via a product-based approach. Informal methods of evaluating learning resources include visiting with students and faculty to gain feedback and periodic observations of activity. In two cases, it was reported that no resources or efforts had been made to conduct evaluations of utilization. One reason offered for this lack of evaluation was that resources were already "stretched to the limit" and thus resources to evaluate the use had not been allocated.

Overall, various formal and informal assessment practices are being used to evaluate the usage of learning resources at OSU.

D.3 The organization regularly assesses the effectiveness of its learning resources to support learning and teaching.

- What specific efforts have been made to determine the effectiveness of your computer lab(s)/research lab(s)/performance space(s)/resource library(s)/etc. in supporting student learning and faculty teaching?

The effectiveness of learning resources is commonly assessed via efforts by a college committee composed of students and faculty. Examples include the College of Business Technology and Instructional Resource Committee, and Student Technology Fee Committees in the Colleges of Education, Engineering, Human Environment Sciences and Arts and Sciences. Some facilities such as the OSE-CHS Library and Edmon Low Library employ a Suggestion Box to provide a means to gather information regarding effectiveness. Data regarding the effectiveness of learning resources are also gathered via formal course evaluations, workshop evaluation forms, and senior exit surveys/interviews and some satisfaction surveys. Specialized research laboratories such as the Hybridoma Center, Crystal Growth Lab, MicroRaman Lab and CARS Lab assess effectiveness via a results approach such as the number of publications, completion of research studies, and results in theses and dissertations.

Based on these preliminary data, it can be said the OSU does regularly assess the effectiveness of its learning resources to support learning and teaching.

D.4 The organization supports students, staff and faculty in using technology effectively.

- What specific activities has our unit implemented and/or sponsored over the past few years to support students, staff and faculty to effectively use technology?

Preliminary analysis of the survey data reveals that there are individualized sessions, special courses, workshops, half and single day training sessions and specific orientations provided by learning resource facilities in using the technology that exists in these facilities. The College of Education's Educational Technology Center in conjunction with the college Faculty Development Committee has sponsored a series of faculty and staff workshops and seminars regarding the use of particular computer hardware and software and Internet course management programs. Very specific support for students, faculty and staff has been provided for specific

learning resource facilities. The NMR Lab has conducted special courses for students and faculty to effectively use the technology in the laboratory. The Hybridoma Center has conducted workshops for professionals, faculty and graduate students regarding the use of the technology in that facility. A “one-hour photonics course” was delivered to faculty and students in the use of the technology in Raman spectroscopy.

The Faculty Support Center, which is part of the Information Technology Division, provides ongoing training for faculty and their graduate assistants on use of technology for teaching. Examples of software and groupware applications addressed include Blackboard, Web CT, Streaming Video, and Microsoft FrontPage for web development. This center provides one-on-one tutoring (at the request of the faculty member) and group workshops. Notice of available training is e-mailed to all faculty on the OSU-Stillwater campus. Surveys are periodically conducted via the web to identify training needs and preferred training formats.

These data are incomplete regarding campus-wide efforts. A follow-up effort needs to be conducted to gather a more complete data set regarding the activities that have been implemented in OSU colleges, libraries, and the university IT unit. However, it can be preliminarily noted that the organization is implementing activities that supports students, staff and faculty in using technology effectively.

D.5 The organization provides effective staffing and support for its learning resources.

- Do you believe that your computer lab(s)/research lab(s)/performance space(s)/ resource library(s)/etc. is/are provided with adequate and effective staffing? If yes, explain. If no, explain why not?

Preliminary analysis of the survey data reveals mixed results. It appears the size of the facility that provides learning resources makes a difference in whether or not effective staffing and support was provided. Smaller laboratories reported being satisfied with staffing while larger facilities reported a need for either more staff or more funding to increase staffing hours. It must be noted that the amount of data regarding this question was limited. More data gathering is needed to arrive at more reliable conclusions regarding whether or not OSU is providing effective staffing for its learning resources.

- Do you believe that your computer lab(s)/research lab(s)/performance space(s)/ resource library(s)/etc. is/are provided with adequate and effective support? If yes, explain. If no, explain why not?

Preliminary analysis of the survey data regarding adequate and effective support for learning resources showed mixed results. The implementation of the “Student Technology Fee” by OSU has seemingly made a positive impact in the degree of support for learning resource facilities. However, several comments were made that expressed a need for greater support for staffing to provide services, maintenance and repair of equipment, and larger space to provide certain services. It must be noted that the amount of data regarding this question was limited. More data gathering is needed to arrive at more reliable conclusions regarding whether or not OSU is providing effective support for its learning resources.

D.6 The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

- **What are the systems and/or structures currently in place in your college that allow for internal and/or external partnerships that enhance student learning and strengthen teaching effectiveness?**

Preliminary analysis of the survey data reveal that there are many systems and structures that enable partnerships that enhance student learning and strengthen teaching effectiveness. For example, in the College of Arts and Sciences, grants with the Undergraduate Division of the National Science Foundation have equipped facilities in Zoology, Chemistry and Geography, thereby enhancing teaching effectiveness. The School of Journalism and Broadcasting has secured equipment gifts via industry partnerships that have benefited students. The College of Agriculture with NASULGC sponsors regional and national teaching improvement workshops. The College of Business hosts several events with its partners that enhance student learning. During "CEO Day" CEOs of major corporations spend a day with students and faculty. CBA Associates regularly visit classes as guest speakers. Business Extension works with partners to sponsor the Tulsa Business Forum and the Oklahoma City Executive Management Briefing series for faculty and students. In the College of Engineering, Architecture and Technology, internal partnerships are exemplified by oversight committees for courses taken by students from various disciplines. ENSC prefix course have an oversight committee with membership from all programs whose students take those courses. This approach is used for math, chemistry, physics and statistics courses. Faculties from the departments offering these courses meet with the committees periodically to discuss methods for improving the effectiveness of the courses. Similarly, faculty work with faculty from other higher education institutions to ensure course content is appropriate for transfer credit. In the College of Human Environmental Sciences external industry internships have been established with partners for all undergraduate students. Service Learning Community Projects are required in several courses. The College Alumni Board provides input for enhancing instruction. Various Advisory Boards provide external partnerships. Internship scholarships help students complete internships at distant locations, including with international partners. Endowed Professorships allow for Distinguished Visiting Professors to work with students and faculty. The College's Extension unit and the Gerontology Institute co-sponsor the annual Partnerships in Aging Conference in Tulsa that brings together faculty, students and external audiences. The College of Education's Education Technology unit works in partnership with the university Instructional Technology Faculty Support Unit to provide training and services for faculty to enhance instruction. The College's Star School Program brings together Education faculty with faculty from Arts and Sciences and officials from the Oklahoma Department of Education to enhance educational opportunities for practitioners. The Statewide NMR Facility works with professional from 24 Oklahoma colleges, the University of Oklahoma and other scientific groups.

It is clear from the preliminary data that OSU's systems and structures allow for and enable partnerships that enhance student learning and teaching effectiveness. More data is needed to provide a complete reporting in this area.

- **What are the innovations that enhance student learning and strengthen teaching effectiveness through the current systems and structures that result in internal and/or external partnerships?**

Preliminary analysis of the survey data shows that there are many innovations currently being employed that enhance student learning and strengthen teaching effectiveness through current systems and structures that result in internal and/or external partnerships. For example, the CBA Trading Floor in the College of Business provides a state-of-the-art computer facility that simulates the Wall Street Stock Exchange and exposes students to the latest models and software in risk management. The College of Engineering, Architecture, and Technology has redesigned many ENSC courses adding experimental design to the content. The College of Human Environmental Sciences has developed an experiential education website through a USDA Challenge Grant to educate merchandising and apparel design and production students regarding the breadth and depth of career choices. Partnerships with Oklahoma schools provide diverse teaching opportunities for Early Childhood Education students. Events such as “Hospitality Days” sponsored by the School of Hotel and Restaurant Administration bring employers and students together. The operational teaching laboratories such as the Atherton Hotel, Taylor’s Dining Room and The State Room Grille provide students with real-world experience in which they must work together with private business and industry. The Chef Series brings Executive Chefs from around the world into HRAD classrooms to work with students in management and delivery of a food service event. In the College of Education the Science Education program partnered with NASA to provide a live link-up with astronauts on the International Space Station to provide students with personal contact with space science to enhance their learning. The Crystal Growth Lab in the College of Arts and Sciences is one of the few crystal growth operations in the United States. It greatly aids the Department of Physics and both internal and external collaborators in acquiring external funding for both graduate and undergraduate research and education. It has worked directly with government laboratories, private industry and other universities.

Thus, it can be preliminarily concluded that OSU’s systems and structures allow for and enable innovations that enhance student learning and teaching effectiveness. More data is needed to provide a complete reporting in this area.

D.7 Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization.

- What is the percentage of the college budget dedicated to the improvement of teaching and learning?

The preliminary analysis of the survey data indicates that the improvement of teaching and learning holds priority status in most OSU colleges. Arts and Sciences reported that approximately 40% of their college budget is aimed at “instruction” and that 100% of the \$1.6 million received from the Student Technology Fee is used to support teaching and learning. Agriculture reported that improvement in teaching and learning is a “high priority” however, only a small percentage of the college budget can be specifically allocated to this activity due to other budget requirements. CEAT reported that an exact percentage was difficult to determine, however considering faculty time spent on efforts for improving teaching and learning, a commitment of at least 5% of the budget was made. Human Environmental Sciences reported that approximately 40% of the college budget was dedicated to improving teaching and learning and that 100% of revenue received from the Student Technology Fee is used to enhance teaching

and learning. These preliminary findings do not include all colleges at the OSU-Stillwater campus and are therefore incomplete. However, it can be noted that all colleges do report having the improvement of teaching and learning as a priority.

It can be preliminarily concluded that a wide variance of college budgets are being allocated toward the improvement of teaching and learning. There appears to be an expressed priority for this activity from all reporting colleges. More data need to be gathered to provide more complete insight.

- Does this budget percentage reflect that improvement in teaching and learning is a core value of OSU? If so, how? If not, why not?

Preliminary analysis of the survey data shows that there is an expressed commitment for the improvement of teaching and learning in the colleges. Those colleges where a large reported percentage (i.e, 40%) of the budget was dedicated for this activity responded in the affirmative that their budgets reflect that the improvement of teaching and learning is a core value. Responses from other colleges are more negative. One response referred to the “plight of teaching budgets” over the past few years. Another remarked that the budget was “low”. Other remarks did reaffirm that the improvement of teaching and learning was a core value of their respective colleges however specific budget funds were not allocated for this endeavor.

These preliminary findings suggest that the colleges do hold the improvement of teaching and learning as a core value. However it can also be seen that budget allocations do not in all cases reflect a priority for this goal. More complete data is needed to provide a more comprehensive conclusion.

*** It is strongly suggested that a follow-up effort be made to gather more data on all of the D-3 questions with specific personnel in each of the colleges.**