

OSU NCA REACCREDITATION PROCESS FOR 2005

CRITERION FIVE: ENGAGEMENT AND SERVICE

Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. (p. 3.1-6, ibid.)

OSU exhibits evidence of strong, meaningful relationships from constituencies and ongoing evaluation of the capacity to respond to the needs and expectations of these various communities. For example, Oklahoma Cooperative Extension Service (OCES), an arm of the Division Agricultural Sciences and Natural Resources, recently conducted public listening sessions in all 77 counties of the state. The input received from this effort, along with comments from county program advisory committees, has been shared with professional staff, faculty, and the State Legislature. It has been analyzed and is the basis for a comprehensive reorganization of OCES and the Division, with the focus on the current and future needs of Oklahomans across the state.

Throughout the university, it is the norm to find advisory committees and user groups that provide valued input that is fed into the process to assure the distinctive nature of the land grant mission in Oklahoma is connected to the people, is focused on learning and oriented toward the future. Directors, department heads and associate deans routinely conduct exit interviews with graduating seniors to solicit feedback. Faculty are periodically engaged in strategic planning, development and revision of individual and unit mission and vision statements. Programs are maintained, updated, and created to respond to revealed preferences and anticipated needs. Faculty professional development and recruitment evolves as existing and future capacity needs are identified. Donor recruitment and counsel are an integral part of every major unit of OSU.

Needs assessments have been conducted by various OSU units for such diverse perceived needs as community economic development, diabetes patients, healthy living, estate planning, business planning for small businesses, student enrichment, junior college faculty professional development, international programs, art appreciation, social foundations, public education programs and systems. Program advisory boards exist to improve outreach and extension programs, as well as to improve the relevance of undergraduate and graduate instruction, and research endeavors. Many units periodically survey constituents, including graduates, alumni, employers, and users of OSU products in governmental and non-governmental (NGO) agencies and organizations. Many faculty serve on public and NGO boards and planning activities.

While it is simplistic and ill-served to say that the constituency base of OSU is everyone, it does cross a wide and diverse spectrum, including but not limited to enrolled students, the public of Oklahoma, public and NGO entities, local, regional and international educational and business entities, alumni, donors, faculty, staff, Oklahoma youth and future generations of all of these users. The institutional mechanisms that exist to connect with and learn from these groups is a reflection of their diversity and OSU's commitment to engaging and serving them in meaningful ways that can only be done successfully through the land grant mission.

Future-oriented Organization

Future-oriented organizations such as OSU engage in meaningful planning; are driven by their mission and core values; understand social, demographic and economic change; focus on the futures of its constituents; and integrate new technology.

Engage in meaningful planning

There is ample evidence of active planning for the future across the campus offices and programs at OSU. The Plan of Work for Cooperative Extension details the following:

“Oklahoma Cooperative Extension Service (OCES). Other institutions and units in the state were consulted and interaction occurs on an on-going basis, however it was decided to submit separate plans of work at this time. The program effort is shown below as 25 Key Program Component areas. These Key Program Components have been designated to improve planning and reporting” (Plan of Work, July 15, 1999, p. 2)

Contact with advisory groups aids in this process. The following groups provide assistance in their planning processes:

- County advisory committees
- County program advisory committees
(agriculture, family & consumer sciences, community development, youth)
- State OCES advisory committee
- State agriculture advisory committee
- State master gardener
- State Food, Agriculture, Processing Center Committee
- State pesticide education advisory committee
- Department advisory committees (as needed)
- Periodic activities
 - County listening sessions
 - Legislative requests

Student Affairs use student advisory groups to help plan, organize and facilitate meaningful events (ex. Orange Peel, Showdown).

Focus on the future with constituents

A particularly noteworthy example of this is the Oklahoma Community Listening Sessions that took place in late 2002.¹ OCES,

at the urging of the Oklahoma State Legislature, undertook the task of identifying the needs of individual Oklahoma communities. . . . [OCES] hosted community listening sessions in all 77 counties of Oklahoma. At each session, participants were asked to identify, discuss, and define their community=s needs and opportunities, while building on community assets that presently exist. Bp. 1, OCES

Major issues identified by most counties include community and economic development, family and home, schools and education, infrastructure and community services.

Understand social, demographic and economic change

Student Affairs engages in this strategy in a variety of ways.

Campus Recreation - The desires and needs of our constituency determine the makeup and design of our facilities and types of recreational equipment provided. This includes such diverse populations as young adults, mature members and senior members. Our offerings range from high impact workouts to aquatic, competitive, and outdoor recreation. We meet the university community need for recreation through a diverse number of facilities and recreational fields both on and off campus. Additionally, some avenues of meeting the needs of the external community and addressed through our alumni eligibility program, special events, and the extension of outdoor recreation and education at Camp Redlands.

Mission and core values guide strategies

University Extension is mission oriented. Its activities focus on meeting the following: “To facilitate the engagement of the institution with state, national and international communities to fulfill compelling educational needs and advance the development of the state of Oklahoma.” The following activities grow in support of this mission and core values

¹ Oklahoma Community Listening Sessions: State Summary, Oklahoma Cooperative Extension Service, Oklahoma State University, June 2003.

International Bureaus – Working with state and federal governments as well as private partners, the International Bureaus offer program support for the Oklahoma International Strategic Plan to promote international trade and investment, education and global awareness.

Study Abroad – OSU has reciprocal exchange agreements with 61 institutions in 29 countries. In addition, the institution participates in the National Student Exchange making it possible for OSU students to study at another US institution for a semester.

Conference Center – The Watkins Center serves as a state-of-the-art conference facility. It is designed to serve the needs of the Oklahoma business community and OSU faculty, staff and students for the furtherance of economic development, international trade and education, and extension/outreach programs and activities. The Center can accommodate multiple events and is well suited for serving events with combined needs such as demonstrating or exhibiting products or services in conjunction with conferences, meetings, workshops, or training seminars. The conference and meeting services staff is on site to assist in planning events and to handle details that make for successful meetings. Annually over 300 events involving more than 40,000 individuals are held in the facility.

Focus on the future of its constituents

Each program or unit in the college formally identifies constituents, determines the needs of the constituents, converts the needs into appropriate unit or program objectives, acts on the objectives, assesses the degree to which objectives are being met, and determines if, once reached, the objects satisfy the needs of the constituents. As an example, the School of Chemical Engineering has identified the constituents of its undergraduate programs as being students, alumni, employers, citizens, and faculty. The constituents are engaged through the following means:

Class evaluations – every class is evaluated by the students near the end of each presentation.

Instructor Assessments – each instructor annually reviews the classes that he/she taught with the School head.

Exit Interviews – each graduating senior meets with the School Head just before graduation

Fundamentals of Engineering (FE) Exam – the performance of OSU students on each section of the exam is analyzed and compared to state-wide and nation-wide averages.

Alumni Survey – representative groups of two-year and four-year graduates are contacted to assess the effectiveness of the OSU education in preparing graduates for initial employment and to discover emerging trends in engineering practice.

Senior Survey – each senior is asked to complete a survey during the fall semester.

Industrial Advisory Committee (IAC) – meets at least once each year and is

comprised of senior officers in companies that hire chemical engineers. This group is a primary means for engaging employers and citizens. Other Feedback – includes sources of feedback such as informal conversations with students, alumni, employers, research sponsors, and faculty at other institutions; and technical and scholarly publications.

Integrate new technology

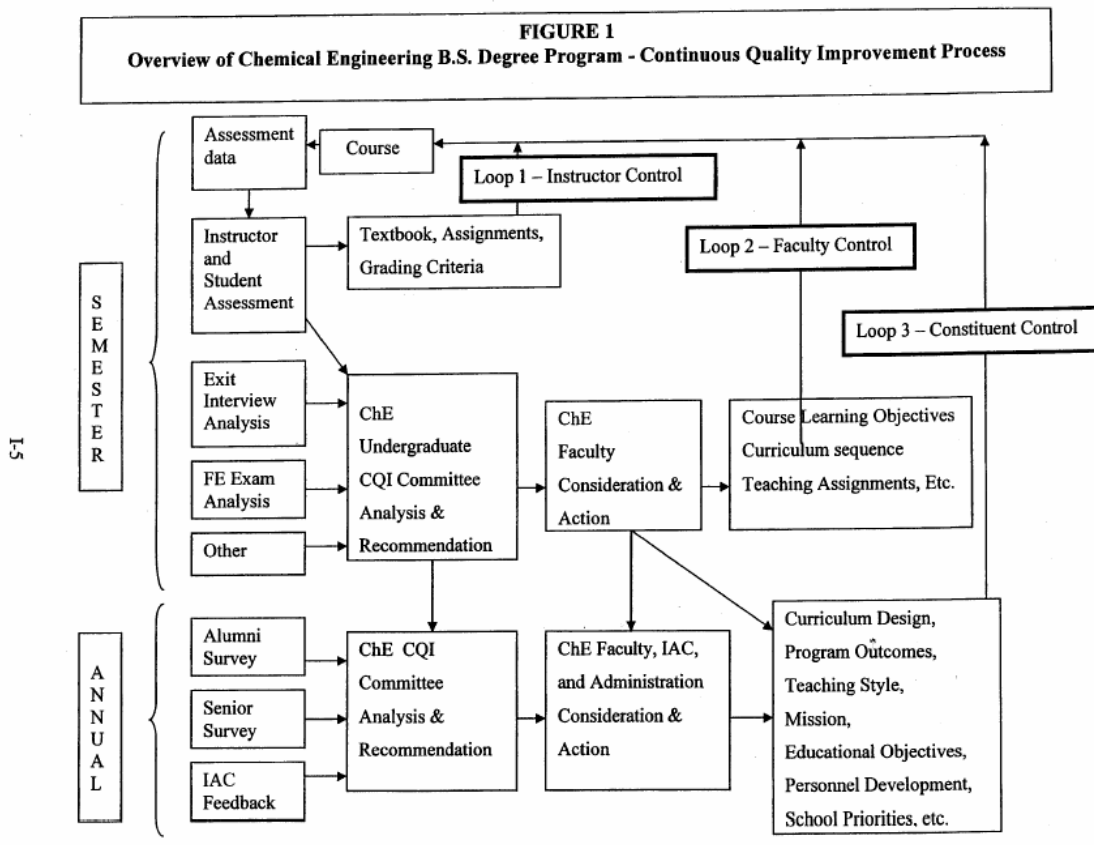
The College of Arts and Sciences (A&S) Associates assist the college by providing recommendations and advice to college administrators concerning a variety of initiatives and activities. Advisory boards are used in numerous areas, such as the Star Schools HBL4U project, a five-year online educational venture involving selected faculty from the College of Arts and Sciences and the College of Education in cooperation with the U.S. Department of Education. Arts and Sciences Extension programs provide evaluation forms to participants to collect feedback, including recommendations for improving existing programs and new programming topics. A&S Extension makes periodic visits to businesses and corporations throughout the state to gain input on training and development needs of their employees.

Learning-focused Organization

Organizations possessing a learning-focus such as OSU engage in the effective and useful assessment of student learning, strive to create learning environments supportive of the learning needs of their students and other key constituents, support student and faculty scholarship as broadly defined by Boyer (1990), create the capacity for lifelong learning and living, and strengthen their own capacity to learn by listening to multiple constituencies and learning through evaluation and assessment processes.

Assesses student learning

Needs identified through constituent engagement are classified according to who does (or should) have control and responsibility for the affecting needed actions. Narrowly defined needs that can be addressed through things like textbook or class assignment changes are addressed by the instructors as illustrated in Loop 1 of Figure 1. Broader needs that may need to be addressed through curriculum sequence or the learning objectives of core CHENG classes are addressed by the CHENG faculty as shown in Loop 2 of Figure 1. The broadest needs that will affect issues such as program outcomes or school priorities are placed under the control of the entire constituency.



A recent revision to the Educational Objectives for the CHENG undergraduate program shows how this process works. In the summer of 1998, while preparing for an accreditation visit, the CHENG Continuous Quality Improvement Committee felt that the educational objectives should be examined. Two full-day sessions with faculty and the IAC were conducted to produce a rough draft. Alumni were sent the proposed objectives with supporting materials. Twenty six of the alumni were interviewed at length via telephone. Current students were also asked for input. Based on input from all sources, a revised list of objectives was approved by the faculty and IAC in the Spring of 2002.

In the Spring of 2003, the IAC indicated that further revisions to the objectives should be considered. The approved objectives contained the phrase “good engineering,” which is widely accepted in the engineering profession as highest level of praise for engineering work. However, the IAC indicated that within the broader context of the businesses that they (the IAC) represented, “good” was often taken to mean “mediocre” or “minimally adequate.” The educational objectives are now being revised to assure that their meaning is clear to all constituencies.

Supports learning

Counseling Services/Disabilities Services fashion workshops and presentations based on the identified and/or the expressed needs of both on- and off-campus constituents. Student Disability Services reviews and revises its computer-based resource list and its web page in order to meet user needs.

Multicultural Student Services

- Survey, Institutional Research, and external data
- The recently developed mission statement is compatible to the needs of the students based on student and staff input.
- The Multicultural Student Center responds to the needs of community needs with outreach programs including diversity training and through the supervision of student programming.

Study Abroad – OSU has reciprocal exchange agreements with 61 institutions in 29 countries. In addition, the institution participates in the National Student Exchange making it possible for OSU students to study at another US institution for a semester.

Distance Learning – OSU's distance education efforts began as far back as the 1920s with the establishment of correspondence courses and extension radio programs. That beginning has grown to offering about 200 distance education courses each year that generate 2,000 enrollments with another 2,000 distance students enrolling in the print-based correspondence study courses. Eleven degrees are offered at a distance through UEIED program units with over 300 individuals having completed a degree delivered by distance technology. Many others have used distance education credit courses to enroll in portions of their degree or just to gain knowledge in a certain area. On a daily basis, OSU staff work with companies such as Halliburton, ConocoPhillips, OG&E, Goodyear, MerCruiser, Boeing Company, Seagate Technology, Spring, Southwestern Bell (SBC), Integris Health Center, Frontier Electric Systems, Kerr McGee Corporation and Sun Microsystems to deliver distance education degree programs. In addition to students in Oklahoma, extension/outreach staff deliver distance education programs to students in Kansas, Texas, Missouri, New Mexico, Georgia, Idaho, Illinois, Massachusetts, Maryland, New Hampshire, and Virginia – to name a few. Outside the US, students have been enrolled in India, Japan, Canada, Thailand, UAE, and the UK.

Weekend and evening credit courses are provided through the College of Arts and Sciences, utilizing faculty and adjunct instructors, to reach constituents who work fulltime and/or are unable to attend classes during weekdays. Short courses (credit) are offered in August and December to assist constituents who cannot attend traditional semester-length classes or who prefer short-term, condensed classes. Study abroad programs are available to undergraduate/graduate students, as well as the general public, in a variety of disciplines within the College of Arts and Sciences, e.g., Journalism/Broadcasting, English, Art, Philosophy, and History. Workforce

development classes are offered through A&S Extension in such areas as Web Design and GIS Training.

Supports scholarship

Student Union/Campus Life

1. Services/Programs are evaluated through the National Survey on Student Engagement instrument, focus groups and Web-site feedback.
2. Two academic classes (Marketing #4373 and Agriculture Research #6223) are reviewing services and benefits offered through the Volunteer Center.
3. Center worked with Youth Services and public school officials to host "Youth Listening Conference" aimed at junior and senior high students and their perception of crisis issues and how to best address them.

Creates the capacity for lifelong learning

In Cooperative Extension, Livestock production is described as a lifelong learning-focused organization by the following: "**Output indicators:** Program delivery methods will include educational workshops and seminars, field demonstrations and experiments, field tours, newsletters, newspaper columns, fact sheets, television and radio programs, Internet, computer software packages, in-service training programs and one-on-one" (Plan of Work, July 15, 1999, p. 4).

"Extension Agriculture Educators, Area Agronomists, and State Specialists will continue delivering education through extensive field demonstrations, field scouting, educational meetings, printed materials, grower meetings, web sites, and other delivery techniques" (Plan of Work, July 15, 1999, p. 6).

Campus Recreation - The desires and needs of our constituency determine the makeup and design of our facilities and types of recreational equipment provided. This includes such diverse populations as young adults, mature members and senior members. Our offerings range from high impact workouts to aquatic, competitive, and outdoor recreation. We meet the university community need for recreation through a diverse number of facilities and recreational fields both on and off campus. Additionally, some avenues of meeting the needs of the external community and addressed through our alumni eligibility program, special events, and the extension of outdoor recreation and education at Camp Redlands.

Strengthens organizational learning

Organizational learning is strengthened through activities in Career Services and Counseling Services/Career Resource Center.

Career Services - conducts career needs assessments in order to develop new programs and services.

Counseling Services/Career Resource Center respond to the expressed needs of constituents in providing individual services, group interventions, and outreach programs. Staff facilitate critical incident debriefing for campus constituents. Staff provide customized training and programs to meet the needs of constituents. Staff participate in professional continuing education relevant to programs and services provided to constituents.

Connected Organization

Connected organizations such as OSU serve the common good, serve constituents, create a culture of service, collaborate, and engage in healthy internal communication.

OSU Serves the Common Good

Central to the mission of the land-grant university and Oklahoma State University specifically is the commitment to serving the common good. This ideal is the focal point of OSU's mission statement

“Oklahoma State University is a modern comprehensive land grant university that serves the state, national and international communities by providing its students with exceptional academic experiences, by conducting scholarly research and other creative activities that advance fundamental knowledge, and by disseminating knowledge to the people of Oklahoma and throughout the world.”

As a connected organization, OSU learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations as it serves society. This is accomplished in diverse ways ranging from the multifaceted offerings of its fine and performing arts programming to service provided by faculty across the campus on local, state, regional, national, and international boards to the programs and partnerships in the Seretean Wellness Center.

Notable specific examples of service to the common good include:

- “Celebration of Teaching,” a program of the College of Education and Oklahoma State Regents for Higher Education, that among other things provides professional development to minority high school students, increasing their chances of attending and succeeding in formal programs of higher education.
- “The Big Event” and “Into the Streets,” annual service days to the community sponsored by the Office of the Vice President for Student Affairs, involve over 2,000 students, faculty, and staff in giving back to the community.
- Digitization of Indian Affairs: Laws & Treaties, the primary source of U.S. treaties, laws and executive orders pertaining to Native American tribes. This freely available online source, created by the Library's Electronic Publishing Center, is used by Native American tribes as well as by lawyers, journalists and scholars around the world.

Serve constituents

The connected organization serves its constituents through a philosophy of engagement, a two-way relationship through which the organization is open to learning from those it wishes to serve. Nearly every campus unit surveyed reported having one, and in many cases, multiple advisory boards composed of alumni, industry experts, and others from whom the unit seeks input on strategies, new directions and other issues that will shape the programs it offers. For example, the Continuous Quality Improvement Committee in the School of Chemical Engineering felt that the school's educational objectives should be examined. Two full-day sessions with faculty and the School's Industrial Advisory Committee were conducted to produce a rough draft. Alumni were sent the proposed objectives with supporting materials. Twenty-six of alumni were interviewed at length via telephone and current students were also asked for input. Based on input from all sources, a revised list of objectives was approved by the faculty and IAC in the spring of 2002.

Other units across campus also provide significant examples of service through engagement with those it serves:

- The School of International Studies developed a series of Issues Management Workshops in response to a request from the city of Puebla, Mexico
- The College of Human Environmental Sciences created a Spanish-language training program for food service managers in Tulsa County in response to studies and reports detailing the difficulty many restaurants were facing in complying with health department standards due to language barriers
- The Office of the Vice President of Student Affairs successfully used student advisory groups to help plan, organize, and facilitate meaningful events including Orange Peel, a sell-out, student-run extravaganza with nationally known musical and comedic performers held every year prior to the first home football game; and Showdown, a similar event held during the spring.

Creates a culture of service

Another characteristic of a connected organization is that it creates and supports a culture of service. Across the university, service on boards from the local to the international levels is encouraged, expected, and rewarded. Creative collaborative relationships that match faculty expertise with identified community needs are also supported.

For example,

- Faculty in the College of Education work with teacher education students to provide summer enrichment camps on campus for the children of area working adults.

- College of Human Environmental Sciences faculty take programs such as Homebuyer Education and Community Nutrition directly to communities
- The Multicultural Student Center and Arts & Sciences Extension present a tribal language class to sites in Okmulgee, Stillwater, and Tulsa through interactive compressed video

OSU students are also provided multiple opportunities throughout their academic careers to learn through service and both formal and informal service-learning opportunities are provided in every college. Furthermore, many clubs and organizations (including Greek Life) require community service as a foundational element of their organization. This service is monitored and recorded on the students' activity transcript. Outside of classroom and organizational service opportunities, the Student Government Association, which represents all undergraduates, sponsors two major service days annually (The Big Event and Into the Streets, previously mentioned) that involve approximately 2000 students, faculty, staff, and community members. Student athletes, who represent a small percentage of the student body, are one example of a student group who contributes several thousand hours of service annually to community organizations such as Big Brothers/Big Sisters and to community agencies such as the Stillwater Public Schools.

Collaboration

The connected organization is also collaborative in nature and recognizes the value of a variety of partnerships in strengthening its engagement with internal and external constituencies. The School of International Studies plays a leadership role in numerous reciprocal programs with other countries including educational and environmental programs in Italy, educational programs in Mexico, and small business programs in Brazil. Faculty involvement on public boards such as the Governor's International team, District Export Council, and the Oklahoma Manufacturing Alliance bring scholarly expertise to these groups and bring the groups with some regularity to the campus, increasing opportunities to interact and find new areas of mutual interest leading to new partnerships in service and research.

One striking example of collaboration can be found at the OSU Library where staff in the Electronic Publishing Center have offered their skills and expertise to organizations such as the Oklahoma Academy of Sciences and the Oklahoma Historical Society to electronically publish and make available at no cost to the public volumes of material including the full-text *Proceedings of the Oklahoma Academy of Sciences* and the forthcoming *Encyclopedia of Oklahoma*, an official project of the Oklahoma Centennial.

Engages in healthy internal communication

Finally, the connected organization is one that engages in communication within its community. Examples of highly effective communication abound.

- The Office of the Vice President for Student Affairs meets regularly with neighborhood associations, police and city council members to discuss town-gown issues and concerns
- Career Services works on a daily basis with potential employers of OSU students to maximize employment and internship opportunities for OSU students and enhance their life-long career success. Information gained from this communication is passed on in formal presentations and informal counseling sessions with students and faculty
- In addition to the extensive array of informative publications provided free of charge through the Oklahoma Agricultural Experiment Station and the Oklahoma Cooperative Extension Service, these entities participate in regular “listening sessions” in all 77 counties to assure that their programs and publications best meet the needs of their intended audiences

OSU’s connections with the constituencies it serves and collaborates with can be best summed up in a comment shared by Dr. Sam Curl, Dean of the Division of Agriculture and Natural Resources,

“There is nothing more important to the success of the programs and activities of the Division than direct contact and interaction with the people we serve. It is essential that we actively seek input and guidance from our many publics with respect to their needs and aspirations in order to effectively carry out our land-grant mission. We are grateful to everyone who works with us in a spirit of cooperation and partnership aimed at meeting our mutual goals to ensure a vital and vibrant Oklahoma.”

Distinctive Organization

As a distinctive organization, Oklahoma State University has an unambiguous mission, appreciates diversity, is accountable, is self-reflective, and is committed to improvement.

[This section needs some additional text. Beneath the five characteristics of the distinctive organization are examples illustrating that characteristic. Additional examples are needed to flesh out this section.]

Unambiguous Mission

- Community listening sessions help fulfill the missions of the Cooperative Extension Service and Agricultural Experiment Station to acquire and disseminate research-based information relevant to improving the quality of life for the people of Oklahoma.

Appreciates Diversity

- The Multicultural Student Center, an outreach program of the Office of the Vice President of Multicultural Affairs, is committed to the social and intellectual growth of all OSU students with special emphasis on the African American, Asian American, Hispanic American, and Native American members of the University community. It demonstrates this commitment through a number of outreach programs including diversity workshops, forums, panels, and class presentations as well as by coordinating cultural events.
- The School of International Studies provides a high level of service responsiveness to the needs of students, especially in helping international students integrate well with U.S. resident students. The English Language Institute, which provides intensive coursework in English as a second language, is the front door to the university for many international students.
- The Division of Agriculture and Natural Resources, provides Spanish language releases of all public information on its website, addressing the needs of the large influx of Spanish-speaking agricultural workers who have come to the state.
- The Library organizes international student tours for several weeks before and after the start of the fall and spring semesters to familiarize incoming international students with the library building and with services and resources that may be unfamiliar to them.
- OSU Career Services is responsive to the diversity of OSU students by employing diverse staff and developing specific programs and services that serve students with disabilities; students from diverse cultural backgrounds, and international students. Staff are also trained in career issues that confront diverse students.
- The College of Education has recently added diversity coursework to its curriculum including EDUC2443 Diversity in Contemporary Society, a course that

explores the primary and secondary dimensions of diversity and their social impacts, and EDUC4443 Cultural Diversity in Professional Life, a class designed to increase knowledge, awareness and skills regarding cultural diversity in one's profession.

- The Seretean Wellness Center conducts three different health training programs for the Indian Health Service in Oklahoma and nationally.

Is Accountable

The departments of art, music, and theater receive funding from the OSU Student Activity Fee. Departmental representatives annually justify their programs and present future budgets to a student committee who continues, decreases or increases funding for the following year. The committee also provides feedback and recommendations on constituency representation and occasionally programming.

Is Self-Reflective

The College of Business Administration Extension, Arts & Sciences Extension and University Extension regularly survey constituents through program evaluations and requests for changes and new program initiatives.

The College of Business Administration makes visits to corporations as part of design and implementation activities for the Executive MBA with CEOs and potential students.

Is Committed to Improvement

The College of Engineering, Architecture and Technology formally engages with its constituents in a six-step process of continuous improvement.

University Health Services assesses patient satisfaction on an ongoing and regular basis.

Core Component 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

From its birth on the plains of a territory yet to become a state through a century of laws, customs and just plain public pronouncements concerning a public institution in a relatively poor, populist region, Oklahoma State University has been nurtured to interact with the citizens of the state in the broadest context imaginable. Ownership by the people through tax support and private funding, along with the implications of acceptance of the mission and responsibilities of the land-grant tradition, ensure that all capital entrusted to the university exists to directly support the constituencies and communities of Oklahoma.

For the units that exist to provide the extension and outreach services of the university, it is standard operating procedure to conduct program planning, implementation and evaluation with direct and frequent consultation between those that utilize those services and those charged with their development and delivery. Objective, research-based evaluation of needs along with projections of those closely involved with the research and education mission of the university ensures that information is continually scanned and evaluated so that programs are provided that will serve as foundations for future learning of the participants and their continuous improvement as the social and economic environment of Oklahoma communities change.

Faculty and administrative professionals routinely assess their units and the system capacity to respond to current requests and long-term needs. Professional development, reorganization, faculty and staff recruitment, and budget requests are based on these assessments. Strengths and weaknesses in capacity vary by unit and program, as necessary to implement the dynamic changes of growth and decline to ensure quality and relevance of learning-focused activities desired by our constituents. Cooperation, communication and dedication among faculty and staff reduce the adverse impacts of the short-term uncertainty as change is managed to address whatever weaknesses are identified and adjustments are made to respond to high priority unmet challenges.

The essence of successful planning for outreach and service is anticipation and innovation of future needs of the constituents. That is, looking ahead to the very short run of the next program or presentation, the intermediate run of the current operational cycle or the long run period of truly future-oriented analysis of trends and alternative scenarios.

The nature of this culture embedded in planning at OSU can be illustrated with a few examples of a forward-looking planning. The Division of Agricultural Sciences and Natural Resources (DASNR) organized country listening sessions in all 77 counties of Oklahoma expressly for the purpose of identifying the needs of individual counties. The major themes identified by the majority of the counties include community and economic development, family and home, schools and education, infrastructure and community service. The Colleges of Business Administration and Engineering, Architecture and Technology utilized their highest level advisory boards to identify needs for executive education which results in an Executive Masters of Business Administration program to be delivered on alternate weekends on the Stillwater campus and a special masters degree in Engineering Technology Management delivered exclusively as distance education with delivery by CD-ROM. Truly both are small examples of training tomorrow's professionals today with the latest applied ideas and concepts from college faculty with the very highest executive teaching skills. Finally, the pervasive themes of globalization and diversity embraced throughout the strategic plans of the majority of the units of the university seek to broaden the perspectives of all the states citizens through very specific components of courses and programs to a university-wide acknowledge of this need for the future in the provision of a School of International Studies and associated programming. The masters degree program in international studies is the most intensive component of this theme but countless individual contributions from associated faculty also illustrate contributions including examples such as the database development for international business known as OKSource, multiple college-organized credit courses and foreign experiences in international education, "global briefings" bringing nationally recognized

speakers on current topics of an international focus, and formal international cooperative relationships and exchanges with universities of other nations.

As an integral component of the mission of the university, extension services and outreach activities share the ideal of the instructional mission of being learning-focused to provide options for those who learn best with different approaches shaped by constituent input and often at very different stages in life, physical locations and with different situations regarding the luxury of time to learn, to reason, and to exchange ideas. Large numbers of traditional program presented to very large numbers of program participants continue to dominate the annual reports of the Agricultural Cooperative Extension Service and the college-by-college extension divisions of the various colleges. Nevertheless, not only are these programs tuned and improved by constant evaluation and feedback processes, new innovations also help to insure a learning-focused attitude in the design and development of new services. For example, the Edmon Low Library has undertaken substantial transformations to bring the latest in digital services to the people of Oklahoma as well as those in and around the physical campus locations of the OSU system. Similar to the experiences within the college units, the library has utilized the input of its advisory board, student and faculty expressions and assessments, and special needs of minority interests such as the Native American population to organize and deliver need ways of learning and news sources of information to both general and specific users. And it has received the prestigious John Cotton Dana Award for Public Relations by the American Library Association in 1997 and 2004 for doing so.

Other examples of learning-focused innovations in programs include an array of leadership programs developed throughout the university for both staff and community service training. Life experiences, exchanges with professionals and travel add educational elements to the traditional descriptive and analytical teaching processes for these adult learners. Integrative experiences, perhaps best captured as the senior-level “capstone” course in many majors, have also influenced teaching in the outreach and service programs just as the additions to human capital of the faculty from sabbaticals, summer travel and internships, and international travel have also enriched these programs and reinforced the culture of multiple methods of learning for the diverse audiences of the land-grant university.

The expectation that Oklahoma State University be closely engaged with the people through the state is as firmly held as the expectation that its faculty will be engaged with peer professionals of their disciplines. It is part of the heritage that constituent input is a major balance to peer input as programs are designed and improved. The university maintains a connection with the people of the state as individuals certainly, but also as communities, as units of government and NGOs of various types and interests, and workers and managers of units providing the goods and services of the state. For example, virtually all of the colleges can point to an array of programs developed for those in state and country government who are charged with delivery of services—elected officials, county clerks and appraisers, local government technology managers, and so forth. Colleges have degrees and outreach programs that respond to direct needs of these constituents such as telecommunications management, fire and emergency services management, healthcare, telemedicine delivery, food technology, new product development, manufacturing extension services and so on. And this connection has been recognized and valued with extension partnerships with our faculty for applied research, broad support for internship programs where new knowledge is transferred by direct contact with current students, and in an impressive list of endowed chairs and professorships generated as a result of donors seeing the advantages of on-going linkage with the expertise of the college faculty and staff as well as new hires of recent graduates.

Finally, Oklahoma State University continuously develops and improves its capacity and commitment to service by law and by choice. As a land-grant university, most faculty who reach the tenure stage of their careers have come to understand that the university serves the needs of citizens all levels of economic means and many diverse personal circumstances and interests. The university is distinctive in both the expectation of this service and the public support to provide it. Workforce development education can exist alongside classical general education, the most advanced techniques of basic research and the applied process and procedures of technology transfer for economic development. Service and outreach span the broad spectrum. Engineering provides programs of

industrial management and manufacturing extension, Human Environmental Sciences provide support of advanced research in nutrition and the latest in fabrics and textile to protect emergency workers. Business supports the budding inventor or innovator trying to bring a new product or service to market where the final fruits of the intellectual investment are realized. Health Sciences faculty integrate the latest in telemedicine innovations with diagnostic techniques and new treatments to bring high quality health care to rural areas. These services make us unique and distinctive in what we do. Our concern and commitment to the special audiences of the state also add to this distinction. The university has several programs directly connected to special needs and interests of Native American citizens. And, perhaps most distinctive of all for an institution growing from the tradition of agriculture and mechanical arts, is the on-going connection to the rural and non-metropolitan populations in an increasingly urbanized society.

Criterion 5: Engagement & Service

5-c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Future Oriented

OCES has developed and implemented the Initiative for the Future of Rural Oklahoma, providing leadership and skill-building training in selected communities. Sponsored by OCES, the Initiative is a new outreach effort (2002) to develop community-level and county-level leadership training programs that will directly benefit Oklahomans living in rural communities. The goals of the program are to enhance and develop the effectiveness of community leaders and Extension Educators to identify and address critical issues confronting the community and county, especially those relating to leadership and community economic development, demonstrate to the community/county the full range of assistance available from OCES through OSU, the land-grant university of Oklahoma, provide a long-term commitment to selected communities in order to aid implementation of development efforts, document impacts of the pilot projects with thorough evaluation, and set the stage for an ongoing program.

In an ongoing effort to assist with the development of future leaders, OSU Career Services staff provide guidance to students in the Youth Leadership Tulsa program and Youth Leadership Cushing on an annual basis. In addition, Career Services manages a job posting website that provides resources for all other public colleges and universities in Oklahoma.

The construction of new campus recreation facilities, modification of existing structures, and development of diverse recreational and educational programs is in direct response to surveys completed by our constituencies. Leadership of the Oklahoma legislature supported new legislation that provided funding for the current expansion and modification of our primary facility. This expansion and modification was driven by the needs of our constituencies. Our facilities are a “melting pot” for diverse university and external communities. Bridges are built through shared recreational, leadership, and educational experiences. Partnerships exist between Campus Recreation, academic departments, and student organizations as well as university athletics and external communities. These partnerships facilitate the attainment of Campus Recreation’s education, recreation, economic, and social goals.

Learning Focused

Distance Learning – OSU’s distance education efforts began as far back as the 1920s with the establishment of correspondence courses and extension radio programs. That beginning has grown to offering about 200 distance education courses each year that generate 2,000 enrollments with another 2,000 distance students enrolling in the print-based correspondence study courses. Eleven degrees are offered at a distance through UEIED program units with over 300 individuals having completed a degree delivered by distance technology. Many others have utilized distance education credit courses to enroll in portions of their degree or just to gain knowledge in a certain area. On a daily basis, OSU staff work with companies such as Halliburton, ConocoPhillips, OG&E, Goodyear, MerCruiser, Boeing Company, Seagate Technology, Spring, Southwestern Bell (SBC), Integris Health Center, Frontier Electric Systems, Kerr McGee Corporation and Sun Microsystems to deliver distance education degree programs. In addition to students in Oklahoma, extension/outreach staff deliver distance education programs to students in Kansas, Texas, Missouri, New Mexico, Georgia, Idaho, Illinois, Massachusetts, Maryland, New Hampshire, and Virginia – to name a few. Outside the US, students have been enrolled in India, Japan, Canada, Thailand, UAE, and the UK.

Study Abroad – 350 students participated in study abroad activities in FY 2003. OSU has reciprocal exchange agreements with 61 institutions in 29 countries. In addition, the institution participates in the National Student Exchange making it possible for OSU students to study at another US institution for a semester.

English Language Institute – On an annual basis, the English Language Institute provides language instruction

for over 200 international students. In FY 2003, enrollees represented nineteen different countries; among them Argentina, Brazil, Japan, Mozambique, Saudi Arabia, Ukraine, the United Arab Emirates and Venezuela. An institutional member of the prestigious consortium of US University and College Intensive English Programs (UCIEP) since 1983, the Institute received word in May that it continues to operate in compliance with UCIEP's standards and will retain membership for another five years. This review follows on the heels of last year's superior assessment by OSRHE reviewers who granted the Institute the maximum five-year approval.

DASNR and OCES have researched, developed and delivered extension programs on the farm act, profitability for farm, ranch and agribusiness owners and managers, livestock and crop management, and soil and water conservation of Oklahoma fragile ecosystems.

The Arts and Sciences K-12 Academy serves school systems throughout Oklahoma and the United States with online courses in areas such as German and calculus.

Participants in the Stars Schools HBL4U Project are cooperating with other institutions and organizations throughout the United States to provide improved education techniques to middle school teachers in the sciences and math.

Weekend and evening credit courses are provided through the College of Arts and Sciences, utilizing faculty and adjunct instructors, to reach constituents who work fulltime and/or are unable to attend classes during weekdays.

Short courses (credit) are offered in August and December to assist constituents who cannot attend traditional semester-length classes or who prefer short-term, condensed classes.

Study abroad programs are available to undergraduate/graduate students, as well as the general public, in a variety of disciplines within the College of Arts and Sciences, e.g., Journalism/Broadcasting, English, Art, Philosophy, and History.

Workforce development classes are offered through A&S Extension in such areas as Web Design, GIS Training, etc.

Conferences are coordinated through A&S Extension, in cooperation with various College of A&S departments, to provide training for internal and external constituencies, e.g., Cimarron Conference on Communication Disorders, Mid-America History Conference, etc.

In CBA, supplemental courses are provided through the use of full-time faculty and adjunct faculty

In CBA, five different study abroad programs are provided for undergraduate and graduate students (two programs in London, China, Mexico, and Canada)

In CBA, substantial array of public offerings of executive and professional development programs for workforce development

OCES listening sessions focus on educational, social and economic issues important to participating community leaders and citizens.

A&S's Literature program in Tulsa

The Institute for Issue Management (a program of the Seretean Wellness Center) responded to a need for academic preparation in the subject of Issue Management by developing two credit courses. One of these courses was delivered to over 1,400 employees at Tinker AFB through the College of Business Extension office. The other will be taught via distance education with several universities in Mexico as part of newly

developed articulation agreements with those institutions.

Connected

Conference Center – The Watkins Center serves as a state-of-the-art conference facility. It is designed to serve the needs of the Oklahoma business community and OSU faculty, staff and students for the furtherance of economic development, international trade and education, and extension/outreach programs and activities. The Center can accommodate multiple events and is well suited for serving events with combined needs such as demonstrating or exhibiting products or services in conjunction with conferences, meetings, workshops, or training seminars. The conference and meeting services staff is on site to assist in planning events and to handle details that make for successful meetings. Annually over 300 events involving more than 40,000 individuals are held in the facility.

University Extension interacts with:

Business and Industry – Over 30,000 individuals served with 635 programs

Education – 16,000 participants; 1,500 programs

Government – 6,500 participants; 225 programs

Individuals – 44,000 participants; 741 programs

Over 350 publications available to 390,000 individuals

International Bureaus of University Extension – Working with state and federal governments as well as private partners, the International Bureaus offer program support for the Oklahoma International Strategic Plan to promote international trade and investment, education and global awareness. The Bureaus provide support for numerous international events and memorandum of understanding signings which have included agreements with the Oklahoma Department of Commerce, Istanbul Technical University, Antonio Narro University, Mexico, and Federal University of Mato Grosso do Sul in Brazil. A Cuban academic license permitting OSU to engage in academic-based travel and research in Cuba has been obtained. Talks are ongoing with organizations in Italy, Thailand, Brazil, Mexico and Costa Rica for future interaction with OSU. In partnership with ODOC and the College of Business Administration, SIS is overseeing the development of Oksource.com, a web-based interactive business directory to support Oklahoma's international business community.

The Library is an active member of the Association of Research Libraries, a not-for-profit membership organization comprising the 118 largest academic and research libraries in North America. Its mission is to shape and influence forces affecting the future of research libraries in the process of scholarly communication.

The Library is an active member of the Greater Western Library alliance, a consortium of 30 research libraries whose mission is to deliver quality cost-effective services and resources required by clients of member institutions through joint action and collaboration.

The Library is the lead institution in the 10-member Oklahoma A&M Library system.

HES Collaborates with other education sectors through its 21st Century and other after-school programs.

Each year over 200 community leaders visit the Oklahoma Capitol to visit with legislators about the Importance of Cooperative Extension programs. In addition, nearly 75 4-H Youth also hold an annual 40H Day at the Capitol to visit with their legislators about the value of the 4-H program. The Dean and Associate Director of

Cooperative Extension regularly receive communication from extension users about particular programs they value.

HES produced video tape "Initiative for future of Rural Oklahoma" as a means of building effective bridges among diverse communities.

Oklahoma Partnership for Public Deliberation (OPPD) -- Public Forums and Public Policy forums could be discussed here.

Community leaders testify to the usefulness of COE's NYSP and beginning and advanced Summer Enrichment Programs.

Engagement with constituents is an integral part of the culture of continuous improvement in the College of Engineering, Architecture and Technology (CEAT). Each program or unit in the college formally

1. Identifies constituents,
 2. Determines the needs of the constituents,
 3. Converts the needs into appropriate unit or program objectives,
 4. Acts on the objectives,
 5. Assesses the degree to which objectives are being met, and
- Determines if, once reached, the objects satisfy the needs of the constituents

In partnership with UEIED, SUAB and SPEF organized Jack Eisner's "Day of the Holocaust Visit.

With the American Psychological Association and Oklahoma mental health providers, COE provided a seminar on HIV Update - Ethics, Psychology and Mental Health

COE builds effective bridges among diverse communities through designing and implementing the website of the International Academy of Human Resource Development.

COE, collaborates with Tulsa schools and Southwest Regional Education Board to offer the MS in School Administration on-site.

In CBA, Projects in support of international trade and development are provided in cooperation with the Oklahoma Department of Commerce and the OSU SIS

The CBA centers and institutes sponsor programs for constituencies

Business Extension provides operating support to off-campus organizations for their annual programs (e.g., Municipal Clerks and Treasurers Institute, Women's Leadership Program, Professional City Administrators)

DASNR develops and provides educational programs in-house for requesting businesses, corporations and entrepreneurs, as well as industry-focused programs. DASNR has partnered with international institutions to develop and deliver a variety of educational programs to support international trade, education and development, as well as international awareness. DASNR has partnered with the Local Government Technology Council (LGTC) to provide initial and continuing training to local and county officials.

Many departments, such as Forestry and Agricultural Economics and Agribusiness, have reshaped programs and curriculum as a result of curriculum review activities that included input from alumni, businesses served by these units, and employers of graduates. The alumni Survey of 2002 has provided intensive feedback that is being used across the college to revise and update academic programs.

Many units have courses such as capstone (senior-level) courses that provide students to integrate their

knowledge and apply it to a “real world” problem. The ES capstone is such an example. Student teams have worked with the City of Tulsa on air quality standards, on waste management issues with farms and communities, just to name a few. Community leaders and farm and business managers that have been the recipients of these efforts have high praise for the students and the insights or resolutions they provide. Agricultural Education student teachers not only gain on-the-job-training, but often enhance the high school students’ learning experience and provide valuable support to the school systems of which they are a part. Agricultural Communications “capstone” effort is the publication of the *Cowboy Journal*, one of the state’s premier magazines that has been praised for its professional presentation and the invaluable contributions it makes to communicating with the public of Oklahoma and DASNR alumni.

The Department of Political Science, in cooperation with A&S Extension, provides the Fire and Emergency Management Program to constituents throughout the United States and—occasionally—the world.

The Department of Computer Science, in cooperation with A&S Extension, provides a master of science degree in Computer Science via distance learning to individuals and companies throughout Oklahoma.

The Center for Science Literacy works with teachers throughout the region to improve teaching methods and effectiveness in the sciences.

Distance learning programs for various degree programs are provided throughout the U.S. (e.g., MBA, MSTM with plans to start offering MIS by distance learning for Fall 2004).

Conferences and seminars are provided in cooperation with the School of International Studies

COE is a member of Oklahoma Council for Economic Education; FEWB Partners/Oklahoma Jump-Start Coalition.

The Library annually provides hundreds of group tours and instructional sessions for high school students.

FCS and 4-H partnerships, grants and contracts support the 1 units’ strategic goals and fit within the base programs where there is faculty expertise

A&S’s video programs to introduce art principles and art history to mid and secondary students in Oklahoma: audience 30,000 plus; 6 to 8 art exhibitions per year; over 100 musical performances per year, some in Tulsa and other Oklahoma cities; 5 to 6 theatrical productions per year

OSU Career Services collaborates with other colleges and universities through the provision of “reciprocal career services” agreements; provides a website that is linked to and used by other Oklahoma higher education institutions; negotiated internet subscription services that lowered the expenses on all Big 12 institutions; collects data and surveys from employers who testify to the effectiveness and quality of services provided.

Staff in Counseling Services/Career Resource Center collaborate with external entities (e.g., Upward Bound) to deliver career development services; deliver outreach programs each year in response to community needs and requests; and participate in new student activities (e.g., transfer student enrollment, freshman enrollment, ALPHA).

Student Disability Services collaborates with other postsecondary institutions to share information and establish consistent standards of practice and partners with K-12 and other disability organizations to address common issues.

University Counseling Services provides 24 hour on call services to deal with students in crisis. Staff also work collaboratively with Residential Life staff to provide in-service training to address crisis response strategies.

UCS also provides both during and after hours crisis response services, working with Residential Life staff and often the OSU Police Department to deal with crisis situations. UCS utilizes an “on call” system to ensure that a counselor is available to speak to a student in distress and to provide consultation services to parents, faculty, and staff.

The student conduct office responds to requests from faculty and staff about the issue of student behavior including academic dishonesty and disruptive student behavior in the classroom.

Through Multicultural Student Services, collaborative ventures exist with African American, tribal groups and Indian Education Programs in the public schools to present higher education information; partnerships with High School and College Relations, Residential Life, Arts & Sciences Outreach and Career Services focus on shared education, economic, and social goals.

The Student Union/Campus Life is a key supporter in the local effort of the National Red Ribbon Day (Alcohol/Drug prevention program).

Through University Health Services, peer educators and health educators are active participants in orientation and informational programs; peer educators and health educators cooperate with NOC Gateway program to insure that all members of the University community have the opportunity to become aware of health issues and service.

Distinctive

In CBA, special programs designed for in-house programs for in-state corporations and government entities

In CBA, State and metro area economic forecasts are provided three times per year.

HES’s Health rocks! Web-based information - Recia Garcia

COE’s Early Settlement -- Alternative Dispute Resolutions

CEAT’s Scholar’s and Research Scholar enrich the education of CEAT studnerts and address Oklahoma’s “Brain Gain” needs

The Seretean Wellness Center plans to utilize more of its resources to expand programs and markets to make OSU the healthiest campus in American and Oklahoma the healthiest state.

The Student Union/Campus Life just eceived recognition as a successful participant in “National Make a Difference Day” with Will Rogers Public School.

**CORE COMPONENT 5-D
NCA Accreditation Report
Miller, Wilkinson, Williams**

Engagement and Service

Internal and external constituencies value the services the organization provides

OSU clearly cooperates with its constituencies in a manner that indicates a commitment to service and the delivery of services of value to them. This behavior spans the entire academic and support units on campus. Given the complexity of the institution and its basic sources of engagement and service, a detailed listing of service and outreach activities is inappropriate. Instead, exemplars of such diverse behaviors are provided below. These are examined from the perspective of: future orientation; learning orientation; connectedness; and distinctiveness. Naturally, any given engagement/service activity may indicate multiple forms of orientation. Additionally, the selection of items is intended to reflect diversity of engagement and service throughout the OSU system.

Future-Orientation

A future-orientation is reflected through the processes of: planning; focus on constituencies' future needs; responses to social and economic change; and the adoption of technologies. Each is noted below.

Planning

The outreach units in the various colleges all engage in traditional strategic and tactical planning. These have historically been consolidated through UE to reflect a comprehensive view of the respective plans and budgets for the OSU outreach. Coincidentally, the colleges' outreach plans are an integrated into the academic unit plans.

A separate aspect of planning comes from the use of advisory boards by various academic and outreach units. For example, within the CBA, advisory boards exist for its Econometric Model, the Professional Development cooperatives in Oklahoma City and Tulsa, and the Executive Education Cooperative. Program designs are based on insights from the boards as to their respective views on training and informational needs. Comparable planning emanates from such boards in other academic units such as the Industrial Advisory Boards (CEAT), Oklahoma Restaurant Association (HES), the Oklahoma State Regents for Higher Education Teacher Cadet Program (COE), and the Star Schools HBL4U (A&S/COE).

Focus on Constituency's Futures

The university is aggressively change-oriented to reflect the needs of their constituencies for different perspectives in the future. An academic example of this is the strong support for study abroad activity among students. This clearly reflects recognition of the globalization of business, social problems, environmental protection, and the like. The university study abroad office maintains 61 different foreign institutional linkages to allow students from every field of study to learn within foreign settings. Likewise, the academic colleges, through their outreach units, provide insights into field-specific areas of business, engineering, agriculture, education, etc. As a specific example, a program to Costa Rica (COE) supports "student teaching" in that foreign setting as insights into the needs of a changing demographic profile of the U.S. Likewise, the School of Hotel and Restaurant Administration provides study opportunities in Switzerland and Italy to reflect demand for international cuisine.

Responses to Social and Economic Change

Many different non-credit seminars and information sources are developed to reflect changing constituency needs due to social and economic changes. In recognition of changing lifestyles, programs are available such as the Heart Health Curriculum, Stress and Family Life Workshops, and Woman Specific Health Issues (HES). Early Settlement and Alternative Dispute Resolution seminars on mediation are provided (COE). Training sessions on Internet usage and access to print and electronic resources are provided (Library).

Adoption of Technologies

All of the college outreach units have adopted the Continuity Database System to allow tracking of credit and non-credit offerings as monitors of success and cross-fertilization of programming ideas. Participant databases are in place to share mailing lists among college units for program promotions. The latest technologies available for distance learning applications are in use and extensive in-service training programs are provided for prospective faculty users of the technology. OSU is a member of Oklahoma's One-Net telecommunications system and hosts a variety of state-wide conferences such as the recent EDGE project by the Office of the Governor and the Oklahoma State Regents for higher Education. The OSU Internet site includes a campus calendars and OSU Headline News posting to encourage participation in events, highlight academic and service successes, stimulate internal partnering on activities, etc.

Learning Orientation

A learning orientation is reflected through the processes of: assessment of learning success; attention to lifetime learning; and organizational learning.

Assessment of Learning

The institutional units aggressively measure the level of learning that occurs within their various programs. The outreach units of the various colleges all utilize program evaluation forms for their non-credit offerings. The distance learning academic courses includes enrollee assessments of the course work. The library conducts numerous user surveys annually through e-mail accounts, surveys of those individuals physically entering the facility, and through question/answer boxes. The arts, music and theater departments closely monitor event attendance by participant characteristics as guide to program appeal.

Attention to Life-long Learning

The outreach efforts of institutional units are the epitome of life-long learning. The delivery of learning opportunities to non-traditional students through week-end and distance programs reflects on-going education opportunities. Likewise, programs such as the Center for Science Literacy for K-12 Science Teachers target specific constituencies. (A&S). Another example of life-long learning is the HIV Update –Ethics, Psychology, and Mental Health Seminar for practitioners in the field (COE). Certification programs are provided for areas such as poultry waste management, tax schools, and local /county government (DASNR). The Municipal Clerks and Treasurers Institute, the Women’s Leadership Program, and the Professional City Administrators Program are jointly sponsored with respective professional groups (CBA).

Organizational Learning

Organizational learning comes about through access of learning accomplishments, as noted above, and through sharing of information among units. The UE umbrella has allowed college-based outreach units to share successes and experiences among themselves for learning purposes in designing and delivering programs. Additionally, units such as the University Study Abroad office annually report to all units on the success of college-based programs and serve as the liaison for joint programming such as the 3-college use of an Italy housing resource. Finally, Regents College in London has been the home of study abroad programs within both the CBA and A&S.

As another form of shared resources and learning, the CBA annually sponsors two speaker programs, the Tulsa Business Forum and the Executive Management Briefing. Table sponsors at the events include the SIS, HES, CEAT and the OSU Foundation.

As a final example of organizational learning, the SIS plays the liaison role for cross-college international outreach activities throughout the world. An example of this role is the bringing together of three different colleges for outreach activities in IRAQ as part of a major USAID grant.

Connectedness

The connected organization is one that: creates a culture of service and builds partnerships. OSU represents such an organization.

Service to Constituents.

OSU has a physical presence throughout Oklahoma through its statewide Cooperative Extension Program. These office units provide assistance in agricultural production areas, health, and family and child development, among others. Such services are available both on one-on-one bases and through seminar/workshop delivery.

The aforementioned colleges and all others provide massive numbers of constituency services on the OSU Stillwater campus. For example, the COE sponsors a number of summer enrichment programs for children. A&S hosts the Oklahoma State Band Concert program, attracting 2,500 high school students annually, and the Oklahoma Music Educators Association programs. The SIS provides the Global Briefings and the Wes Watkins Lecture Series with attendance in the thousands. The CBA hosts the annual Municipal Clerks and Treasurers Institute. HES conducts childcare provider training and in-service training for County Extension Educators. In the fine arts area, the Gardiner Art Galley hosts over 5,000 visitors annually to its exhibits, over 100 music concerts are conducted, and plays, lectures, readings, etc. are held in the campus theater and exhibit hall sites.

As one moves to other locations throughout the state, the service component of OSU greatly expands with regard to number of service activities. For example, the CBA's distinguished lecture series in Oklahoma City and Tulsa attracted over 7,500 participants annually. The A&S Arts Department provides exhibits to a number of venues throughout the state. Many training seminars provided by the outreach units of the various colleges are located in Oklahoma City, Tulsa, and other cities.

Partnering Relationships

Cooperation is a key aspect of OSU's outreach activities as it partners with private, public, and NGO organizations. For example, the CBA partners with the Oklahoma Women's Forum in providing the annual Woman's Leadership Forum. The School of Hotel and Restaurant Administration conducts many programs statewide in cooperation with the Oklahoma Hotel and Lodging Association. CEAT teams with private industry and associations in sponsoring programs such as the International Heat Pump Association conference. The COE joins the Oklahoma Department of Education, National Board for Professional Teaching Standards, NASA, and the American Psychological Association and Oklahoma Mental Health Providers in providing certification, in-service training, and conference programs. The SIS cooperates with the Oklahoma International Congress and with the Oklahoma Department of Commerce in advancing international trade projects.

Distinctiveness

Distinctiveness is reflected through the processes of: guidance by its mission; appreciation of diversity; accountability; and commitment to improvement.

Guidance by Its Mission

The OSU mission statement includes the phrase, “---the dissemination of knowledge to the people of Oklahoma and throughout the world”. Implicit to this mission component is service for the common good. For the various colleges and associated units on campus, this mission commitment guides their activities. The distinction is that they adjust the target to their unique constituencies. For example, DASNR focuses primarily on the rural communities and associated food production processes. In a related fashion, the Food & Agricultural Products Research & Technology Center provides extensive services to food producers to assure food safety and to provide value-added food products. The CBA devotes primary attention to improvement of business management skills and to avenues for long range profitability. The COE focuses primarily on curriculum development, instructional development, and

general improvement of educational opportunities for pre-K-12 students. As a comprehensive research university, the component parts of the institution combine to yield outreach and service to all of the institution's constituencies.

Appreciation of Diversity

As a reflection of organizational learning, there are commonalities of outreach and service among OSU units. However, in recognition of the different constituencies served by the units, they are encouraged to adapt strategies and to innovate in services provided. For example, in the distance learning arena for business managers, the CBA and CEAT delivers course lectures through CD-distribution and asynchronous learning. The COE delivers programs directly to clustered sites of educational institutions. A&S works closely with K-12 school systems to bring music, art, and speech students directly to the OSU campus. DASNR provides county extension agents in close proximity to its primary constituents to provide them on-site assistance.

Accountability

As noted previously, virtually all outreach and service activities at OSU are assessed by various methods including participation levels, participant satisfaction, and suggestions for improvement. This is the foundation for accountability. For example, the CBA decides to repeat programs based on participation levels. Sites, instructor ratings, and content are all adjusted to participant satisfaction. Finally, new programs are introduced annually as responses to requests by constituencies. Similar patterns of measurement, review, and change, are followed throughout the campus.

A separate aspect of accountability is assured through the extensive use of advisory boards for programs. Sources of funding reflect additional accountability. For example, the COE must provide outreach information to the Oklahoma Department of Education. DASNR must show budgetary accountability to state legislators. Finally, many accrediting bodies for business, education, engineering, and other areas include outreach and service as dimensions of their on-going program re-accreditation processes.

Commitment to Improvement

The above dimensions of distinctiveness combine to reflect a commitment to improvement. The central position of the mission anchors attention. The acceptance of diversity among initiatives allows adaptation to constituent needs. Finally, accountability encompassed measures of performance and acceptance of responsibility.

The following pages are input from the Office of Student Affairs for each of the core components of criterion five.

Core Component - 5a

The organization learns from its constituencies it serves and analyzes its capacity to serve their needs and expectations.

Office of the Vice President for Student Affairs

In Student Affairs, our primary constituent group is students however we also serve parents, family of students, faculty, staff, and community members. Our Student Affairs mission speaks to the privacy of student development (academic support and success, cultural enrichment, leadership development and service to others). Specialized programs and services have been created to serve the specialized and unique needs of students (minority/underrepresented students, international students, off-campus students, students with disabilities, etc.).

Evidence

Student Affairs programs (arts and cultural, performing arts recreational and social) are available to the university community and larger community.

Student Affairs use student advisory groups to help plan, organize and facilitate meaningful events (ex. Orange Peel, Showdown).

Many clubs and organizations (including Greek Life) require community service as a foundational element of their organization. This service is monitored and recorded on the students' activity transcript.

The students have governance structures in place to assist the university with decision making. These include Student Government Association (SGA), Graduate Professional Student Government Association (GPSGA), Residence Hall Association (RHA), Off-Campus Student Association, Non-Traditional Student Association and Panhellenic/InterFraternity Council. Students are regularly consulted and advised by professional staff.

SGA offers two major service days in addition to the hundreds of hours spent in community service. These two programs are The Big Event and Into the Streets. Hundreds of letters are received about student service in the community. Approximately 2,000 students, faculty, and students as well as community members participate in these projects yearly.

OSU Participates in civic engagement Vocal Oklahomans In Civic Engagement (VOICE) and Campus Compact. Service learning opportunities are also provided in every college.

Student Affairs is launching additional service opportunities dealing with local and area disaster response.

We meet with neighborhood associations, police, city council members regularly to discuss town-gown issues and concerns.

Capacity and commitment to engage with its identified constituencies and community.

Examples of evidence

1. Service days (previously mentioned).
2. Parent's Association formation with participation from faculty, staff, administration and students. (Formed 2003-2004).

3. All clubs and organizations advised by faculty and staff. Many open to community members. Facilities open to all.
4. Career Services internships - locally, regionally, nationally and internationally.
5. We host state-wide job search files.

Campus Recreation

The desires and needs of our constituency determine the makeup and design of our facilities and types of recreational equipment provided. This includes such diverse populations as young adults, mature members and senior members. Our offerings range from high impact workouts to aquatic, competitive, and outdoor recreation. We meet the university community need for recreation through a diverse number of facilities and recreational fields both on and off campus. Additionally, some avenues of meeting the needs of the external community and addressed through our alumni eligibility program, special events, and the extension of outdoor recreation and education at Camp Redlands.

Career Services

Examples of evidence

1. The OSU Career Services mission is to maximize employment and internship opportunities for OSU students and enhance their life-long career success.
2. OSU Career Services is responsive to the diversity of our students by employing diverse staff and developing specific programs and services that serve:
 - Students with disabilities;
 - Students from diverse cultural backgrounds; and
 - International students
 Staff are trained in career issues that confront diverse students
3. Career needs assessments are conducted in order to develop new programs and services.

Counseling Services/Career Resource Center

The Career Resource Center/University Counseling Services responds to the expressed needs of constituents in providing individual services, group interventions, and outreach programs.

Staff facilitate critical incident debriefing for campus constituents.

Staff provide customized training and programs to meet the needs of constituents.

Staff participate in professional continuing education relevant to programs and services provided to constituents.

Counseling Services/Disabilities Services

Student Disability Services fashions workshops and presentations based on the identified and/or the expressed needs of both on- and off-campus constituents.

Student Disability Services reviews and revises its computer-based resource list and its web page in order to meet user needs.

Counseling Services/Personal Counseling

- Providing counseling and crisis intervention services to OSU students is a primary focus of the UCS mission. By maintaining records of numbers of students utilizing services, client demographics, and other information, UCS works to ensure adequate resources are available in the future to meet the specific needs of clients.
- UCS staff provide outreach programming to a wide variety of university and community groups, addressing a wide variety of issues, including alcohol/drug education, eating disorders, building healthy relationships.
- UCS works collaboratively with other campus and community agencies to develop outreach programming. Outreach programs are frequently developed in response to requests by student groups, faculty, or members of the community.

Counseling Services/Student Conduct

The Student Conduct Office responds to requests from various colleges to provide information and presentations about the Student Code of Conduct and academic dishonesty to freshmen orientation classes.

The Student Conduct Office responds to requests from International Students and Scholars department to provide copies of the Student Code of Conduct, academic dishonesty brochures, as well as making presentations during orientation programs.

Multicultural Student Services

- Survey, Institutional Research, and external data
- The recently developed mission statement is compatible to the needs of the students based on student and staff input.
- The Multicultural Student Center responds to the needs of community needs with outreach programs including diversity training and through the supervision of student programming.
- The Multicultural Student Center and Arts & Sciences Extension present a tribal language class to sites in Okmulgee, Stillwater and Tulsa. The classes are broadcast from Okmulgee using interactive compressed video.

Seretean Wellness Center

The SWC learns from its constituents. Advisory groups help SWC staff determine strategic goals and measurable outcomes. SWC conducts evaluations (formal and informal; formative and summative) of its members and patients to determine program efficacy.

The SWC responds to community needs through its involvement with the Healthiest City Campaign committee.

The SWC has nine sponsored programs that respond to external constituencies through continuing education (such as Wellness Wednesday), outreach (Oklahoma Healthiest Business Award Council), customized training (American College of Sports Medicine Certification), and extension service (nationwide Firefighter Fitness Instructor Training School).

Student Union/Campus Life

4. Services/Programs are evaluated through the National Survey on Student Engagement instrument, focus groups and Web-site feedback.

5. Two academic classes (Marketing #4373 and Agriculture Research #6223) are reviewing services and benefits offered through the Volunteer Center.
6. Center worked with Youth Services and public school officials to host “Youth Listening Conference” aimed at junior and senior high students and their perception of crisis issues and how to best address them.

University Health Services

Peer Education needs assessments to allow students to identify health and medical issues of concern and interest. Peer education programs utilize evaluations to determine effectiveness and opportunities for improvement.

UHS assesses patient satisfaction on an ongoing and regular basis. The UHS Statement of Student Rights and Responsibilities empowers students to communicate ideas, concerns, complaints, and suggestions.

Core Component – 5b

The organization learns from its constituencies it serves and analyzes its capacity to serve their needs and expectations.

Vice President for Student Affairs

In Student Affairs, our primary constituent group is students however we also serve parents, family of students, faculty, staff, and community members. Our Student Affairs mission speaks to the privacy of student development (academic support and success, cultural enrichment, leadership development and service to others). Specialized programs and services have been created to serve the specialized and unique needs of students (minority/underrepresented students, international students, off-campus students, students with disabilities, etc.).

Evidence

Student Affairs programs (arts and cultural, performing arts recreational and social) are available to the university community and larger community.

Student Affairs use student advisory groups to help plan, organize and facilitate meaningful events (ex. Orange Peel, Showdown).

Many clubs and organizations (including Greek Life) require community service as a foundational element of their organization. This service is monitored and recorded on the students' activity transcript.

The students have governance structures in place to assist the university with decision making. These include Student Government Association (SGA), Graduate Professional Student Government Association (GPSGA), Residence Hall Association (RHA), Off-Campus Student Association, Non-Traditional Student Association and Panhellenic/InterFraternity Council. Students are regularly consulted and advised by professional staff.

SGA offers two major service days in addition to the hundreds of hours spent in community service. These two programs are The Big Event and Into the Streets. Hundreds of letters are received about student service in the community. Approximately 2,000 students, faculty, and students as well as community members participate in these projects yearly.

OSU Participates in civic engagement Vocal Oklahomans In Civic Engagement (VOICE) and Campus Compact. Service learning opportunities are also provided in every college.

Student Affairs is launching additional service opportunities dealing with local and area disaster response.

We meet with neighborhood associations, police, city council members regularly to discuss town-gown issues and concerns.

Capacity and commitment to engage with its identified constituencies and community.

Examples of evidence

1. Service days (previously mentioned).
2. Parent's Association formation with participation from faculty, staff, administration and students. (Formed 2003-2004).
3. All clubs and organizations advised by faculty and staff. Many open to community members. Facilities open to all.
4. Career Services internships - locally, regionally, nationally and internationally.
5. We host state-wide job search files.

Campus Recreation

Access to our facilities is structured in such a manner as to appeal to the student, faculty, staff, and alumni communities. The activities provided within our organization constitute a common meeting ground within all our serviced communities. Our educational programs prepare students to provide recreational and vocational skills to external communities. All our resources including our staff, our financial basis, and our physical resources both indoor and outdoor support effective recreational and educational programs of the highest quality. Organizational planning addresses the short term needs and desires of our patrons and students tempered with an outlook for the future. Predicting future trends in recreation and planning for facility and equipment modification as well as services offered is an ongoing effort.

Career Services

1. OSU Career Services has a number of employer advisory boards where employers provide OSU with information on the latest needs of the business/industrial and education communities.
2. The OSU Career Services employer/faculty lunch program provides an opportunity for faculty and employers to network on campus.
3. Numerous career fairs are used as another method of connecting employers with students.
4. On campus recruiting is another example of connecting employers with students
5. OSU 1000 program is an initiative to recruit 1000 employers to hire OSU students and we are reaching out to employers throughout Oklahoma to inform and recruit.
6. OSU Career Services educational programs such as the internship program connects students with employers.
7. OSU Career Services staff conduct many employer visits to develop and enhance relationships.
8. OSU employers are invited to participate in many campus programs such as Orange Peel, athletic events, etc.
9. OSU Career Services strategic plan has specific goals stated that address engagement and service, such as goal two: "Reach out to employers with the highest quality services and resources."

Counseling Services/Career Resource Center

The Career Resource Center is a member of the Career Guidance Network of Oklahoma, a consortia of career development professionals working in Oklahoma institutions of higher education.

Evening programs are offered to meet the needs of constituents.

Counseling Services/Disabilities Services

Student Disability Services solicits feedback informally and through meetings, participates in on- and off-campus activities (groups, boards, conferences, etc.), and maintains a high level of visibility

Counseling Services/Personal Counseling

UCS staff serve on a variety of university and community committees and boards, which provide services and programming to both the OSU and Stillwater communities.

Staff members are highly involved in planning and presenting campus programming such as “Reality Check”, a program which involves students, staff, administrators, community police and fire services

Multicultural Student Services

- The multicultural model employed by the Multicultural Student Center and weekly monitoring of individual counseling, group guidance and outreach programming enable effective connections with its communities.
- Activities such as the semester pow wows and Miss Black OSU engage students, staff, administrators, and faculty with external communities.
- The Honors Convocation and Reception connect students with external communities.
- Annual planning and weekly monitoring project ongoing engagement and service.

Seretean Wellness Center

The SWC prides itself on its ability to engage with its identified constituencies and communities. Through its involvement on local and statewide committees and councils, the SWC possess effective connections with its communities.

The SWC resources support effective programs of engagement and service. An example is the three different health training programs the SWC conducts for Indian Health Service in the state and nationwide.

Student Union/Campus Life

1. Severe limitations exist due to budget and staffing (1 FTE).
2. Hosted Service-Learning Fair to connect OSU faculty/staff with non-profit agencies.
3. College Bound/Campus Invasion program helped to encourage over 1,000 public school students to pursue education and careers.
4. The Center has helped spawn several service related student organizations: St. Judes (raised \$55,000 in last 2 years), Into the Streets Community Service Day, Rotaract, Circle K, Alpha Phi Omega, and VOICE.

University Health Services

UHS actively solicits and participates in activities to communicate services and important health information to students, families and the greater university community. Examples include international student orientation,

freshmen enrollment, transfer days enrollment, Freshmen Orientation classes, living group presentations, campus health and wellness programming.

UHS website is used to communicate important information to the public and to provide resources for compliance with university policies.

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Office of the Vice President for Student Affairs

Primary constituents - students

1. Advisors
2. Advisor training
3. Leadership development - for club and organization leaders
4. Professional staff support of clubs and organizations (space, recognition, financial support).

Evidence

Response letters regarding service.

- Mayor and other city official recognition and testimonials regarding collaboration on issues and needs. (Specific and unique international student organization/and general.
- Vice President student concerns database
- Collaboration of student groups, Vice President Student Advisory Council (leadership councils encouraging educational programs offered to students and others)
- 2 + 2 Northern Oklahoma College agreements share Student Affairs programs and services

Campus Recreation

The construction of new facilities, modification of existing structures, and development of diverse recreational and educational programs is in direct response to surveys completed by our constituencies. Leadership of the Oklahoma legislature supported new legislation that provided funding for the current expansion and modification of our primary facility. This expansion and modification was driven by the needs of our constituencies. Our facilities are a “melting pot” for diverse university and external communities. Bridges are built through shared recreational, leadership, and educational experiences. Partnerships exist between Campus Recreation, academic departments, and student organizations as well as university athletics and external communities. These partnerships facilitate the attainment of Campus Recreation’s education, recreation, economic, and social goals.

Career Services

1. OSU Career Services collaborates with other colleges and universities through the provision of “reciprocal career services” agreements.
2. OSU Career Services negotiated internet subscription services that lowered the expenses on all Big 12 institutions.
3. OSU Career Services manages a job posting website that provides resources for all other public colleges and universities in Oklahoma
4. OSU Career Services website is linked to and used by other Oklahoma higher education institutions

5. OSU Career Services staff provide guidance to students in the Youth Leadership Tulsa program and Youth Leadership Cushing on an annual basis
6. OSU Career Services collects data and surveys from employer who testify to the effectiveness and the quality of the services. (we can provide examples)

Counseling Services/Career Resource Center

Staff collaborate with external entities (e.g., Upward Bound) to deliver career development services.

Staff deliver ____ outreach programs per year in response to community needs and requests.

Staff participate in new student activities (e.g., transfer student enrollment, freshman enrollment, ALPHA).

Counseling Services/Disabilities Services

Student Disability Services collaborates with other postsecondary institutions to share information and establish consistent standards of practice.

Student Disability Services partners with K-12 and other disability organizations to address common issues.

Counseling Services/Personal Counseling

UCS provides 24 hour on call services to deal with students in crisis.

Counseling staff works collaboratively with Residential Life staff to provide in-service training programming to address crisis response strategies. UCS also provides both during and after hours crisis response services, working with Residential Life staff, and often the OSU Police Department, to deal with crisis situations.

UCS utilizes an “on call” system to ensure that a counselor is available to speak to a student in distress, and to provide consultation services to parents, faculty, and staff.

Counseling Services/Student Conduct

The Student Conduct Office responds to requests from faculty and staff about the issue of student behavior including academic dishonesty and disruptive student behavior in the classroom.

Multicultural Student Services

- Collaborative ventures exist with African American, tribal groups and Indian Education Programs in the public schools to present higher education information.
- Comments are kept to the usefulness of the organization’s programs of engagement.
- Partnerships with High School & College Relations, Residential Life, Arts & Sciences Extension and Career Services focus on shared education, economic and social goals.
- Attendance and perceptions of programming efforts give evidence of building effective bridges among diverse communities.

Seretean Wellness Center

The SWC demonstrates its responsiveness to those constituencies that depend on it for service.

The Institute for Issue Management (a program of the SWC) responded to a need for academic preparation in the

subject of Issue Management by developing two credit courses. One of these courses was delivered to over 1,400 employees at Tinker AFB through the College of Business Administration Extension. The other will be taught via distance learning with several universities in Mexico, as part of newly developed articulation agreements with those institutions.

The SWC plans to utilize more of its resources to expand programs and markets to make OSU the healthiest campus in America and Oklahoma the healthiest state.

Student Union/Campus Life

1. The agency is a key supporter in the local effort of the National Red Ribbon Day (Alcohol/Drug prevention program).
2. The agency just received recognition as a successful participant in “National Make a Difference Day” with Will Rogers Public School.

University Health Services

Peer educators and health educators are active participants in orientation and informational programs.

Peer educators and health educators cooperate with NOC Gateway program to insure that all members of the University community have the opportunity to become aware of health issues and service

5d.

Internal and external constituencies value the services the organization provides.

Vice President for Student Affairs

Primary constituents - students

1. Advisors
2. Advisor training
3. Leadership development - for club and organization leaders
4. Professional staff support of clubs and organizations (space, recognition, financial support).

Evidence

Response letters regarding service.

- Mayor and other city official recognition and testimonials regarding collaboration on issues and needs. (Specific and unique international student organization/and general.
- Vice President student concerns database
- Collaboration of student groups, Vice President Student Advisory Council (leadership councils encouraging educational programs offered to students and others)
- 2 + 2 Northern Oklahoma College agreements share Student Affairs programs and services

Campus Recreation

Our constituencies are surveyed professionally, suggestions are solicited from both recreating patrons and those attending adult class. The alumni, faculty and staff, and special event groups participate in Campus Recreation’s programs and activities. Facilities are available to the entire university community as well as special avenues of access for external communities.

Career Services

1. OSU Career Services evaluates programs and services provided to students and employers on a consistent and periodic basis. The evaluation results are used to respond to and enhance future services.
2. The services that OSU Career Services provide are well received by students and employers. We have collected a number of testimonies in e-mails and writing that may be used as examples.
3. OSU Career Services is the established leader in the State in reaching out to employers and providing them with a connection to the human resources of OSU graduates. An example of this is the HIREOSUGRADS.COM website and the OSU 1000 initiative.

Counseling Services/Career Resource Center

The Career Resource Center organizes an annual open house to link faculty, advisors, and services in facilitating the career development of students.

In addition to students, prospective students and alumni access the Career Resource Center to explore majors and careers.

Staff volunteer for community activities and serve on community boards.

Counseling Services/Disabilities Services

On-going partnership and collaborative efforts exist with both on- and off-campus entities.

Referrals are regularly made to Student Disability Services to provide information, assistance, or services.

Counseling Services/Personal Counseling

UCS staff are frequently sought out to serve on planning committees, as volunteers, and as participants in a variety of activities year after year.

Students who have received counseling services are asked to satisfaction surveys, and participants in outreach programs are asked to evaluate each program. Responses have been consistently positive.

UCS works with other members of the community to plan and provide programming available to all members of the community.

Counseling Services/Student Conduct

Student Conduct Committee members (faculty, staff, and students) provide positive feedback about training programs and the education they receive from serving on the committee.

The Student Conduct Office responds to requests for discipline information about students applying for employment in the federal government, for students applying for professional programs, and for students applying for Study Abroad programs.

Multicultural Student Services

- Surveys are administered to constituencies served.
- Surveys indicate a pattern of activities being well received by the communities served.

- Records indicate external constituents participate in organization's activities and co-curricular programs open to the public.
- Multicultural Student Center staff provides staff development training to licensed professionals in its community.

Seretean Wellness Center

Internal and external constituencies value the services of the SWC. Formal and informal evaluations of people served are consistently excellent. Formative and summative assessments of programs indicate that SWC offerings are meeting the wellness needs of its constituents.

Student Union/Campus Life

1. The coordinator of Volunteer Services serves on the State Volunteer Foundation.
2. The agency is extensively used by local service agencies (United Way, Red Cross, Youth Services, etc.).
3. The agency has facilitated the "Roll and Stroll" program for Brittle Bone Disease – an elementary school student has now twice passed original (and revised) goals of \$5,000 and \$10,000 and now sits at \$13,500 (event to be held April 24 at the airport).
4. The agency has included a critical international component. The International Research Review Board (IREX) has placed four (4) Russian and one (1) Ukrainian student in the Center for intern experience. Additionally, the Japanese language program has involved its students in the center focused on (a) recycling and (b) health care.

University Health Services

UHS has been a leader in development of policies and procedures necessary to comply with federal and state laws and regulations, including HIPAA and Oklahoma immunization requirements. UHS facilitated campus preparations for SARS and coordinated the efforts of county and state health departments with OSU and other campus health officials.