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Assurance Argument

Oklahoma City University - OK

1 - Mission

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

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

Oklahoma City University was founded to provide a Methodist higher education for residents of Oklahoma Territory, with classes starting in 1904—three years before statehood. The United Methodist Church's commitment to education is rooted in the vision of Methodism's founder, John Wesley, who saw education as central to the church's mission. Wesley wanted to educate the whole person, bringing together faith and learning. Following John Wesley's example, United Methodist-affiliated institutions provide quality educational opportunities for United

Methodists and non-United Methodists alike, encouraging students' spiritual growth and commitment to serve others. Over the past hundred years, Oklahoma City University's mission has evolved, but the principles of scholarship and service remain central.

1.A.1. The mission was developed through a process suited to the context of the institution.

In 2016, OCU engaged a consultant to begin the development of revisions to the mission and vision statements in tandem with a [new strategic plan](#). Blending top-down and bottom-up activities, the strategic planning leadership team solicited input from multiple constituents, including faculty, staff, students, and community, as detailed in the [Strategic Planning Process](#) guide. Proposed tactics were then sorted, grouped, and prioritized to produce this plan. The mission statement, which was approved at the [April 2017 meeting](#) of the Board of Trustees, reads:

Oklahoma City University prepares all learners to Create, Lead, and Serve. We provide a diverse, inclusive culture committed to producing graduates who think critically and innovatively, communicate effectively, and use their knowledge and talents to make a local and global impact.

Oklahoma City University is committed to an education that:

- *Provides students with the skills and confidence to adapt to and excel in a complex and dynamic world*
- *Invests continually in its students, staff, faculty, alumni, and programming to enrich academic and cocurricular offerings*
- *Fosters partnerships within and beyond the university to enrich lifelong learning*
- *Develops informed global citizens ready to engage with their communities and contribute to the world*
- *Develops graduates who are ethical, highly employable professionals*
- *Honors our United Methodist history and tradition of scholarship and service*

1.A.2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

As described in Criteria 1.A.1, the [mission](#) and vision statements were updated in April 2017 along with the development of the new strategic plan. The development process sought feedback from multiple constituencies affiliated with the institution. The mission statement reflects the academic, curricular, and service orientation fundamental to a Methodist-affiliated, liberal arts institution. Oklahoma City University affirms through its actions its commitment to preparing learners to create, lead, and serve.

Oklahoma City University's strategic plan (see Criterion 5.C.3) serves to articulate initiatives that will help fulfill the University's mission. The [Strategic Plan \(2018-2023\)](#) divides those initiatives into four broad categories: student success, learning and living infrastructure, a culture of excellence, and engaged community and service. Some examples of the initiatives that support the mission directly and have been implemented include:

Student Success: Oklahoma City University continually updates and enhances efforts to help students succeed. These efforts include broadening the support offered at the Learning Enhancement Center and designing programs to assist special populations, such as the [FIRST program](#). Efforts to enrich academic and cocurricular offerings include increasing the number of internships and practicums that allow students to participate in developing new academic programs based on student interest and demand, such as [Game Design and Animation](#), to better serve the students and community.

Learning and Living Infrastructure: Oklahoma City University has continued to upgrade its facilities and technology to support student learning and the student experience. The University has implemented Zoom and Microsoft Teams and has added video conferencing capabilities to nearly every classroom. Additionally, the network infrastructure is being upgraded; Wi-Fi coverage and speeds have been greatly expanded and improved, especially in student housing; and total bandwidth has been doubled. The learning environment has also been enhanced by physical improvements to housing facilities.

Culture of Excellence: Oklahoma City University has implemented active measures to generate a more diverse applicant pool for faculty and staff to more closely match the diversity of the student body.

Engaged Community and Service: Strategic initiatives in this area focus on expanding the University's visibility and service to the Oklahoma City community. These initiatives support the University's mission by demonstrating a commitment to making a local and global impact. Examples of these efforts include conducting summer camps in the areas of Business, Theatre, Dance and Entertainment, Music, eSports, and athletics; providing legal and business services to the community; and offering service learning courses.

1.A.3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

As a [United Methodist-affiliated university](#), Oklahoma City University believes it is important to simultaneously state that affiliation and declare the United Methodist tradition of welcoming all faiths in its institutions of higher learning. OCU's mission is to "provide a diverse, inclusive culture committed to producing graduates who think critically and innovatively, communicate effectively, and use their knowledge and talents to make a local and global impact." The University's intended constituents are learners who are ready to engage with their communities and contribute to the world. Those learners constitute a diverse group, as is evidenced by the variety of degrees offered at different levels of education. At all levels, the University's mission is to provide a student-focused and inclusive, values-centered culture that engages the community and the world. The University accomplishes this mission by providing students with not only the necessary skills and knowledge, but also through fostering relationships within and outside OCU to produce lifelong learners who are active in their communities.

1.A.4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

The University's degree programs further its mission by providing a diverse mix of traditional liberal arts, performing arts, practical arts, law, and graduate degrees to meet the evolving needs

of our students and the community. Academic programs are regularly reviewed for continuation (see Criterion 4.A.1), and new programs focusing on community and industry needs are explored and developed (see Criterion 5.A.2).

Cocurricular learning opportunities also play a large role in OCU's mission to produce global citizens who are active in the community. The University incorporates into the student learning experience many opportunities for service learning, experiential learning through internships, study abroad, and undergraduate research.

Student support services are also mission-driven. Oklahoma City University provides a range of services to meet the needs of a diverse student population. Admissions departments for international, law, graduate, and undergraduate students provide clear guidance on the admissions requirements for each level and help develop a diverse pool of applicants and a diverse student body. They work closely with Student Financial Services to help students understand the financing of, and to pay for, their college experience.

Students are supported through many other campus services designed to meet their unique needs, including New Student Orientation, Learning Enhancement Center, Career Services, Disability Services, Parent and Family Services, Counseling, and Police and Security Services.

The student experience is also enhanced through activities and services such as student government, student engagement, inclusion and multicultural programs, religious life, housing and dining, resident life, intramural sports, and OCU's NAIA sports teams.

Finally, the University's enrollment profile is consistent with the mission of serving a diverse student body. OCU Student Enrollment Trends and Degrees Awarded (Fall 2017 – Fall 2021) provides the most current enrollment information for 2021:

- 1,383 full-time and 47 part-time undergraduate students
- 420 full-time and 221 part-time graduate students
- 459 full-time and 20 part-time first-professional students
- 36% male and 64% female
- 34% minority, 62% non-minority, and 4% international
- 60% in-state, 36% out-of-state, and 4% international
- 45 states represented (other than Oklahoma)
- 34 countries represented (other than the U.S.)

Oklahoma City University maintains a diverse student population. Minorities and international students represent 38% of the student population, which is in line with the overall population of Oklahoma and the Oklahoma City area. The largest minority populations are Hispanic (11%) and Black/African American (6.3%). The Native American population represents 3% of the student population but is the most identified minority group in the two or more categories (8.7%). International students have seen the largest decrease in enrollment, from 10% in 2017 to only 4% in 2021.

1.A.5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Oklahoma City University's mission and vision statements appear on its [website](#) and in the [Undergraduate](#) and [Graduate](#) Catalogs. It is published in the [student](#) and [faculty](#) and is printed in each year's [commencement program](#). Academic and nonacademic units display the mission statement in central and private offices. The mission statement is also posted in public areas on campus, and faculty and staff may include the mission on their business cards.

The spirit of the mission statement is shown through University publications like the [Viewbook](#) and the OCU alumni magazine [Focus](#). These publications focus on the artistic, academic, and service accomplishments of students, faculty, and alumni, and they demonstrate OCU's successes in achieving its mission.

The mission also guided the University in identifying goals and priorities in the strategic plan. The strategic plan was developed with the revised mission statement and helps operationalize strategic initiatives in pursuit of the mission.

Sources

- Commencement Program-Mission May 2021
- FacultyHandbook-RevisedOctober2021
- FIRST 2021
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- Gaming and Animation Proposal 2019 (page number 2)
- Graduate Catalog 2021-2022.pdf
- Graduate Catalog 2021-2022.pdf (page number 2)
- Mission Statement
- NAAMSCU
- OCU BOT Minutes 4-26-17 Mission and Vision
- OCU FOCUS Magazine Spring 2019
- OCU Strategic Plan 2018-2023
- OCU Strategic Planning Process - Huron Group
- OCU Student Handbook 2021-22
- OCU Student Handbook 2021-22 (page number 5)
- OCU Undergraduate Catalog 2021-2022
- OCU Undergraduate Catalog 2021-2022 (page number 2)
- OCU Viewbook 2020-21

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

Oklahoma City University's mission affirms its commitment to contributing to the public good by educating students to make a local and global impact, engaging with the community, and honoring our United Methodist history and tradition of scholarship and service.

1.B.1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

Oklahoma City University's public obligation is demonstrated through the implementation of the [mission and values](#), the [strategic plan](#), the budget, and many activities focused on the public. OCU is a private, nonprofit institution of higher education. It has no relationship with an owner, external partners, or investors that would entail generating financial returns.

The [Oklahoma Annual Conference of The United Methodist Church](#) owns and sponsors the University, and the University is under its perpetual care. In the event of the University's dissolution, after payment of all legal obligations, its assets would be transferred to the Oklahoma Annual Conference of The United Methodist Church ([University Bylaws, Article XI](#)).

[Article IV](#) of the University's Bylaws states that the management and control of Oklahoma City University, a nonprofit corporation incorporated under the laws of the State of Oklahoma, shall be vested in a Board of Trustees, composed of not less than twenty-five members, nor more than fifty members, who shall also serve as directors of the corporation. The University's articles of incorporation, annual budget, and audits also demonstrate that the University's educational responsibilities take primacy over other purposes.

Further documentation of OCU's private, nonprofit status is found on the Higher Learning Commission [Statement of Affiliation Status](#) web page, which indicates that Oklahoma City University is an accredited Private NFP institution offering certificate, bachelor's, master's, and doctoral programs. The IPEDS Data Center Website [The IPEDS Data Center Website](#) also states that Oklahoma City University is a private not-for-profit institution with the Carnegie Classification of Doctoral/Professional Universities. The only affiliation listed is the University's "Religious Affiliation" with the United Methodist Church.

Additional evidence of the University's commitment to the public good is the School of Law's move to the original Central High School building, which was constructed in 1910 and is listed on the National Register of Historical Buildings. The move places the School of Law in the heart of the city, providing easier access to federal and state courthouses, city and county counsel's offices, and many attorneys' offices. The relocation has enhanced Oklahoma City's Downtown and Midtown restoration projects while providing additional space for the School of Law. The community is very supportive of the move, donating over \$14 million (to date to the move and renovation). The move to downtown earned the School of Law the 2015 Oklahoma City Mayor's Award for Outstanding Development.

1.B.2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Oklahoma City University's educational responsibilities take primacy over all other purposes. OCU is a private, not-for-profit institution of higher education affiliated with the United Methodist Church. Section XIII-A-4 of the Oklahoma Constitution provides that *"private, denominational, and other institutions of higher learning may become coordinated with the State System of Higher Education under regulations set forth by the Oklahoma State Regents for Higher Education."* Oklahoma City University is recognized by the Oklahoma State Regents as an independent higher education institution accredited by the HLC and is included in the Oklahoma Higher Education Directory published by the Oklahoma State Regents for Higher Education.

OCU also demonstrates commitment to the primacy of education by allocating the majority of monetary resources to instruction. The most recent finance report submitted to IPEDS showed that 59% of [annual core expenses](#) were dedicated to instruction, with another 10% dedicated to academic support.

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

Engagement with external constituencies and communities is central to OCU's mission to produce graduates who "use their knowledge and talents to make a local and global impact." Cocurricular activities and service opportunities make up a prime part of the OCU experience. Students responding to the NSSE survey have regularly indicated a higher participation rate in community service, service learning, and engagement than comparison groups ([NSSE HIPS](#), [NSSE Multi-year](#)).

Oklahoma City University has a strong history of experiential learning in service to the community. Since the service learning program began Spring 2002, OCU has offered over 600 service learning sections. Service learning became a part of the General Education requirements for all undergraduates in Fall 2003. Service learning courses are described in more detail in Criterion 1.C.1. Every service learning course must include [direct engagement with a community partner](#) for the project. OCU has worked with dozens of community partners. Long-term service learning partners include the [Blue Thumb Oklahoma](#), [Temple B'Nai Israel](#), [Emanuel Synagogue](#), and [Skyline Urban Ministries](#). Examples of recent new partners and projects include the following:

- The [American Music during the Great Depression and World War II](#) course has a partnership with the [Woody Guthrie Center](#) in Tulsa, OK, offering hands-on experience with primary source materials.
- The [Introduction to World Religions](#) course has a partnership with [Buddha Mind Monastery](#) with a focus on working meditation while learning from interaction with the practice and beliefs of the resident nuns.
- The [Community Health Nursing](#) course community partner projects include work with [Open Streets OKC](#), Mercy Marietta Hospital day in Ardmore, OK, the YWCA, Gatewood Elementary, and an opportunity for some students to complete service learning hours in Mexico.
- The [English Composition I: Composing Nature](#) course has worked with the Oklahoma City chapter of the Sierra Club on projects related to environmental education activities, renewable energy curriculum development, and community outreach efforts.
- The [Arts Management Costume Lab](#) course interacts with and creates Halloween costumes for students at [Positive Tomorrows](#) School in Oklahoma City.
- The [Art & Design](#) program's Screen Print Tee Shirts classes worked with the [Homeless Alliance](#) and fresh stART artists to design and print tee shirts. The shirts are being sold, and proceeds benefit the fresh stART artists.

Oklahoma City University responds to the needs of external constituencies and communities of interest by sponsoring numerous cultural, civic, and educational activities throughout the year and providing facilities for conferences, meetings, and other events. A comprehensive accounting of service to the community, partnerships, and faculty and staff involvement in local organizations can be found in the [linked report](#). Some examples are included in the narrative below.

The Margaret E. Petree College of Performing Arts has a strong history in the performing arts represented by the Schools of American Dance and Entertainment, Theatre, and Music. These schools offer community engagement activities through summer camps such as the [Broadway Bound Summer Dance Camp](#), Oklahoma Children's Theatre, [OCU Summer Music Programs](#), as well as student productions.

The American Spirit Dance Company, managed within the Ann Lacy School of American Dance and Entertainment, presents an annual [Home for the Holidays](#) show and a spring *Broadway Revue* in addition to numerous performances in the Oklahoma City area and around the country. The Community Dance Academy, which is the learning laboratory for the Dance Pedagogy and Dance Management students, provides dance instruction for the surrounding community including community outreach for children with limited economic resources. The children's dance scholarships are provided through donations.

The Bass School of Music has established partnerships with numerous non-profit organizations including the Oklahoma Youth Orchestras and El Sistema Oklahoma. [El Sistema Oklahoma](#) is a formal partnership with OCU, St. Luke's United Methodist Church, and the Phil and Kathy Busey Family. El Sistema has offices on the OCU campus and uses University space for special events and concerts. El Sistema has served as a laboratory teaching experience for OCU's music education students. The Bass School of Music has also served as an incubator for the following non-profit organizations: Oklahoma City Jazz Orchestra, Oklahoma Virtuosi Chamber Orchestra, Great Plains Marimba Competition, and the Oklahoma Modern Music Collective.

The School of Theatre has partnerships with the Oklahoma City Ballet, having provided lighting design and stage management for productions. The school also has a close relationship with Lyric Theatre of Oklahoma, having provided stage managers for productions. The school has also partnered with Oklahoma City Repertory Company, which was founded by OCU graduates, and Oklahoma Shakespeare on Paseo. Faculty have also designed the scenery and lighting for 50 Oklahoma Children's Theatre plays. Oklahoma Children's Theatre has a close relationship with the School of Theatre. The Executive Director and Education Director teach as adjunct instructors in the school, and many School of Theatre students act in and assist in designing their productions. OCU students teach for the Children's Theater during summer and vacation drama camps. The Oklahoma Children's Theatre is housed on campus, in a converted church, just across the street from the Wanda L. Bass Music Building.

The Petree College of Arts and Sciences houses several free enrichment centers for the community such as the [Center for Interpersonal Studies through Film and Literature](#), which provides [free public programming](#) throughout the year. Programming includes: an annual international Film Institute; the Let's Talk About It book club; the spring Poetry Series; and collaborative events with other organizations featuring speakers, workshops, film screenings, and community conversations. In addition, the Martha Jean Lemon Distinguished Speaker Series features annual events that enrich the academic environment for OCU and the community. Programs may relate to the Arts and Sciences, Business, Dance and Entertainment, Law, Music, Nursing, Theatre, or Religion topics.

The Department of Exercise and Sport Science offers a sports performance testing/assessment program for the community. The department also established the OKC Barbell Club. This community club trains on campus, lowering the financial barrier of participation. Funds garnered from fees are used to assist with expenses for community members to participate in national events. The OKC Barbell Club is regarded as not only a training site but a resource on strength and conditioning and weightlifting.

The Nonprofit Leadership program (NONP) is responsive to the nonprofit and philanthropic sectors in Oklahoma and in the region. The core program directly addresses the skills and knowledge required of emerging leaders as determined by current sector leadership, trends, etc. The program also integrates community professionals with OCU. For example, NONP students learn Strategic Planning from a veteran leader who has worked in this area for three decades. In their Nonprofit Law course, NONP students learn both historical and emerging nuances specific to nonprofit law and enjoy the benefit of learning from one of the most experienced nonprofit attorneys practicing in Oklahoma. The NONP program also offers carefully curated certificates specific to nonprofit professionals working in arts-based organizations and in the critical area of fundraising.

The Wimberly School of Religion, in addition to housing OCU's service learning program, provides many services to engage the community through different centers. The Owen Wimberly Center for Continuing Education in Religion offers workshops and lectures for clergy and laity on topics related to ministry, theology, and religion. Annual lectures hosted by the center include the [Willson Lectures](#), [Neustadt Lectures](#), and the Martha Jean Lemon Special Lectures. Continuing education units for clergy are available for all Owen Wimberly Center events. The [Vivian Wimberly Center for Ethics and Servant Leadership](#) oversees the World House Scholars Program and the service learning program. The center also hosts lectures and

workshops each year on a variety of ethical issues and provides co-curricular support for OCU's ethics minor, which is offered through the Department of Philosophy.

Another example of a long-term partnership with an external constituent is the establishment (in 2008) of an on-campus site for the [Saint Paul School of Theology](#), a United Methodist seminary based in the Kansas City area. Support from OCU and the Oklahoma Conference of the United Methodist Church assisted in the site's establishment. In 2013, the seminary expanded its offerings so students can complete a degree on OCU's campus without needing to fulfill a residency requirement in Kansas City.

The newly created (2021) College of Health Professions engages the community and external constituents in numerous ways. Each year the Kramer School of Nursing hosts the Caring Across Cultures Conference focusing on a different aspect of culture related to healthcare. Past topics have included culture of trauma, culture of addiction, and culture of nursing. In Fall 2021 the conference focus was The Culture of Healing. This virtual conference was dedicated to discussing the impacts of COVID-19 on healthcare professionals and communities suffering from health inequities. The conference explored the importance of cultural competence and the need for equitable healthcare for all. Participants learned how to recognize and address trauma, and they had the opportunity to complete a self-assessment and create a plan for wellness and self-care.

Students and faculty members of the Physician Assistant program provide services to indigent and underserved patients on many Wednesday mornings throughout the year at the Good Shepherd Clinic in downtown Oklahoma City. These health care services include patient evaluation, diagnosis, treatment, and referral as appropriate.

The Director of Clinical Education for the Physical Therapy program has coordinated a research project validating the outcome measures for students who receive public school-based occupational therapy and physical therapy services. The Program Director was contracted through June 2019 by the Oklahoma Health Care Authority to provide support for their prior authorization program for physical therapy services.

The Meinders School of Business houses the [Steven C. Agee Economic Research and Policy Institute](#) (ERPI), which employs student scholars who collaborate with faculty to address external constituencies' issues. For instance, tribal governments have engaged ERPI to better quantify and understand the economic relationships between tribal activity and the regional geography, and cities and economic development agencies engage the institute to better understand what their economic futures might hold. The school also hosts the [Women in Leadership Conference](#), which focuses on current topics that allow the speakers to discuss their successes, failures, and lessons learned.

The School of Law has numerous community partnerships with local organizations. The [Housing Eviction Legal Assistance Program](#) (HELP) collaborates with Legal Aid Services of Oklahoma to assist in representing tenant clients and to discuss the impact of new legal issues, strategies, and decisions on those clients. The Bail and Bond Clinic within the Center for Criminal Justice places law students in the Public Defender's Office to provide criminal litigation experience for students and support Oklahoma County's needs for criminal justice reform. OCU is also home to the Oklahoma Innocence Project, where students work to identify and rectify wrongful

convictions. Finally, the law school has a first-of-its-kind partnership with the Oklahoma City Municipal Counselor's Office, the [Norick Municipal Law Clinic](#). Law students earn credit for researching novel legal issues that have been referred to the Municipal Counselor's Office and presenting their research before the Office's staff attorneys. Incoming law students also pledge 25 or 50 hours of pro bono work each year.

The law school presents a number of free public lectures each year. Annual lectures include the Brennan Lecture in the fall and the Quinlan Lecture in the spring. The school also holds multiple continuing legal education events throughout the year to allow attorneys to learn about new areas of practice and to maintain their skills. These events are open to all and free to OCU Law Alumni Association members.

The Dulaney-Browne Library (DBL) is a member of the Funding Information Network (one of only three publicly available sites in the state) and provides access to the Foundation Directory and other fundraising resources to local nonprofit organizations. In the last 10 years, the DBL has logged 1279 visitors and 290 instruction sessions for campus and off-campus users of these resources. A faculty member is a Funding Information Network Supervisor and certified Foundation Directory Online Expert. In cooperation with the Center for Interpersonal Studies through Film and Literature, the Library maintains a Media Collection of DVDs that circulate to the public with a free Courtesy Media Card.

Sources

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- Emanuel Synagogue - Home
- Finance Chart - Instructional Expenses - 1B.pdf
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- Home - Woody Guthrie Center
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- Norick Municipal Law Clinic - OCU
- NSSE18 High-Impact Practices (OCU)
- NSSE18 Multi-Year HIPS Report (OCU)
- OCU Strategic Plan 2018-2023
- Oklahoma Conference of the UMC
- Open Streets OKC
- Outreach to the Community
- Positive Tomorrows Oklahoma City

- Saint Paul School of Theology
- Service Learning Manual 2021-22
- Skyline
- Summer Music Programs 2022
- Temple Bnai Israel
- The Homeless Alliance
- University Bylaws 2021
- University Bylaws 2021 (page number 4)
- University Bylaws 2021 (page number 21)
- Vivian Wimberly Center for Ethics and Servant Leadership
- Willson Lectures
- Women in Leadership - OCU

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Oklahoma City University's curricula and cocurricular activities are congruent with its mission of providing a diverse, inclusive culture committed to producing graduates who think critically and innovatively, communicate effectively, and use their knowledge and talents to make a local and global impact.

The primary evidence of the University's commitment to offering a curriculum that prepares our students for informed citizenship and workplace success is listed in the principles and objectives of OCU's General Education ([undergraduate catalog, page 58](#)). The curriculum reflects the faculty's desire that OCU students 1) develop fundamental thinking skills, including the ability to critique, analyze, solve problems creatively, and both discover and effectively use information; 2) acquire a broad base of knowledge, including the arts, history, languages, literature, mathematics, philosophy, religion, and both the natural and social sciences; 3) acquire the capacity to communicate well, orally and in writing, both personally and publicly; 4) cultivate the capacity to recognize and reflect upon ethical issues; 5) use knowledge and skills to assist others in our wider communities; and 6) be exposed to cultural perspectives other than the students' own.

The General Education curriculum requires students to complete at least one service learning course. Students choose from a list of approved courses that include a service learning component. This requirement may be met by taking a service learning course that satisfies another requirement, by selected approved internships, or through approved individual service learning experiences that include an academic component. The Vivian Wimberly Service Learning Program ([program manual](#); [faculty guidance](#)) gives students opportunities to apply what they are learning in the classroom through service in a community-based setting. Since the inception of the service learning program in Spring 2002, the University has offered over 600 service learning sections. Service learning became a part of the General Education requirements for all undergraduates in Fall 2003, and students have worked with over sixty community

partners. Students who complete at least four service learning courses are awarded recognition upon graduation.

Every service learning course must include 1) evidence that the service learning component incorporates course content and objectives; 2) direct engagement with a community partner for the project, including a description of what the community partner will gain from student service; 3) a graded academic reflection to be used in conjunction with the project, such as a reflection paper, journal, or oral presentation; 4) learning outcomes of the service component and a description of how service learning outcomes will be assessed; and 5) for each student, a minimum of ten hours of service with the community partner. The program is made possible by a generous endowment gift from Vivian Wimberly and provides financial incentives to develop service learning experiences.

Oklahoma City University provides numerous experiential learning opportunities that help students understand the world beyond the campus. Classes and organizations participate in activities such as Constitution Day, Earth Week, and Green Week. Several academic programs incorporate field experiences into their curricula. College of Health Professions programs including Nursing, Physician Assistant, and Doctor of Physical Therapy programs incorporate clinical experiences as part of their curricula.

Undergraduate students are encouraged to explore internship opportunities, and some academic programs, including studio art & design, criminal justice, computer science, and religious education, have adopted internship requirements. Staff resources are dedicated to facilitating successful internship experiences. For example, in the College of Arts & Sciences, the Director of College Outreach works to inform students about internship opportunities and helps students and partners understand and document internship expectations and outcomes. The campus-wide Office of Career Services provides students with information about internship opportunities and provides resources for and assistance with resume writing and interview skills. A list of internships offered in numerous academic programs can be found [here](#).

Other academic programs offer and encourage real-world learning through field-based courses (see [biology field-based courses](#)). The School of Law incorporates many opportunities for practical experience through clinics and externships (see [law school experiential learning opportunities](#)).

The Office of Career Services partners with the Alumni Engagement Office to offer an Alumni Mentor program which pairs current students with alumni that can share their professional and life experiences with the OCU students.

The [President's Leadership Class](#) (PLC) is a program for students who have demonstrated outstanding leadership in academics and extracurricular endeavors. In 2001, PLC began as a program to identify leadership potential in incoming students and support their development as leaders. Since then, PLC has produced more than 300 campus leaders and successful professionals. As of 2021, PLC, is offered to first-year students who receive the American Indian Scholarship, the Bishop Scholarship, the Clara Luper Scholarship, the OCU Leads Scholarship, or the Methodist Leadership Scholarship. Students have the opportunity to meet the University's most talented faculty, staff, and administrators; participate in community service projects; and meet distinguished guest speakers.

The [Transformative Leadership Cohort](#) (TLC) is comprised of students who possess a curiosity to learn more, a vision to bring about change, and a dedication to the community. TLC receives \$1000 each academic year to brainstorm, plan, and implement a thoughtful, innovative, and needed activity, event, initiative, program, or project for the OCU campus. TLC members work together through the entire lifecycle of their project, have the unique opportunity to present their concept ideas to University leadership for consideration and feedback, and are able to present the culmination of their work at a campus ceremony each Spring.

Oklahoma City University offers all students many opportunities for scholarly and creative activities. The [Creative Activities, Inquiry, Research, and Scholarship](#) (C.A.I.R.S.) program and the University Honors program are just two examples of formal programs that encourage students to seek out creative activities and research opportunities, either in or outside the classroom. Students are encouraged to present and/or publish their completed work.

1.C.2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Oklahoma City University is committed to creating spaces that are diverse, equitable, inclusive, and reflective of its core values. OCU actively promotes all forms of diversity among the students, faculty, staff, and administration. The University offers learning—both in and beyond the classroom—that examines and responds to the world of ideas from an ethical stance shaped by knowledge and constantly in the pursuit of equity and justice.

Oklahoma City University celebrates and seeks diversity and practices inclusion in all its forms—from human qualities of gender, race, sexual orientation, and disability to diversity of ideas regarding religious beliefs, cultural identities, and political and social convictions. The University understands that the intersections of varied social identities, lived experiences, and ideas enrich lives. This enrichment occurs when people develop personal values based on expansive interactions with those with whom they share many common experiences as well as those with whom they share few common experiences. OCU knows that diversity enriches academic, professional, and personal opportunities, and it is a source of strength and empowerment. It allows OCU to prioritize inclusion as the University considers and embraces all who are a part of the community.

The Office of Institutional Research and Assessment, together with the Human Resources department and the Office of Diversity, Equity and Inclusion, annually prepares a demographics report detailing OCU faculty, staff, and students by race, ethnicity, age, and gender. It compares the OCU data to data from peer and benchmark institutions for faculty and students, as well as to data about local community demographics for staff positions. The University uses this report to help guide recruitment strategies and programming to address diversity and inclusion goals. OCU has increased efforts to attract a more diverse student population, such as conducting media campaigns targeted at Spanish-speaking populations, offering bilingual tour options, and ensuring that student ambassadors and guides reflect diversity.

The [Office of Diversity, Equity, and Inclusion](#) (DEI), established in 2020 with the inaugural Vice President for DEI, provides DEI support for the entire university community. The Vice President is an active member of the National Association of Diversity Officers in Higher Education,

which provides regular professional development opportunities for diversity officers. The strategic priorities of the Office include:

- Education, creating a culture of learning where campus community members can broaden their perspectives;
- Building a Sense of Belonging, creating spaces that engender feelings of connectedness;
- Encouraging Compassion, recognizing the humanity of everyone we encounter;
- Taking Action, transforming ideas into reality

The Office of DEI partners with many areas across campus to provide opportunities to make positive and meaningful changes to policy and practice consistent with these strategic priorities. Efforts range from working with the Offices of Human Resources and Admissions to educate and strategize about recruiting practices, working with Student Affairs and individual student groups to encourage inclusive behaviors, and working with academic units to encourage inclusivity in personal interactions and classroom practices. An extensive list of activities related to DEI can be found [here](#).

The DEI office publishes an e-newsletter on its webpage. 'Luminosity' has information about DEI issues and upcoming campus events, and it spotlights individuals on OCU's diverse campus.

1.C.3 The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Oklahoma City University fosters a climate of respect among all members of the campus community from all backgrounds. Cultural enrichment events such as the [Martha Jean Lemon Distinguished Speakers Series](#), the Harbor Winn Film Institute, the [Neustadt Lectures](#), the [Willson Lectures](#), Iftar dinners, Martin Luther King Jr. Day celebration, Indigenous Peoples Day celebration, and Good Friday tree-planting ceremony are examples of the University's commitment to providing a climate of diversity, equity, and inclusion.

Other examples include programs offered by:

- Office for International Admissions
- The Study Abroad Program
- The Learning Enhancement Center
- Disability Services
- Religious Life
- Honors Program
- Office of Student Engagement
- Office of Diversity, Equity, and Inclusion
- Student organizations, including
 - Better Together (interfaith student group)
 - Black Student Association
 - Chinese Scholars and Students Association
 - Asian Student Association
 - Fellowship of Christian Athletes
 - Doctor of Physical Therapy Executive Council
 - Hispanic Students Association

- Spectrum (LGBTQIA2S+ organization)
- Female Empowerment Club
- Korean Student Association
- Native American Society
- OCU Creatives for Artistic and Realistic Equity
- OCU Jewish Stars
- The Shadow Collective (inclusive student theatre group)
- Young Democratic Socialists of America
- Religious Life (interfaith student group)

Additional focus upon diversity includes scholarships and other student services:

- The Chickasaw Nation of Oklahoma makes an annual gift to the Meinders School of Business of five fully-funded scholarships for the new Native American Business Scholars program.
- The availability of on-campus housing and food services is convenient for students from other states and countries as well as students who prefer living on campus.
- An interfaith prayer center, the Dr. Raniyah Ramadan Interfaith Prayer Center, was opened on campus in 2014. The center was sponsored by Dr. Tawfik and Mrs. Siham Ramadan in the memory of their daughter. The center includes reading resources for various faith groups and is open to the public. OCU's Methodist chapel, the Bishop W. Angie Smith Chapel, is also available for use by the University and the public.
- Weekly University Chapel services have featured African, Irish, French, and Native American cultures. One notable Native American service featured the Conference Superintendent of the Oklahoma Indian Missionary Conference of the United Methodist Church and Native American hymns from the OCU Native American Campus Ministry students.
- The Doers–OCU Taiwan Cultural Exchange Program, launched in 2015, expands on diversity experiences for OCU students, as selected students participate in a two-week program in Taiwan during the summer.

Oklahoma is home to 39 federally recognized tribes, and indigenous cultures are integrated into many aspects of the campus culture and curriculum. The OCU Land Acknowledgement highlights the connection between the University and Native Americans.

We acknowledge that we gather on land indigenous to the Comanche, Osage and Wichita tribes, and lands extending throughout the state originally inhabited by the Apache, Quapaw, and Wichita and Affiliated Tribes. We acknowledge that the 39 sovereign tribal nations inhabiting what is now Oklahoma originate from all four corners of the North American continent, and that American indigeness is hemispheric in scope. We honor the land and the people who have stewarded it throughout generations, and we commit to continuing to learn how to be better stewards of the land we inhabit.

This Land Acknowledgement statement appears on OCU's website and is read aloud at certain campus-wide events including Matriculation Convocation at the beginning of each academic year, and Commencement exercises.

Other illustrations of OCU's respectful, inclusive climate include:

- The School of Law operates the Jodi G. Marquette American Indian Wills Clinic, which is housed within the school's American Indian Law and Sovereignty Center. Clinic students draft wills for American Indians who own interests in Indian land in Oklahoma.
- The OCU Board of Trustees includes the current Conference Superintendent of the Oklahoma Methodist Indian Missionary Conference as a member.
- The N. Scott Momaday Reading Room in the Dulaney-Browne Library includes a collection of Momaday's paintings and poems, as well as some artifacts from Momaday's tribe, the Kiowa Tribe.
- The Chickasaw Garden is a place for students, staff, and faculty to sit, reflect and converse. It is also the setting for a sculpture by Seminole/Muscogee artist Enoch Kelly Haney.
- A Cherry Laurel tree near the Bishop W. Angie Smith Chapel honors the late Cherokee Nation Chief Wilma Mankiller.
- The Native American Society hosts an annual intertribal [Powwow](#) each spring.
- The Norick Art Center strives to feature local and national art that explores important contemporary themes of a diverse world. Recent exhibits and artist talks have explored native conversations and gender identities, have engaged black and Latino communities, and have addressed topics such as violence and peaceful protest.

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- Willson Lectures

1.S - Criterion 1 - Summary

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

Summary

Oklahoma City University's mission is to prepare learners to create, lead, and serve. The University provides its students with a high-quality education in an inclusive and supportive environment. An OCU education provides curricular and co-curricular experiences that contribute to producing servant leaders who are assets to their local communities and to the world. The University's affiliation with the United Methodist Church strengthens the mission and provides support for the institution.

The mission statement and the University's actions demonstrate the value the University places on diversity and inclusion. The University serves a diverse student body. The University provides its students and staff members many opportunities to learn about and appreciate cultures other than their own.

The Office of Diversity, Equity, and Inclusion is dedicated to broadening the perspectives of the campus community and contributing to building a culture of inclusiveness. The University's emphasis on diversity and inclusion is also reflected in recruitment and admissions practices, as well as through personnel and student support services.

Commitment to the public good is a central aspect of OCU's mission. The University serves a variety of external constituencies, including diverse groups within the Oklahoma City community, the State of Oklahoma, and international sites.

Faculty, staff, students, and community members had significant input into the creation of the current mission statement, which was adopted together with a revised vision statement and a new strategic plan in 2017. The website and many other public-facing locations prominently feature the mission statement. The mission, vision, and strategic plan guide all aspects of OCU's operations.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Oklahoma City University is committed to the highest standards of integrity in all aspects of its operations. Integrity is shown through the established fair and ethical policies and processes for its governing board, administration, faculty, and staff. Many of these policies are articulated in the University's policy manuals, handbooks, and publications. As referenced by the [Bylaws of Oklahoma City University](#), the Board of Trustees, the President, other officers, the faculty, and all employees are expected to conduct themselves at all times in a manner appropriate for an institution based in servant leadership and Christian principles. Integrity, respect, diversity, inclusion, and collaboration represent the University's [core values](#).

2.A.1. The institution develops and the governing board adopts the mission.

In 2016, the University began working with a consultant to reassess its institutional priorities and direction, culminating in the development of a [new strategic plan \(2018-2023\)](#) and revised [mission and vision](#) statements. The consultants worked with the [Strategic Planning Committee](#) to gather input from [stakeholders across the University](#). The Board of Trustees unanimously approved the mission statement and strategic plan at its [April 2017 meeting](#).

2.A.2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Oklahoma City University ensures integrity in its operations through policies and processes developed by the Board of Trustees and the executive team. The Board is charged with oversight of the University and achieves this oversight through a committee structure (see Criterion 5.C.).

Financial Functions

Oklahoma City University ensures that its financial assets ([FY20 Budget](#), [FY21 Budget](#), and [FY22 Budget](#)) are managed and used appropriately for the University's benefit, consistent with regulatory requirements and in accordance with University policies in pursuit of the

mission. This expectation begins with the Board of Trustees. The [University Bylaws](#) established by the Board of Trustees articulate the Board's responsibilities and processes and state that OCU exists exclusively for charitable and educational purposes, in compliance with Section 501(c)(3) of the Internal Revenue Code.

Financial oversight primarily resides with the Board of Trustees' Finance and Audit Committee, while oversight of endowment and investment strategies lies with the Board of Trustees' Investment Committee. These committees meet at least quarterly. The Finance and Audit Committee reviews the University's annual budgets, financial statements, and other activities that have financial impacts. The committee has established policies relating to debt, spending limits, and authorizations of transactions. The committee also ensures an annual audit by a third party is completed. The auditor meets with the Board annually to present its report and findings ([board minutes, pg 3](#)). These meetings are conducted in executive sessions without management present.

The Investment Committee meets at least quarterly to review endowments and investments. The endowments are managed through the Oklahoma Methodist Foundation, which reports directly to the committee at each meeting. In addition to reviewing investment performance, the committee also monitors underwater endowments and other risks to the University's investments in accordance with UPMIFA guidance. The chair of the Investment Committee is a CFA and is well informed on a variety of areas that impact the risk of the University's investments ([Finance and Audit minutes 8-26-19](#)).

Oklahoma City University has an established whistleblower hotline, monitored by the University General Counsel, which is outside of the financial management function. The General Counsel presents any whistleblower complaints to the Finance and Audit Committee quarterly.

Oklahoma City University's financial health is assessed annually by Standard & Poor's, which issues a rating on the University's bonds. The most recent S&P rating is from the [fall of 2021](#). The University was upgraded from BBB- with a negative outlook to BBB- with a stable outlook.

In addition to the Board of Trustees' Finance and Audit Committee, the University Budget Committee also has budget oversight responsibility. The committee has 16 voting members, including the Provost, the Chief Financial Officer, the Vice President of Enrollment Management, three academic deans, nine faculty members, and the Staff Council President. The committee deliberates matters such as budget distributions, enrollment trends, and academic concerns. They are also tasked with considering how budget proposals align with the University's mission.

The Office of Financial Accounting Services, headed by the CFO, employs generally accepted accounting principles to ensure consistent and transparent financial processes. Federal regulations govern financial functions, including the receipt of federal funding via the federal Office of Management and Budget. Reports accounting for the University's financial activities are filed with administrators, state agencies, auditors, and other external parties. Financial statements are audited annually by an independent certified public accounting firm to ensure compliance with these principles. OCU has received an unqualified audit opinion ([FY18 Audit](#), [FY19 Audit](#), and [FY20 Audit](#)). Additionally, the institution has a single audit ([2019](#) and [2020](#)) completed by a CPA firm annually in order to comply with Department of Education

requirements. Oklahoma City University is a member of the National Association of College and University Business Officers and follows that organization's best practices recommendations. The Controller and Assistant Controller are Certified Public Accountants (CPA) and as such are bound by the American Institute of CPAs code of conduct.

Fundraising is coordinated through the Office of University Advancement and is conducted in accordance with current departmental procedures, IRS guidelines, and professional best practices.

Academic Functions

Oklahoma City University's faculty, staff, and administrators are dedicated to modeling and instilling in students the highest standards of ethical and responsible conduct, which are at the core of the University's [mission](#). A number of formal policies and procedures guide the implementation of these principles. The Board of Trustees' [Code of Conduct and Ethics](#) incorporates key ethical and legal standards and provides a foundation for related policies, practices, and procedures. The Finance and Audit Committee is responsible for ensuring the Code of Conduct and Ethics is reviewed and updated periodically.

The Faculty Handbook prescribes standards of conduct and contains detailed provisions that ensure fairness and integrity in faculty employment. All faculty are credentialed through the same process and standards, without regard to rank or instructional site. The [Faculty Handbook](#) and appendices (see Criterion 3.C.4.) describe the procedures for promotion, tenure, continuance, and post-tenure review. The Faculty Senate's Promotion and Tenure Committee monitors procedures and standards concerning faculty status, including receiving and reviewing, in a timely manner, all documentation submitted by candidates for promotion to higher rank or for tenure. Recommendations for promotion and tenure are ultimately acted upon by the Board of Trustees.

The [Student Handbook](#) contains student policies, resources, a code of conduct, and explanatory information on key topics such as academic dishonesty, copyright use, and grievance procedures. Detailed information about academic dishonesty and grievance procedures can be found in the [Undergraduate](#) and [Graduate](#) Catalogs and in course syllabi, as required by OCU's [Syllabus Preparation Guidelines](#).

Human Resources Functions

Oklahoma City University's organizational structures, policies, processes, and training ensure its human resources functions operate with integrity and are aligned with the University's mission, vision, and strategic initiatives.

Each faculty and staff position has clearly articulated performance expectations, developed by Human Resources staff in collaboration with the appropriate department chair, dean, or supervisor. Regular performance reviews are conducted.

Staff positions are graded based on a number of factors, including but not limited to scope, autonomy, and level of responsibility. The position grade correlates to the salary range for the position. Faculty positions are not graded. Instead, salary is determined through compensation

analysis based on salary data from reliable discipline-related sources as well as salary data from the College and University Professional Association for Human Resources. Periodic review of faculty and staff positions is conducted as needed.

Periodically, new positions are requested to support new or revised programmatic initiatives. All new position requests must be submitted via a comprehensive standard form that is routed through multiple levels of review and approval. The budget for new positions may be established through reassignment of existing funds or through new budget requests presented through the annual budget development and approval process.

Similarly, the elimination of a position and organization reorganization requests also require close collaboration with Human Resources staff and department leadership. Position elimination requests and reorganization requests require multiple levels of review and approval.

Recruitment for faculty and staff positions is systematically reviewed by department and/or school leadership. Requisitions are submitted for all vacant or new positions and must receive review and approval at appropriate levels. The requisition process also triggers an automatic review of the job description if it has not been reviewed within the previous year. This process ensures that the University is creating positions or filling vacant positions that are aligned with the [mission, vision](#), and [strategic initiatives](#).

All open positions are advertised on the University's career website and on multiple online job boards relevant to higher education and, if applicable, the discipline. Additional budget funds are available to advertise in publications and on websites that reach diverse applicants.

All search chairs and hiring managers must complete training before engaging in recruitment activity. Training includes, without limitation, employment law compliance in recruitment and hiring related to protected classes, best practices in recruiting and hiring, training on the University's applicant tracking system and recruitment processes, and training on unconscious and implicit bias in recruitment and hiring.

Ample due diligence is conducted throughout the recruitment process for both faculty and staff positions. In addition to a thorough and inclusive search process, standardized reference checks and criminal background checks must be completed for each finalist candidate before an offer is confirmed. Educational records, motor vehicle records, and credit records may also be checked, depending on the nature of the position.

Auxiliary Functions

Auxiliary functions are those that provide the campus community with services enhancing the overall experience for students and the work environment for faculty and staff. Some auxiliary operations, such as custodial services, the bookstore, vending, landscaping, and food services, are performed by outside companies. OCU strives to provide oversight, including a requirement that such services be competitively bid, so that these services are provided with integrity. For instance, when the campus dining vendor's contract was up for renewal, information was solicited from a variety of constituents, including students; their input led to a food service provider change in July 2017.

Oklahoma City University operates its own housing and residence life. Staff members undergo training upon hiring and regularly thereafter. University housing residents must abide by policies and procedures outlined in the [Student Handbook](#) and the [Student Code of Conduct](#). The Vice President for Student Affairs oversees housing and residence life.

Oklahoma City University also ensures that third-party contractors who perform work on campus or whose work benefits the campus community abide by appropriate safety measures. Further, all employees of third-party contractors who perform services on the campus must successfully complete a criminal background check, applicable job safety training, sexual harassment prevention training, and sexual abuse prevention training. Contracts involving labor are reviewed periodically by the Vice President for Finance and Business Operations and the contract managers to ensure appropriate staffing levels based on the scope and duration of the work to be performed. This process ensures that these units comply with University policies as well as state and federal requirements.

Only University officers are authorized to enter into contracts and memoranda of understanding on the University's behalf. University Counsel reviews all major contracts.

Grievance Processes

Oklahoma City University uses several mechanisms to collect and respond to [complaints](#) and grievances from students, faculty, and staff. Any person may submit a complaint to the Dean of Students against a student for allegedly violating the Student Code of Conduct. The University subscribes to an anonymous reporting hotline available to students, faculty, staff, and the campus community. [Complaints](#) of alleged discrimination, harassment, or sexual misconduct may be reported using the [conduct hotline](#).

Complaints or grievances received by the offices of the President, Provost, and Vice President of Student Affairs or Dean of Students receive an immediate informal response and are often resolved within two to three business days. Complaints and grievances that are subject to either a formal Human Resources or student conduct process are assigned to the appropriate employees for resolution. Information arising from any informal or formal investigation is maintained with the original complaint in an individual file in the office of the administrator who coordinates the process. The offices of both the Provost and the Vice President of Student Affairs maintain files of written complaints with supporting documentation, organized by academic year.

Compliance

In support of OCU's commitment to ensure all faculty, staff and students are able to teach, learn, work, and live in an environment free from discrimination or harassment on the basis of a protected class, the University requires all new employees (faculty, staff, student employees, and temporary employees) to complete [mandatory training](#) on the University's nondiscrimination policy, sexual harassment prevention, and sexual abuse of minors prevention. All employees must complete this required compliance training every other year after their first year of employment. Additionally, the University requires job-specific training to ensure compliance with an array of federal, state, and local laws such as the Family Educational Rights and Privacy Act, Title IX, and the Americans with Disabilities Amendments Act.

Athletic programs comply with Title IX and the National Association of Intercollegiate Athletics (NAIA) regulations.

Key policies applicable to the entire University community or both faculty and staff members, such as the nondiscrimination policy, background check policy, FMLA, and ADA, are located on OCU's website. All new faculty and staff members are provided with training on key policies and their location.

The University strictly adheres to FERPA and HIPAA regulations in relation to student and employee rights to privacy, and it complies with the laws regulating 501(c)(3) nonprofit institutions. Each year, the University undergoes an independent audit to ensure that financial records are accurate ([FY18 Audit](#), [FY19 Audit](#), and [FY20 Audit](#)).

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- OCU-Student-Code-of-Conduct-2021-2022
- OCY FY22 Budget
- Student Code of Conduct website
- Syllabus Preparation Guide 2021-22
- Title IX Complaint Form (web)

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

Oklahoma City University strives to maintain clear and accurate communication with students and the public about its 's programs, requirements, faculty, costs, and accreditation relationships. Information can be obtained from multiple sources throughout the University, although the website is the primary medium by which external audiences can learn about the University. OCU also provides the general public with information about its web privacy policy and web accessibility.

2.B.1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

The [Undergraduate](#) and [Graduate catalogs](#) are the chief documents that communicate academic policies, financial aid policies, admission information, program requirements, and course descriptions, as well as other institutional policies and accreditation relationships. Students and the public also find detailed information about these topics and more on the OCU website. The University ensures the accuracy of the information provided by monitoring and updating the website regularly.

Academic Offerings and Degree Requirements

Information about majors and programs, including undergraduate, graduate, and continuing education, is posted in the Undergraduate and Graduate Catalogs, which serve as the official source of the information. Careful annual review and editing at the program, department, and institutional level ensure the currency and accuracy of these important documents. The catalogs are revised as necessary, and previous versions are maintained online.

Additionally, academic program information is located throughout the OCU website, such as on the main webpage, [Academic Affairs webpages](#), and departmental pages. Specific pages such as departmental pages (e.g., [Biology Department](#)) also include degree plans, faculty biographies, and links to other information useful to students, such as research, student organizations, and distinguished alumni.

Other publications produced at the department level are used to describe program-specific requirements. Selected examples include the [School of Law Academic Handbook](#), the [Kramer School of Nursing Student Handbook](#), the [Teacher Education Student Teaching Handbook](#).

The Office of Student Financial Services provides detailed cost information on the website for current and prospective students and the public. The website lists different tuition rates for [undergraduates](#), [graduates](#), and [law](#) students as well as [fees](#). A [Net Price Calculator](#) is also available to help students determine the types of institutional, state, and federal aid for which they may be eligible.

Clear information about the range of housing options the University offers can be found on the Housing webpage. Similarly, students may choose from a variety of meal plans with different features and costs, which are described on the [Housing web page](#) or the OCU Dining Services [webpage](#).

Governance Structure

Oklahoma City University clearly identifies itself as a United Methodist University governed by a Board of Trustees. Information about the governance structure and administration is available in the [Undergraduate](#) and [Graduate catalogs](#) and via the website.

Accreditation Relationship

The accreditation status of the University and its programs is available in the catalogs ([UG](#), [GR](#)), on the [website](#), and on departmental websites (Nursing, Business, example, example). A complete list of accreditation relationships can be found in Criterion 4.A.5.

2.B.2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Oklahoma City University provides students and the public with evidence that demonstrates the University's many contributions to the educational experience. The [Admissions](#) and [Student Affairs](#) web pages are the primary modes of communication about educational experiences available at the University. Those pages provide information about the first-year experience, first-generation resources, Greek life, intramural sports, leadership and service opportunities, and study abroad experiences, as well as [virtual tours](#) and [video presentations](#) about OCU. These learning opportunities are also advertised in Admissions publications, including the [viewbook](#) ([international viewbook](#)) and targeted recruitment materials. In all cases, OCU provides a realistic view of the educational experiences available.

Oklahoma City University's claims about these educational experiences are supported by data collection efforts including participation data, direct feedback from participants, and other student surveys, such as the NSSE High Impact Practices survey. That survey focuses on students' experiences with service learning, research, study abroad, internships, and culminating senior experiences ([2018 HIPS](#), [Multi-year HIPS](#)).

Research

Student research is encouraged through programs like the Creative Activity, Inquiry, Research, and Scholarship ([CAIRS](#)) program which seeks to develop students' creative and scientific abilities. Their projects are presented at an annual [Undergraduate Research Day](#) and may lead to [presentations at conferences](#). Another means of supporting student research is the newly launched [Presidential Faculty & Student Fellowship program](#), which supports students engaging in research projects with faculty.

Community Engagement

Community engagement is a large part of the University's culture, and producing graduates who "use their knowledge and talents to make a local and global impact" is part of our [mission](#). OCU encourages students to be involved citizens of the community and to utilize their skills through service-learning opportunities and cocurricular activities designed to engage the community.

[Service learning](#) became a required part of the General Education curriculum at OCU in 2003. Since its inception, the service learning program has produced over a million dollars' worth of student labor benefitting dozens of community organizations. Students and organization members are surveyed after the service learning projects to monitor the students' perceptions and find ways to enhance the experiences.

Oklahoma City University also offers a variety of [summer camps](#) to engage the community, including the Meinders Business Academy, the Broadway Bound Dance Camp, and the Oklahoma Children's Theatre.

Experiential Learning

Experiential learning opportunities are woven in throughout the curriculum, both in disciplines where it is mandated as part of the learning process, such as Nursing, Education, and Dance and Entertainment, and through educational opportunities designed to enhance student learning through practical application, such as [Mass Comm](#) and [Petree Internships](#).

Religious

Oklahoma City University is affiliated with the United Methodist Church, and students may participate in a number of religious activities that provide leadership experience and spiritual growth. Some events are offered weekly, with others offered throughout the year.

The [University Chapel](#) has a service at 1:00 p.m. each Thursday during the fall and spring. Students are part of the planning and evaluation process for the service. Students may sing in the chapel choir, serve as greeters, lead the liturgy, and occasionally, preach at services. University choir members and instrumentalists may participate in particular services.

The Wesley Center, and its parent department, [University-Church Relations](#), coordinate many of the University's religious cocurricular offerings. The director is a United Methodist clergyperson who meets with three student interns each week to develop, plan, promote, and evaluate the Center's programs. The Center also relies on many student volunteers.

The Owen Wimberly Center for Continuing Education in Religion sponsors [two lectures](#) each year—one of general religious interest, and one dedicated to Jewish studies. These lectures are increasingly tied to School of Religion classes, providing students the opportunity to interact with outstanding scholars from across the country.

Economic Development

Oklahoma City University works to further the economic development of Oklahoma City and the State of Oklahoma through several outreach programs and research opportunities. For instance, the [Economic Research and Policy Institute at OCU](#) performs economic impact studies, economic forecasting, and custom policy modeling and analysis, as well as determining statewide consumer sentiment and energy industry indices. The Institute also gives motivated students the opportunity to participate in experiential learning by being directly involved in applied economic research.

Oklahoma City University also supports the [Oklahoma City Economic Roundtable](#), a chapter of the National Association for Business Economics. that conducts monthly meetings and holds lectures on business development and economics.

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- OCU Dining Services Webpage
- OCU Fees.pdf
- OCU Graduate Tuition 2021-22.pdf
- OCU International Admissions Viewbook
- OCU Law School Tuition 2021-22
- OCU Net Price Calculator.pdf
- OCU Service Learning.pdf
- OCU Undergraduate Catalog 2021-2022
- OCU Undergraduate Catalog 2021-2022 (page number 6)
- OCU Undergraduate Catalog 2021-2022 (page number 14)
- OCU Undergraduate Catalog 2021-2022 (page number 20)
- OCU Undergraduate Catalog 2021-2022 (page number 35)
- OCU Undergraduate Catalog 2021-2022 (page number 64)
- OCU Undergraduate Catalog 2021-2022 (page number 160)
- OCU Undergraduate Catalog 2021-2022 (page number 232)
- OCU Undergraduate Research Day.pdf
- OCU Undergraduate Tuition - 2021-22
- OCU Viewbook 2020-21
- OCU Virtual Tour Overview Transcript of Video
- OCU Virtual Visit - Main
- OKC Economic Roundtable
- President Faculty and Student Fellowship
- Student Affairs 2021
- Student Teaching Handbook
- Summer Camps
- University Church Relations
- Virtual Visit - Why Choose OCU
- Vivian Wimberly Center for Ethics and Service Leadership

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

Oklahoma City University is governed by a Board of Trustees. It is autonomous, enabling it to make decisions in the University's best interests University in compliance with Board policies and to ensure the University's integrity.

2.C.1 The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

[Article IV](#) of the University Bylaws provides that the "exclusive management and control of the University shall be vested in a Board of Trustees, composed of not less than twenty-five (25) members, nor more than fifty (50) members who shall also serve as directors of the University." The Board shall have the ultimate responsibility for the development of University policies and for the direction and control of the University ([Article VI of Bylaws](#)). The Board meets 3 times per year, in October, January, and April ([Article VIII, Section 2 of Bylaws](#)).

Board members are trained and knowledgeable about the University so they can make informed decisions. New Board members receive [orientation](#) regarding their responsibilities through a multifaceted program including presentations by University administrators, reviewing of Board materials, and an in-person training session. The eight goals of the orientation include:

1. **Trustee Information:** including roles and responsibilities, expectations for engagement, code of conduct, and conflicts of interest.
2. **Association of Governing Board (AGB) Resources:** general resources and training about being on a university board.
3. **OCU Governing Documents:** including bylaws, articles of incorporation, and church affiliation.

4. **Financial Documents:** including an endowment overview, investment policy, financial reports, and budget recommendations.
5. **Operations of OCU:** including organizational charts, faculty, and OCU policies.
6. **Engagement with Students**
7. **Overview of the OnBoard Portal for board management**
8. **A campus tour**

The Board utilizes OnBoard Passageways as its online board portal. Within this secure, password-protected platform, members can access board training materials, documents, minutes, and other relevant documentation. Board members also have access to the Association of Governing Boards resources, including the knowledge base, retreats, and many resources related to being an active and informed member of a board.

The Board meets its legal and fiduciary duties as set forth in the Bylaws. The Board provides direction and control of the University through [designated committee structures](#). During or just prior to a full Board meeting, these committees meet to discuss, learn about, and give guidance on matters related to their areas of responsibility. The committees receive input and feedback from various campus constituencies to ensure they are informed about the issues before them.

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

The [powers and duties](#) of the Board of Trustees are enumerated in the University Bylaws. Trustee business primarily takes place through [eight core committees](#) and others formed as needed. Through the charges to its committees, the Board demonstrates its commitment to long-range planning, strategic development, accreditation, educational excellence, and fiscal responsibility in support of OCU's mission. The Board fulfills its ongoing responsibilities through an organized standing committee structure, with each committee pursuing defined goals and duties. These committees meet with relevant constituencies to inform their oversight and decision-making. Minutes of all committee meetings, except Presidential evaluations, are available to all trustees. Committee chairs report to the full Board at its meetings. The Board may also hear reports directly from faculty, staff, and student representatives.

2.C.3 The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The Board engages both internal and external constituents during its decision-making deliberations. The chairperson of the Faculty Senate Executive Committee, the president of the Staff Council, and the president of the Student Government Association serve as ex officio Board members during their terms.

Trustee committees meet with both internal and external constituents of the University to gather information and then present the information and their recommendations to the full Board for review during committee reports at Board meetings. For example, at the January 2019 Board meeting, the Athletics and Student Life Committee presented the renaming of the soccer field and the Academic Affairs Committee recommended [deactivating the global energy MBA program](#). Both were unanimously approved. Other examples include the updates to the [Faculty Handbook](#) after approval by the Academic Affairs Committee ([4-20-21 minutes](#)) and then the

full Board ([04-28-21 minutes](#)), and the development of the [strategic plan](#) which sought input from multiple constituencies ([1-25-2017 minutes](#)).

Minutes of all committee meetings are maintained and available to all trustees. The Board regularly receives reports directly from University administration during committee and full Board meetings. Meeting minutes reflect this input and decision-making processes.

2.C.4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

The Bylaws clearly describe the expectations of independence imparted upon trustees. As stated in the [Trustees General Roles and Responsibilities](#), the Board has a fiduciary responsibility to the University, and all decisions are to be made solely on the basis of a desire to promote the best interests of the University and the public good. Annually, all trustees and leadership staff must sign a [Conflict of Interest](#) statement disclosing any relationships and business affiliations that could reasonably give rise to a conflict of interest and pledging to refrain from participating regarding the conflicting transaction.

2.C.5 The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

As the chief executive officer, the President serves at the pleasure of the Board. With the assistance of the [President's Cabinet](#), the President is charged with the general supervision of the University. The President manages the University's overall operations and resources and effectuates the policies and procedures promulgated by the Trustees. The President also appoints leadership staff, including the Provost/Vice President of Academic Affairs, various other vice presidents and administrative officers, academic deans, and administrative staff.

[Section 3 of Faculty Handbook](#) states that “[t]he organization of the University is designed to recognize the value of shared governance between the Trustees, the Administration, and the Faculty.” The Faculty Senate oversees all matters affecting OCU's academic welfare. The Faculty Senate is composed of all full-time faculty members, as defined by the Faculty Handbook. Faculty have representation on all University committees that address academic functions and provide input into operational decisions, as well as representation on all University councils that address administrative functions.

Furthermore, faculty have significant participation in the following:

- student admissions and academic retention;
- design of academic courses and degree programs;
- amendments to the Faculty Handbook;
- hiring of full-time faculty;
- managing departmental budgets;
- termination or reorganization of existing academic programs;
- selection of adjunct faculty;
- search for and selection of the President;
- search for and selection of the Provost and Vice President for Academic Affairs; and

- search for and selection of academic deans and directors of academic units

Sources

- Academic Affairs Committee 2019-01-15
- COI Policy and Forms
- FacultyHandbook-RevisedOctober2021
- FacultyHandbook-RevisedOctober2021 (page number 12)
- OCU Board 01-25-2017 Minutes
- OCU Board 04-28-2021 Minutes
- OCU Board 10-26-2016 Minutes
- OCU Board Academic Affairs Committee Minutes 04-20-2021
- OCU Bylaws 2021
- OCU Bylaws 2021 (page number 4)
- OCU Bylaws 2021 (page number 8)
- OCU Bylaws 2021 (page number 13)
- OCU Bylaws 2021 (page number 18)
- OCU Cabinet
- OCU Strategic Plan 2018-2023
- OCU Trustees General Roles and Responsibilities Information
- Trustee Orientation Blueprint

2.D - Core Component 2.D

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

Argument

Oklahoma City University is deeply committed to academic freedom and freedom of expression in the pursuit of truth, as shown by the University's written policy regarding academic freedom and freedom of expression and by the structures in place to ensure this policy is carried out. The written policy is stated in Faculty Handbook section [7.1 Academic Freedom](#) and [7.2 Supplemental University Policy](#) where expression as a citizen rather than an institutional spokesperson is discussed. Additionally, the University explicitly states that academic freedom cannot be grounds for termination due to institutional cause ([8.3](#)) or for termination or suspension without pay for individual cause ([8.6.2](#)).

The policy also addresses the importance to OCU of freedom of expression. A faculty member is entitled to freedom in the classroom in discussing the faculty member's subject and full freedom in research and publication of results.

Oklahoma City University has clear grievance policies in place to ensure fair treatment of faculty in a variety of matters, including academic freedom ([9.3](#)).

The Faculty Handbook includes promotion and tenure policies ([section 7](#)) that provide clear guidelines for review processes while allowing for individuality in teaching and scholarship. Faculty members are reviewed by a committee of their peers. The review committee makes recommendations to the administration for promotion and tenure.

Student Academic Freedom and Freedom of Expression

Oklahoma City University supports students' academic freedom and freedom of expression, both inside and outside the classroom. Within the classroom, OCU offers a diverse General Education offering that helps students not only acquire knowledge but promote personal values and communal development. OCU also offers a cross-cultural component that allows students to more fully explore a culture other than their own.

Recognizing the importance of public demonstration, the [Student Handbook](#) states, "In keeping with Oklahoma City University's mission of encouraging the intellectual and spiritual development of its students, the University encourages free expression."

[The Campus](#) (student newspaper) and [MEDIA OCU](#) provide a venue for student free expression. Content, including articles, editorials and cartoons, represents the views of student writers and editors, and opinions are often not shared by OCU. The community is also encouraged to express its opinions through letters to the editor.

Sources

- FacultyHandbook-RevisedOctober2021
- FacultyHandbook-RevisedOctober2021 (page number 45)
- FacultyHandbook-RevisedOctober2021 (page number 56)
- FacultyHandbook-RevisedOctober2021 (page number 61)
- FacultyHandbook-RevisedOctober2021 (page number 65)
- FacultyHandbook-RevisedOctober2021 (page number 66)
- Media OCU
- OCU Student Handbook 2021-22
- The Campus - school newspaper

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

Oklahoma City University encourages the pursuit of scholarship and professional growth. The University's policies and procedures promote responsibility in all education- and research-related activities.

2.E.1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

Oklahoma City University's Institutional Review Board (IRB) and accompanying policies ensure that the health, well-being and ethical rights of human subjects are protected during research by members of the OCU community, as mandated by the Department of Health and Human Services. The faculty members forming the IRB establish and maintain guidelines in accordance with [federal regulations](#), ethical considerations, and best practices, and they review and approve research applications according to IRB guidelines. IRB members also review and approve research proposals as required by external organizations such as funding agencies, hospitals, and clinics. Researchers must participate in Mandatory Human Subjects Training. In the review and approval process, the IRB considers whether risks to subjects have been minimized, whether the selection of subjects is equitable, whether informed consent has been obtained, whether the research plan is appropriate, and whether there are adequate provisions to protect the privacy of subjects. The IRB must approve all research before it commences. The IRB also requires a [Periodic Progress Report](#) about each approved project to ensure the integrity of its research and scholarly practices.

The [Dulaney-Browne Library](#) (DBL) provides research support to students, faculty, and staff, including instruction on using academic databases, journals, and other library resources. The Dulaney-Browne Library website includes a "[Research Guide](#)" tab. For each field of study, these Research Guides include a page that walks users through the basics of what resources are available and how to approach a research project. The library liaison for each non-law field of study is listed as a contact. When the liaison is online, users can live chat with him or her. Options are also available for email and in-person or online appointments. This type of support is

extremely helpful to new students. Librarians also regularly provide classroom instruction to assist students in using library resources for research. Librarians provide an average of 60 instruction sessions to 890 students per year. DBL promotes the ethical use of scholarly resources by actively educating faculty, staff, and students about copyright and other applicable laws, standards, and policies. The DBL periodically presents copyright information at faculty meetings, routinely answers copyright questions for faculty and students, and periodically presents citation and formatting workshops.

Oklahoma City University also has a [Copyright Policy](#) to protect the rights of those who create new works.

The [Chickasaw Nation Law Library](#) in the School of Law also assists students in research through individual assistance, for-credit courses taught by librarians, and the [Legal Research Award Program](#). That program provides law students with additional training in legal research skills as a supplement to the research instruction received in the Legal Research and Writing courses. Some Award classes are refreshers on basic research skills, and others focus on specialized areas of law. After working as summer associates, many students recognize the need for additional instruction in a number of areas covered in the Award classes, including the use of print resources, specific practice area resources, and low-cost alternatives to subscription databases.

2.E.2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

In addition to the research support services provided by the IRB and the libraries, the University provides limited internal funding for scholarly activity by faculty and students, following submission of an application and review by faculty committees. The [Faculty Scholarship Committee](#) awards budgeted faculty development funds to faculty engaged in scholarly or creative activity. The [Creative Activity, Inquiry, Research, and Scholarship](#) and the [Presidential Faculty and Student Fellowship](#) programs encourage faculty and undergraduate student collaboration in research and scholarship to develop skills such as critical thinking, creativity, and the ability to think holistically and across disciplines of study.

2.E.3. The institution provides students guidance in the ethics of research and use of information resources.

Oklahoma City University has developed and embraces a comprehensive set of [policies](#) concerning information technology and the ethical use of computers. The Computer Use Policy provides detailed guidelines for use of campus technology and consequences for misuse of computing privileges. Within this policy framework, links are forged between established codes of conduct and the use of technology and information resources. Students receive individual instruction and guidance on the appropriate and ethical use of technological resources from University libraries and Student Technology Services.

2.E.4 The institution enforces policies on academic honesty and integrity.

Freshmen arriving on campus are informed and educated about University policies concerning scholarly work, academic integrity, and the consequences of failing to meet the University's

expectations. Detailed information about academic dishonesty, dismissal, and grievance procedures can be found in the [Undergraduate](#) and [Graduate](#) Catalogs, the [Student Handbook](#), and individual course syllabi, as required by the University's [Syllabus Preparation Guidelines](#). The [Student Code of Conduct](#) also addresses academic honesty and integrity.

In addition, individual disciplines introduce students to the appropriate citation format and types of scholarly sources. To reinforce the ethical use of information, faculty may employ Turnitin, an electronic plagiarism tool that evaluates assignments, as part of the campus learning management system. Turnitin compares the student's work to a database of web pages, articles, and student papers, and highlights content that matches material in their database. Instructors often encourage students to submit rough drafts to Turnitin, allowing them to evaluate their own work for areas that need revising or appropriate citations.

Each professional school also has written policies and formal procedures to promote and enforce academic, research, and professional integrity in their students. The policies are readily available on the school websites, such as the OCU [School of Law Academic Handbook](#), the OCU [School of Law Academic Standards](#), and the OCU [School of Law Student Conduct Code](#).

Sources

- 2021-2022 Syllabus Preparation Guidelines
- Academic Standards and Regulations - Law
- CAIRS webpage
- Chickasaw Nation Law Library
- Dulaney-Browne Library Research
- Faculty Scholarship Committee AY 2021-22 14
- Graduate Catalog 2021-2022.pdf
- Graduate Catalog 2021-2022.pdf (page number 39)
- HHS Human Research Protections
- Law School Academic Handbook
- Legal Research Award
- Mission Statement
- OCU Computer Use Policy
- OCU Copyright Policy
- OCU IRB Application
- OCU IRB Human Subject Approval Process
- OCU IRB Periodic Progress Report
- OCU Student Code of Conduct 2021-2022
- OCU Student Handbook 2021-22
- OCU Student Handbook 2021-22 (page number 10)
- OCU Student Handbook 2021-22 (page number 31)
- OCU Undergraduate Catalog 2021-2022
- OCU Undergraduate Catalog 2021-2022 (page number 37)
- OCU-Student-Code-of-Conduct-2021-2022
- President Faculty and Student Fellowship
- Research Guides Dulaney-Browne Library at Oklahoma City University
- Student Conduct Code - Law

2.S - Criterion 2 - Summary

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

Summary

Oklahoma City University acts with integrity in all its endeavors. Its policies and processes are designed to promote responsibility in financial, academic, personnel, and fiscal matters.

OCU is a nonprofit private institution of higher education. The members of the Board of Trustees, the University's governing body, are eminent members of the community who have a fiduciary responsibility to act in OCU's best interests, without undue influence from external parties. The Board, together with executive leadership, adopts major University policies while being guided by the mission, vision, and strategic plan. Their actions and decisions are also greatly informed by the views of faculty, staff, students, and the community. The process of adoption of the mission statement provides a recent example of the way the Board solicits valuable input from all constituencies before making decisions.

Oklahoma City University highly values the academic freedom and right of free expression of its faculty, staff, and students, and provides several outlets for the exercise of those rights.

All personnel are expected to conduct themselves in an appropriate, ethical manner, not only by University policies but also by various accrediting agencies. Students learn the importance of ethical research and use of information, and they abide by a student code of conduct that requires academic integrity.

The University is accurate and transparent in its public communications and representations, including information about programs, requirements, faculty, costs, and accreditation relationships.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Argument

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Oklahoma City University offers curricula leading to bachelor's, master's, and doctorate degrees. Some undergraduate and graduate certificates are also awarded. Programs are described in the [Undergraduate](#) and [Graduate](#) Catalogs. OCU utilizes a variety of strategies of assessment, review, approval, and guidance to ensure courses and programs are rigorous, current, and appropriate for credential expectations.

Academic programs undergo a regular program review process, as discussed in Criterion 4.A. Programs under specialized accreditation are subject to additional program review. University program review takes place at least every three years to monitor the state and performance of academic programs. Programs have clearly defined learning objectives, curriculum maps, and assessment plans, and are required to review their assessment results annually.

Full-time faculty are credentialed experts in their fields and have authority, along with deans, over curriculum and program development. The faculty and deans formulate clearly identified student learning outcomes that define the scope and level of work for each program.

Oklahoma City University has a detailed [approval matrix process](#) for new courses, academic programs, and revision of existing courses and programs. The approval process includes faculty at the departmental, college, and University levels. Either an academic unit or the General Education Committee sends curricular proposals (e.g., [Screen Acting Proposal](#)) to the Academic Programs and Standards Committee for a recommendation vote ([APS Minutes 4.7.21](#))([APS](#)

[Minutes 3.2.18](#)), followed by a recommendation vote of the [Academic Council](#) (for undergraduate curriculum) or [Graduate Council](#) (for graduate curriculum). Provost and/or Presidential approval is required for some changes, and new degree programs are sent to the Board of Trustees' Academic Affairs Committee for approval. New degree programs are also sent to the University Budget Committee for a recommendation vote. These rigorous approval processes ensure that programmatic changes are consistent with the institutional mission, have academic integrity and quality, and have established learning outcomes and assessment plans.

Oklahoma City University's [credit hour policy](#) conforms to federal requirements.

Several programs have advisory boards that provide input about current trends in their respective professions and the competencies graduates will require to succeed. Examples are included in Criterion 4.A.

3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Oklahoma City University offers bachelor's, master's, and doctoral degrees, along with minors and certificates in some areas. OCU articulates and differentiates the different learning goals for each degree program, minor, and certificate. The [Undergraduate](#) and [Graduate](#) Catalogs specify admission requirements, expectations for successful completion, and specific requirements for each program, including credit hour requirements and prerequisites.

Individual programs at all levels develop learning goals appropriate to their disciplines. Learning goals are consistent with academic or professional standards as determined by faculty, with appropriate guidance or requirements from external accrediting bodies or professional associations. Additionally, as an institution, OCU has established learning goals for the General Education curriculum that apply to all undergraduate students, as discussed in Criterion 3.B.

Each active program has a [curriculum map](#) that demonstrates how required courses are aligned with the program's learning objectives. For courses with a specific learning objective, the curriculum map designates whether the objective is Introduced (I), Reinforced (R), or Mastered (M) in the course.

3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Oklahoma City University ensures the consistency of program quality and learning goals regardless of modes of delivery or location. First, the [OCU Syllabus Preparation Criteria](#) require each course section to align with approved course learning objectives and other essential information, regardless of delivery method or instructor. Additionally, department chairs and/or academic deans regularly review syllabi to ensure consistency.

Credit hours awarded for a course or academic experience must be reasonably equivalent to the standard of three hours' combined direct instruction and student work per credit hour for a 16-week semester.

For online courses, student learning outcomes are stated in the syllabi. They must be the same as learning outcomes for the same course delivered in person, where applicable. Online students are required to regularly engage with the instructor and other students in the course. Regular engagement between the instructor and the student is initiated by the instructor. An [online course equivalency evaluation system](#) was developed by the Center for Excellence in Teaching and Learning to assess whether course content meets best-practice expectations for credit hours awarded. Use of this evaluation has recently been implemented for all online courses.

Sources

- 2021-2022 Syllabus Preparation Guidelines
- Academic Program Curriculum Map Submission Form -- 2017-2018
- Academic Programs and Standards Minutes 3.2.2018
- Academic Programs and Standards Minutes 4.7.2021
- Credit Hour Policy at Oklahoma City University
- Graduate Catalog 2021-2022.pdf
- Interpersonal Film Advisory Board
- MFA Screen Acting Proposal 2.15.18.pdf
- Minutes AC April 14 2021
- Minutes GC March 9 2018
- Music Executive Board AY21
- Non-profit Advisory Board List AY2021-22
- Nursing Advanced Practice Advisory Board Meeting Minutes 2021
- OCU Academic Approval Matrix (2019)
- OCU Undergraduate Catalog 2021-2022
- Online Equivalency Worksheet Instructions

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

Oklahoma City University's General Education program embodies the mission-driven goals of preparing learners to think critically, communicate effectively, and to adapt and excel in a complex world. It stresses knowledge and skills in areas from across the University in conjunction with ethical values and inclusiveness to prepare students for engagement with local and global communities. OCU articulates this vision, course learning outcomes, and General Education requirements in the [Undergraduate Catalog](#).

The [General Education Committee](#) which has faculty representation from all academic units, is primarily responsible for the oversight and review of the General Education program. The committee is charged with developing and maintaining a general education curriculum that promotes and embodies OCU's mission and Methodist values. The OCU Vision of General Education states, "general education should not only provide knowledge and skills, but also promote personal values and communal development. We believe that general education should be multidimensional, cumulative, and integrated throughout the university through all disciplines and at all levels." This vision guided the committee through a 2012 update of the General Education curriculum. After the committee developed the proposed updated curriculum, adoption of the curriculum was approved by a vote of the full faculty.

3.B.2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad

knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The General Education curriculum at OCU is grounded in belief that "the liberal arts form the basis for learning and thinking in undergraduate students. We believe that general education should not only provide knowledge and skills, but also promote personal values and communal development. We believe that general education should be multidimensional, cumulative, and integrated throughout the university through all disciplines and at all levels."

The General Education program is guided by [six principles and objectives](#) articulated in the Undergraduate Catalog. Each student must:

1. develop fundamental thinking skills, including the ability to critique, analyze, solve problems creatively, and both discover and effectively use information;
2. acquire a broad base of knowledge, including the arts, history, languages, literature, mathematics, philosophy, religion, and both the natural and social sciences;
3. acquire the capacity to communicate well, orally, and in writing, both personally and publicly;
4. cultivate the capacity to recognize and reflect upon ethical issues;
5. use their knowledge and skills to assist others in our wider communities; and
6. be exposed to cultural perspectives other than the student's own.

A total of 43 credit hours are included in the core of OCU's general education program. Twenty-five credits come from specifically required courses: Composition I and II, Methods of Science Inquiry and Lab, Governance in America, American/US History, Liberal Arts Seminar, The Bible and Culture (formerly Introduction to Biblical Literature) or World Religions, and a literature course from an approved list. For the remaining 18 credits, students may choose from a list of approved classes in social sciences, ethics, mathematics, foreign language, and the arts. OCU also requires all undergraduate majors to participate in service learning and cross-cultural coursework. These additional requirements are embedded in some of the General Education classes; therefore, the additional credit hours needed to meet University requirements range from zero to six. Finally, each major must provide some form of a capstone, which requires and assesses written and oral communication.

3.B.3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

Oklahoma City University is committed to offering an education that recognizes human and cultural diversity, equity, inclusiveness, and the ways these qualities contribute to our citizenship in the local and global community. As part of the General Education curriculum, each undergraduate student must complete at least one cross-cultural course or experience before graduation. Courses that satisfy this requirement include World Literature, Music and the Human Experience, Comparative Politics, Introduction to World Religions, and Crossing Borders. An approved study abroad program will also meet the requirement.

Courses that explore human and cultural diversity are included in almost every field of study, including Art, Sociology, Dance and Entertainment, Psychology, Theatre, Music, History, Political Science, Business, Philosophy, and more.

The Study Abroad Program provides opportunities for experiences that enhance students' education through exposure to cultures around the world. Reciprocal exchange programs and scholarship availability provide students with high financial need the opportunity to study abroad. Although the COVID-19 pandemic stalled study abroad for an entire academic year, three to five faculty-led programs are still scheduled on a rotating basis each year and involve a variety of disciplines including Theater, Biology, Religion, Nursing, and Spanish Language and Literature. Specific Study Abroad opportunities and resources are described on the [Study Abroad webpage](#).

Oklahoma City University also supports student organizations that recognize diversity, equity, and inclusion and/or global awareness: Asian Student Association, Better Together (interfaith student group), Black Student Association, Black Student Nurses Association, Catholic Student Association, Chinese Scholars and Students Association, Doctor of Physical Therapy Executive Council, Fellowship of Christian Athletes, Female Empowerment Club, Hispanic Student Association, Indian Students Association, Iraqi Students Organization, Korean Student Association, Muslim Student Organization, Native American Society, OCU Creatives for Artistic & Realistic Equity, OCU Jewish Stars, Religious Life, Saudi Student Association, The Shadow Collective (Inclusive student theatre group), Spectrum (LGBTQIA2S+ organization), Taiwanese Student Association, Young Democratic Socialists of America, and the Panhellenic Organizations (diversity officers).

3.B.4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Oklahoma City University's faculty and students participate in and are supported in numerous scholarly research and creative activities.

Faculty scholarship and creative activity are financially supported through budgeted funds that help cover travel and other associated costs. These funds are awarded through the [Faculty Scholarship Committee](#) (described in 3.C.5). Some academic units, such as Law, Arts and Sciences, and Nursing, have additional funds that help incentivize and support the faculty's scholarly and creative work. OCU's [Guidelines for Sabbaticals](#) allows faculty to engage in scholarly and creative work without their normal teaching and service responsibilities. The newly created [Presidential Faculty & Student Research / Creative Activity Fellowship](#) is intended to identify, recognize, reward, and support faculty research and creative projects. Awards go to faculty with demonstrated potential for outstanding scholarly research or creative activity, and Fellows engage students in meaningful ways in scholarly or creative projects. Both faculty and students receive stipends and travel funds.

Oklahoma City University highlights faculty scholarship and creative activity in various ways, including internal communications, the presentation of work at the [Faculty Scholarship Forum](#), and recognition of scholarly and creative activities through annual awards.

Research and creative activities also enhance student learning and intellectual growth. Students may engage in research and creative activity in conjunction with faculty members, and support for this work is available through the [University Honors Program](#), the [Creative Activity, Inquiry, Research, and Scholarship Program \(CAIRS\)](#), and the [Oklahoma Scholar-Leadership Enrichment Program](#), as well as through funds available in some academic units. The CAIRS Program has distributed over \$60,000 in faculty and student research stipends since its inception in 2011. An [Undergraduate Research Day](#) sponsored by the University Honors Program provides a venue for students to present their work and receive recognition, and many students present work at regional and national conferences. Over the past five years, the Undergraduate Research Day has provided an opportunity for 133 students to present 112 research projects in poster and oral presentations.

Oklahoma City University's undergraduate journal [Stellar](#) accepts submissions of research papers written for undergraduate courses. Student creative works such as poetry, fiction, nonfiction and art can be submitted to [The Scarab](#), Oklahoma City University's literary journal, sponsored by the English honor society Sigma Tau Delta.

Many academic programs, such as Biology and graduate-level Computer Science, award credit for research work performed in conjunction with faculty. Other programs, such as Chemistry and Biochemistry, require a research experience. Many of our creative programs have courses that require students to participate in a public presentation of their creative work. Examples include the annual [Student Choreography Show](#) presented by the School of American Dance and Entertainment; the [Project 21 Concert](#) for student composers from the School of Music and choreography from School of American Dance and Entertainment; and the [Mainstage, Stage 2](#), and OCU's Children's Theatre seasons from the School of Theatre.

At the graduate level, faculty and students work together to deliver presentations, author papers, and complete theses and dissertations that further the scholarship within their fields.

The [Faculty Handbook](#) states, "Every person holding tenured or probationary faculty status shall, in addition to having a duty to remain academically current in his or her field or discipline, have the further obligation to engage in appropriate scholarship, research, and/or creative work that expands the boundaries of his or her field or discipline. The types and/or quality of scholarship, research, creative work and/or publication that will satisfy this requirement are described in the Appendix Document of each academic unit." OCU regularly compiles [comprehensive lists](#) of faculty scholarship and creative work and examples of student and faculty collaborative scholarship, research, and creative works. Highlights are presented to the Board of Trustees at its regular meetings.

Sources

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3.C - Core Component 3.C

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

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

Argument

3.C.1 The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

Because part of the mission is to “provide a diverse, inclusive culture committed to producing graduates who think critically and innovatively, communicate effectively, and use their knowledge and talents to make a local and global impact,” the University strives to ensure that its faculty and staff reflect the diversity of the student body and the surrounding community. Achieving this goal entails increasing the diversity of the student body and increasing the diversity of the faculty to match the students they serve.

In November 2021, the University employed 312 staff and 334 faculty, including full-time and part-time faculty. Of the 312 staff, 58% identify as female, 42% as male; 19% identified as minority, 2.5% as international, 76% as white, and 2.5% unspecified. Of the 191 full-time faculty, 48% identify as female, 52% as male; 12% identified as minority, 3% as international, 84% as white, and 1% unspecified. Of the 1430 undergraduate students enrolled in Fall 2021, 64% identified as female, 36% as male; 34% identified as minority, 4% as international, and 62% as white. Of the 1120 graduate and professional students enrolled, 61% identified as female, 40% as male; 35% identified as minority, 3% as international, 61% as white, and .4% unspecified. For nearly all race and ethnic categories other than White, our students have greater

representation, based on proportion, than our faculty at both the graduate and undergraduate levels. Our faculty is approximately half female, which is roughly even with the makeup of our graduate student population, but less female than our undergraduate population.

Oklahoma City University has pledged to recruit, select, and promote diversity by providing equality of opportunity for all current and prospective students, faculty, and staff with respect to hiring, continuation, promotion and tenure, and applications for admission or employment, without discrimination or segregation based on sex or gender, race, age, ancestry, color, disability, genetic history, national origin, marital status, medical condition, religious creed, sexual orientation, gender identity or expression, pregnancy, parenting status, veteran status, or the perception that a person has one or more of these characteristics. The Office of Diversity, Equity, and Inclusion and the Office of Human Resources monitor the diversity of the student body and the faculty and staff annually and encourage diversity in faculty and staff recruitment.

Additionally, in Fall 2019, OCU formed the [Council on Diversity and Inclusion](#) to focus on six areas:

1. Academics/Curriculum and Faculty Recruitment/Retention
2. Communications, Marketing and External Relations
3. Policy and Data
4. Student Engagement and Retention
5. Employee Recruitment, Engagement and Retention
6. Student Recruitment and Enrollment

3.C.2 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

In Fall 2021, the University employed 191 full-time faculty and 141 part-time faculty. Our low student-to-faculty ratio of 10:1 as of Fall 2021 allows our faculty to give students individualized instruction throughout their academic careers and to carry out both their classroom and non-classroom roles. The vast majority of faculty members hold terminal degrees in their fields, and our professors teach all of the courses. OCU does not utilize graduate teaching assistants.

Faculty are involved in setting expectations for student performance, which are conveyed in a variety of ways, including but not limited to course syllabi, rubrics, and learning outcomes for the programs using the University assessment process (see Criterion 4). Some of the performing arts areas have supplemental student handbooks (e.g., [School of Theatre](#)) detailing expectations for their cocurricular performance and production activities.

All faculty members are involved in the assessment of student learning. The [Assessment Council](#) is made up of administrators, deans, faculty, staff, and one student. The council is charged with oversight and supervision of ongoing assessments in accordance with HLC guidelines and with the development, approval, and implementation of the University's assessment plan. Faculty members provide information from their respective areas for assessment reports. The Assessment Council, [Graduate Council](#), and [General Education Committee](#) membership listings evidence faculty involvement.

3.C.3. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

To ensure that all faculty, regardless of title or academic rank, meet faculty qualifications standards, a University-wide [Faculty Credentialing Policy](#) guides each department or program in determining required qualifications of their instructional staff. Those qualifications may include academic credentials such as terminal degrees; tested experiences such as relevant work experience, licensure, or certification; or a combination of the two. The University's credentialing guidelines are based on those provided by the HLC's Quality Assurance Expectations in Determining Minimally Qualified Faculty. The "Artist-in-Residence" academic rank allows for the appointment of artists with substantial professional experience and/or stature, who may or may not have the usual academic credentials for standard faculty, to a non-tenure-track position.

All new faculty hires must provide transcripts and *curricula vitae*, which are maintained in the Office of Academic Affairs.

New faculty are hired through a national [search process](#) initiated by a search committee comprised of faculty members, who work collaboratively with the respective area dean to establish criteria and credentials for each position. Faculty search committees and the dean of the academic unit screen applicants before presenting them to the Provost/Vice President for Academic Affairs for final approval.

3.C.4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The OCU faculty evaluation process includes student evaluations of teaching, deans' and directors' evaluations, peer evaluations, and self-evaluation. Full-time faculty members who are eligible for eventual elevation to tenured status, but who have not yet achieved that status, are classified as being on probationary status and are evaluated annually. Tenured faculty members receive a sexennial post-tenure review. Non-tenure track faculty are evaluated annually. The Faculty Handbook defines [the general renewal, promotion, and tenure policies](#) for all faculty members. More specific policies and procedures, not inconsistent with the Faculty Handbook, are established in the promotion and tenure section of the appendix document for each academic unit:

- [Bass School of Music](#)
- [Lacy School of American Dance and Entertainment](#)
- [Meinders School of Business](#)
- [Petree College of Arts and Sciences](#)
- [School of Law](#)
- [School of Theatre](#)
- [Dulaney-Browne Library](#)
- [Kramer School of Nursing](#)
- [Physician Assistant](#)
 - Appendix document for the newly-formed College of Health Professions, including the Physical Therapy is currently under development.

Students evaluate all courses each semester. For many years, the IDEA Student Ratings of Instruction System was used for student course evaluations. Recently, academic units developed their own instruments for student evaluations to fit the needs of the academic unit. In Fall 2021, Qualtrics Classroom was adopted to administer student evaluations for the academic units as needed.

3.C.5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The “[Performance of Faculty Duties](#)” section in the Faculty Handbook emphasizes professional development and service, stating the following: “Every person holding tenured or probationary faculty status shall, in addition to having a duty to remain academically current in his or her field or discipline, have the further obligation to engage in appropriate scholarship, research, and/or creative work that expands the boundaries of his or her field or discipline.” Current faculty *curricula vitae* are held in deans’ offices. The University supports faculty professional development in a number of ways and has the processes and resources for ensuring instructors are current in their disciplines and skilled in their teaching roles.

The [Center for Excellence in Teaching and Learning](#) (CETL) provides support and resources to enhance student learning both in the classroom and through distance education. CETL offers [evidence-based workshops](#) throughout the year to help faculty develop teaching skills. Those workshops are recorded and available to faculty and staff asynchronously via the CETL Faculty Hub-hosted on the University’s learning management system, D2L. CETL also hosts [Learning Communities](#) each year.

CETL’s educational technologists provide instruction and consultations on using new technologies and integrating them into teaching. In 2019, CETL began offering a four-day, sixteen-hour [Teaching Online Effectively Course Design](#) retreat. This retreat provides concepts for student success that apply to both online and face-to-face environments. The CETL [YouTube channel](#) provides instructional videos for frequently asked questions. Lastly, CETL provides just-in-time individual consultations and teaching observation feedback for both online and face-to-face environments.

The University Faculty Scholarship Committee considers faculty applications and awards faculty development funds for expenses related to scholarly or creative activity. The Committee also has authority to make recommendations regarding the seeking of research and other grants deemed beneficial to the University’s academic mission and to establish structures to encourage and facilitate the securing of those grants. Data on awards in the academic year 2018–2019 can [be found here](#). The committee typically receives a budget of between \$60,000 to \$80,000 per year to allocate. The budget for the Faculty Scholarship Committee during 2018-2019 was \$80,000.

Oklahoma City University supports sabbaticals to allow faculty to engage in professional development activities that will contribute to their greater effectiveness as teachers and scholars. The sabbatical program helps faculty fulfill their responsibilities to continue their professional growth and thus benefits the University as a whole. Further details can be found in [OCU Guidelines for Sabbaticals](#).

Many academic units have committed budgets to provide additional funding resources for professional development support.

3.C.6. Instructors are accessible for student inquiry.

Faculty members are accessible to students in several ways. Each academic unit establishes the minimum number of office hours required for faculty members. For instance, the Petree College of Arts and Sciences requires [five office hours per week](#) for full-time faculty during the regular academic year. Faculty members are required to include their office location, office phone number, office hours, and e-mail address in their syllabi. Students also have access to faculty via Zoom, e-mail, phone, and voice mail.

Every student is assigned an academic advisor in his or her major area of interest, with undecided students being advised by the Student Success Coordinator in the Petree College of Arts and Sciences. The [OCU Advisor Notebook](#) contains information designed to help advisors provide academic guidance to their advisees.

3.C.7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities, are appropriately qualified, trained, and supported in their professional development.

Oklahoma City University is committed to developing a competent staff, maintaining high morale among the staff, and ensuring effective and efficient operation of all departments. Student support service areas include Admissions, Student Financial Services, Student Affairs, Counseling Services, Career Services, Disability and Access Services, the Learning Enhancement Center, and Religious Life. Additionally, each academic unit employs staff academic advisors. The Enrollment Management [organizational chart](#) and the Student Affairs [organizational chart](#) exemplify the efficient structures of student support services.

The staff hiring process includes a job posting and development of a job description that clearly articulates the necessary qualifications, responsibilities, expectations. In support of the University's commitment to ensure all faculty, staff and students are able to teach, learn, work, and live in an environment free from discrimination or harassment on the basis of a protected class, the University requires all new faculty, staff, student employees, and temporary employees to complete mandatory training on OCU's nondiscrimination policy, sexual harassment prevention, and prevention of sexual abuse of minors. All employees must repeat this training every other year after their first year of employment. Additionally, the University requires job-specific training to ensure compliance with an array of federal, state, and local laws, such as the Family Educational Rights and Privacy Act, Title IX, and the Americans with Disabilities Amendments Act. Key policies applicable to the entire OCU community or to both faculty and staff members, such as the nondiscrimination policy, background check policy, FMLA policy, and ADA policy, are located on the [website](#). All new faculty and staff members are provided with training on key policies and their location.

Staff members participate in an introductory performance review process during the first three to six months of employment. This review allows staff members to rank their performance on key criteria and provide narrative feedback about their performance, training and development needs, and achievements. After the introductory review, supervisors have the option to engage in an

annual performance review process utilizing a University-approved form. Alternatively, supervisors may opt to use a performance management system that seeks to encourage regular communication between supervisors and employees by allowing for real-time feedback on performance, employee recognition, and targeted conversations about professional development and career growth activities.

Oklahoma City University utilizes a performance improvement plan document that can be used by supervisors when informal feedback regarding subpar performance is not effective. Human Resources works with the supervisor to ensure the performance improvement plan clearly states expectations for improvement and has defined goals with reasonable timelines. Employees who fail to reach performance expectations after informal and formal performance improvement measures are implemented may be separated from employment with the University in accordance with the terms of the employment relationship.

A staff member's professional development is supported through his or her department and is based on the nature of the position. Each department is responsible for budgeting funds to support its staff's professional development activities, which may include providing additional training or resources, sponsoring membership in relevant professional associations, and other means of support. Staff members may also apply to Staff Council for up to \$250 in additional funds to support professional development activity that will help impact the performance and/or working environment of the University. The Center for Excellence in Teaching and Learning (CETL) also provides personal and professional opportunities to staff members.

Oklahoma City University's [tuition remission program](#) provides tremendous professional development opportunities for staff. Tuition-free (or in some cases, reduced tuition) courses are open for eligible staff to enroll in.

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- SA Organizational Chart October 2021
- Sabbatical Guidelines--Revised 6-1-2017
- School of Law Appendix (April 2020)
- School of Theatre Appendix (April 2021)
- Staff Development Application 2019-20
- Tuition Remission Program Overview - 12.2020
- University Policies Page - Oklahoma City University

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

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

Argument

3.D.1. The institution provides student support services suited to the needs of its student populations.

Oklahoma City University's student support services are tailored to serve its diverse student body. Various academic enrichment programs are available, including the [University Honors Program](#), the [World House Scholars Program](#), Undergraduate Research, the [Washington Center Internship Program](#), the Oklahoma Scholar-Leadership Enrichment Program (OSLEP), and Study Abroad.

The University also provides cocurricular and extracurricular opportunities for students to enhance their learning experience. Career Services, The Involved Center, the Office of Student Engagement, inclusion and multicultural programs, Greek organizations, and the Student Government Association are a few examples of offerings from the [student services area](#). Discipline-specific [organizations](#) and honor societies provide additional opportunities for students to engage with other students and faculty in their academic areas; offerings include academic and social interactions as well as pre-professional preparation.

The [Learning Enhancement Center](#) (LEC) provides academic support through one-to-one tutoring, reviewing student papers, academic coaching, and English conversation practice for English-language learners. These services are provided free of charge to all students. The LEC has a full-time supervisor and is housed in the Dulaney-Browne Library.

The [University Clinic](#) and [University Counseling Services](#) provide students with access to health care and mental health services at no charge.

[Disability and Access Services](#) office facilitates reasonable accommodations for students with documented disabilities and access needs. Technology to assist students with vision impairments and learning disabilities is also available.

Oklahoma City University utilizes an [Early Warning System](#) to provide an accessible and timely tool for faculty to share information about student academic progress in their classes and to help direct students to appropriate student support services such as the LEC. Early Warning System alerts are sent to the student, the academic advisor, the Student Success Coordinator, and, if the student is a student athlete, the advisor for athletics. The Student Success Coordinator and/or the student's academic advisor meet with the student to identify barriers and develop a plan for the student's success. For student athletes, academic reports are requested several times during the semester using the Early Warning System. An additional feature of the Early Warning System allows faculty to report any concerning behavioral situations that might jeopardize the performance and safety of a student or class.

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

Oklahoma City University determines whether to admit a student based on entrance exams, high school/and or college records, class rank, a required essay or personal statement, letters of recommendation, and an applicant's stated interests and goals. Programs such as Dance and Entertainment, Music, and Theatre require an additional application and/or audition process. Programs with additional admission requirements are identified in the Undergraduate and Graduate Catalogs. International applicants from non-English-speaking countries must demonstrate proof of English proficiency ([2021-2022 Undergraduate Catalog](#)).

Applications of students who do not meet University admission criteria may be reviewed by the [Admissions Committee](#). If the Admissions Committee decides to admit a student on probation, it may require a specific plan of action for the student. Undergraduate students [admitted on probation](#) must achieve a minimum cumulative 2.00 OCU GPA at the end of a semester in which the student has completed 12 or more cumulative hours at OCU. [Probationary admission into a graduate program](#) must be approved by the program director and dean, and probationary graduate students must maintain a 3.00 GPA.

EDUC 1013 College Academic Skills is a required course for undergraduate students admitted on probation and for students with test scores at or below 18 on the reading section of the ACT or 870 on the SAT. Other students in their first year at OCU may enroll in this course at mid-term if needed based on their academic performance.

Students with a score of 18 or lower on the mathematics section of the ACT or 870 on the SAT are required to take Intermediate Algebra before enrolling in College Algebra. Additionally, many degree curriculums are sequenced. The [course description section](#) of the Undergraduate Catalog lists course prerequisites for all classes.

The School of Law has a robust student support system for identifying at-risk students entering the school (see Criterion 5.C.2). At-risk students are provided a customized support plan that includes essay feedback and mentoring. Additionally, ESL instruction is provided for students for whom English is a second language.

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

Each student is assigned an academic advisor in his or her major area. Students with double majors and minors may have academic advisors in multiple areas, with one major designated as the primary major. In addition to academic advisors, each undergraduate school has a designated student success coordinator. The coordinator ensures that academic advisors are knowledgeable and informed about the specifics of their students' major and general education requirements.

Student success coordinators meet each semester to discuss advising issues, updates, scheduling, and enrollment procedures. These meetings are facilitated by the degree audit coordinator in the Registrar's Office. The degree audit coordinator position was added in 2012 when the University added [GradStar](#) by Degree Works software to aid students and advisors in tracking degree completion progress.

3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Technology: [Campus Technology Services](#) (CTS) provides the technological infrastructure for students, faculty, and staff. CTS maintains a Help Desk, centrally located in the McDaniel University Center. It is dedicated to assisting the campus community with technology-related questions and issues. Staffed with trained technicians familiar with both Microsoft and Apple operating systems, CTS offers a variety of support services, including:

- walk-in and telephone support;
- technology-related consultation;
- virus and malware removal;
- installation of campus-licensed software applications such as Microsoft Office;
- assisted hardware upgrades;
- training; and
- a web-based issue and support tracking system.

Several computer labs and public computers with printing services are spread conveniently across campus. Each student is provided with an OCU e-mail and drive space on the campus network. Wireless network connectivity is available campus-wide, including student housing.

Libraries: The [Dulaney-Browne Library](#) and the [Chickasaw Nation Law Library](#) serve the University. The Dulaney-Browne Library (DBL) provides single-search-box discovery access to its collection of more than 181,800 print books, 270,000 electronic books, 18,600 print scores, 49,000 electronic scores, 143,000 electronic journals, 8,650 DVDs, 77,000 streaming video titles, 8,200 CDs, and 181,000 streaming audio clips. The DBL website, www.okcu.edu/library, makes library resources and services available virtually. The University participates in OK-Share and interlibrary loan programs to provide resources to its users from libraries in Oklahoma and across the world. Each non-law program at OCU is assigned a library liaison to ensure that the resource needs for all fields of study are met.

Laboratories: To address the problem of outdated science laboratories that did not match the quality of the University's science instruction, money was raised to renovate the chemistry teaching labs and chemistry research lab, which were open to students in Fall 2015. Biology and

physics laboratories are still in need of updating to bring them up to the standard of the new chemistry labs.

A cadaver anatomy lab and physical therapy lab have been added to campus since the last comprehensive review to accommodate new Physician Assistant and Physical Therapy programs.

Virtual Reality and Motion Capture Labs: Housed in the Norick Art Center, these state-of-the-art rooms are equipped with technology needed for the new Game Design & Animation program.

Clinical Practice Sites: The College of Health Professions (which includes the Kramer School of Nursing, the Physician Assistant program, and the Physical Therapy program) has relationships with dozens of area and regional hospitals, clinics, schools, and other facilities that prepare its students for their careers.

Performing Spaces: While there are four theatres located on the University campus, OCU's strong performing arts programs cannot always schedule all their productions on campus. To provide experiences for its students, the School of Theatre regularly partners with local performing arts groups such as Lyric Theatre of Oklahoma, CityRep, and Oklahoma City Ballet.

The technology and infrastructure of the Kirkpatrick Auditorium, the largest of the four spaces, is outdated and in need of renovation. It is the only space suitable for dance productions. In OCU's 2014–2015 prioritization process, the performing arts were evaluated as top performers that merited additional resources. Proposals for raising funds and creating updated performing spaces are being developed as budgeting and strategic planning progress.

Oklahoma City University houses the Nona Jean Hulsey Art Gallery and numerous artist studios in the Norick Art Center. The Gallery holds the Oklahoma City University Art Collection, presents regional and student art exhibits, and provides gallery education opportunities to students and community members. The artist studios provide areas for outside artists to work and hold public workshops, as well as serving as instruction spaces for art students.

The Center for Excellence in Teaching and Learning provides resources for faculty to improve their teaching, participate in learning communities, engage in scholarship, and incorporate technology and art into their courses.

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3.S - Criterion 3 - Summary

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

Summary

Oklahoma City University is committed to providing an education that will enable students to achieve excellence, both in school and in their chosen fields. Regardless of the location or delivery method of courses, the learning environment furnishes the resources and support needed for students and faculty to accomplish their educational goals and further the University's mission.

OCU's academic programs provide ample opportunities and incentives for students to engage in deep learning, research, and creative activities, as well as many courses and programs that explore human and cultural diversity. The general education program, a central part of the educational experience, promotes the mission and the University's Methodist values.

The University's hiring and retention processes ensure that all its educational offerings are taught by well-qualified members of the faculty. OCU supports their teaching, scholarship, and service by devoting significant resources to instructional technology, faculty and staff development, and other faculty support services. The University is making active efforts to increase diversity of faculty and staff. Students benefit from the low student-faculty ratio of 10:1.

Services such as student success programs, financial aid, and campus housing and dining are tailored to serve the needs of OCU's diverse student body. Participation in HLC's Student Success Academy will help OCU develop a University-wide plan to better support student success.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Oklahoma City University ensures the quality of our educational offerings through established policies and procedures.

4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.

Before 2014, academic programs underwent University review every five years on a rotating basis. Although some programmatic decisions were made based on those reviews, there was no systematic methodology for implementing all needed changes. From April 2014 to April 2015, the University engaged in review of every academic and support program, utilizing a methodology adapted from Robert C. Dickeson's book *Prioritizing Academic Programs and Services*. The one-year review process engaged faculty, staff, and administrators from every area of campus and reviewed 233 academic programs and 183 support functions. The large number of academic programs reviewed was due to the methodology, which called for every major, minor,

and General Education program to be analyzed as separate programs. Evaluation metrics included internal and external demand, revenue, cost, and quality of outcomes.

Task forces met weekly and divided all programs into quintiles as candidates for enhanced resources, for continued resources, for reduced resources, for transformation, and for elimination or phaseout. The results were made public, and the President's Cabinet made recommendations for implementing some changes outlined in the review. The [recommendations](#) were numerous and included a reduction in faculty resources to some programs and recommendations for realignment of resources in other programs.

In AY 2015–2016, a new program review methodology was developed, resulting in a plan and structure for all academic programs to be reviewed every three years. The review uses some of the methodology used in the 2014-2015 prioritization process, with adjustments made to improve on the original process. The Faculty Handbook was revised to state that all academic programs would be reviewed no less frequently than every three years ([section 8.4](#)) and to describe the makeup of the panel that would review all programs ([section 8.4.1.1](#)). In AY 2016–2017, 2017–2018, and 2018–2019, all academic programs were reviewed under this [new process](#), and a number of programs were recommended for reduction or elimination based on those findings. Other programs were identified as areas needing additional resources.

In AY 2019–2020, the Office of the Provost /Vice President of Academic Affairs developed a strategy for reviewing all academic programs within the same review cycle. In Summer 2020, all academic programs underwent an "Expedited Academic Program Review," which aimed to look at all programs within the same review. It analyzed enrolled credit hours in entire academic units versus the faculty resources utilized in each unit. Based on this analysis, a panel of administrators and faculty made [29 specific recommendations](#) regarding program review, including further development of campus-wide metrics to be used in program review, strategies for increasing enrollment in certain areas, and reallocation of resources in certain areas. Some of these recommendations have been implemented, and others are ongoing.

4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The Registrar's Office reviews credit from accredited colleges and universities, as well as collegiate and non-collegiate credits earned from military experience and other approved programs ([Undergraduate](#) and [Graduate](#) Catalogs).

Oklahoma City University participates in the OSRHE [Course Equivalency Project](#) (CEP), a post-secondary education resource service that provides course equivalency information to facilitate student transfer within Oklahoma. The CEP database contains faculty-evaluated course equivalencies for hundreds of courses offered at all public and participating private institutions in Oklahoma.

Courses from colleges and universities not included in the CEP database are evaluated on a course-by-course basis through the [Transfer Equivalency System Site](#) (TESS). This system allows prospective students, current students, faculty, and advisors to submit courses from other colleges for evaluation for OCU credit. Once the evaluation request is made in TESS, the system

notifies the appropriate department head. Requests are reviewed by appropriate faculty to determine the course's equivalency to an OCU course. Once a transfer course has been approved as equivalent to an OCU course, it is added to TESS, and the equivalency is visible online to current and prospective students.

Prior learning credit is awarded for Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) exams. The [Undergraduate Catalog](#) contains a list of credit by course and score for AP, CLEP, and IB exams. Additionally, the University awards college credit for several science and math courses successfully completed by students attending the Oklahoma School of Science and Mathematics (OSSM).

The [Adult Degree Completion Program](#) offers a Bachelor of Science with a major in crime and justice studies. This program allows students that are current CLEET (Council on Law Enforcement Education and Training) peace officers the opportunity to complete their education at OCU and earn a Bachelor's of Science in Crime and Justice Studies. Students with a current CLEET certification receive 24 credit hours to be counted toward the degree. Students are required to complete 25 credit hours in the Criminal Justice program, as well as any remaining General Education courses not included in the transferred hours. To enroll in this program, a student must provide an official CLEET-certified transcript.

The Kramer School of Nursing (KSN) offers graduate-level course credit for prior learning through a methodical approach designed to validate the equivalency of experiential learning and non-academic credentialing to courses in the graduate degree curriculum. The student must provide objective, verifiable evidence of mastery of the designated course's content and achievement of the course objectives. KSN also allows RN-BSN applicants who have graduated from a program approved by the state Board of Nursing to count 72 transfer credit hours for their RN license.

Credit for military service may be granted in accordance with recommendations of the American Council on Education. Military service, transfer work, AP, IB, CLEP, and OSSM credits are posted to a student's permanent record after successful completion of 12 credit hours at OCU. Credit for military service combined with transfer credit from regionally or nationally accredited institutions, AP, IB, CLEP, and OSSM credit cannot exceed 84 credit hours.

With oversight by department chairs and the approval of deans, faculty oversee experiential learning experiences, whether they consist of [internships](#), [study abroad courses](#), [field courses](#), or [student-engaged research](#).

4.A.3. The institution has policies that assure the quality of the credit it accepts in transfer.

Oklahoma City University's [general transfer policy](#) requires transfer applicants have a minimum of a 2.0 GPA, be in good standing from a regionally or nationally accredited university, and meet all OCU requirements. If students have fewer than 30 hours, they must submit high school transcripts and ACT/SAT scores. (Standardized test score requirements are currently set aside due to the COVID-19 pandemic.) All transfer work must be from an institution accredited by a regional or national accrediting agency, with eligibility of the transferring institution determined by the Registrar's Office ([Undergraduate Catalog](#)).

For international students, institutions outside the United States must be fully recognized by the appropriate accrediting body as determined by the Office of International Admissions. Students must also demonstrate English proficiency by submitting one of the following: TOEFL (ibt) score of 80, IELTS 6.0 (no sub-band lower than 5.5), or ELS level 112. Courses and credits may be reviewed by the International Admissions Office, but the department chair must give final approval to all international transfer credit.

To transfer course work, the OCU Registrar's Office must receive an official transcript directly from the other institution. Grades below a C- (1.75) will not transfer. Pass/fail/satisfactory grades are not eligible for transfer credit. (An exception to this policy was made during the Spring 2020 semester, when the COVID-19 pandemic outbreak led many institutions to adopt a pass/fail or credit/no-credit policy. In order for those "pass" or "credit" courses to be accepted, the transcript must indicate that a grade of C- or higher was required for that designation.)

A maximum of 84 credit hours can be transferred toward an undergraduate degree, only 68 hours of which can be from a two-year college-level institution and/or military service credit.

Graduate transfer credit must be approved by the dean of the appropriate school after the student has been officially admitted to the University. The process is described in the [Graduate Catalog](#).

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

Each academic program maintains primary authority to determine and oversee necessary course prerequisites, academic rigor, learning outcomes/objectives of each course, and expectations for student learning. Course evaluations, annual program assessment (see Criterion 4.B.), and particular program accreditation requirements allow faculty of each program to reflect on and evaluate program goals to ensure learning outcomes are reached.

The [Undergraduate](#) and [Graduate](#) Catalogs are reviewed every year to identify any needed changes. Standing committees consisting primarily of faculty members are responsible for the initial review and recommendations for all proposals relating to the addition, deletion, or modification of courses and academic programs, as outlined in the [Approval Process for Academic Programs and Personnel](#). Depending on the level of approval required, recommendations are passed from the appropriate committee(s) to the Provost for review, and if recommended for approval, to the President, and then to the Board of Trustees for final approval.

Oklahoma City University maintains and exercises authority over all learning resources available to students. The Dulaney-Browne Library, the Learning Enhancement Center, and the Center for Excellence in Teaching and Learning report to the Vice President for Academic Affairs. Disability and Access Services is housed in the Office of Diversity, Equity, and Inclusion.

Oklahoma City University maintains and exercises authority over faculty qualifications for all programs. All faculty are expected to meet the qualifications for teaching in their particular

academic areas. These qualifications are established by the academic units and reviewed by the appropriate academic deans. The University's [credentialing policy](#) applies to all faculty positions regardless of academic rank or full-time, part-time, tenured, or non-tenured status. Faculty may be deemed qualified based on academic credentials, relevant experience, or a combination of the two. The process by which faculty qualifications are determined is discussed in 3.C.3.

High school students who enroll for dual credit, known as "concurrent enrollment" students, take on-campus or online classes with matriculated OCU students taught by OCU faculty. Concurrent enrollment requirements are included in the [Undergraduate Catalog](#) and required an ACT score of at least 24 and a minimum GPA of 3.25. The University does not currently offer dual-credit courses off campus at high school sites. In January 2022, the University is planning a pilot offering of a single course at a local high school taught by an OCU adjunct and, upon evaluation, will consider further offerings.

Authority for the amount of high school credit awarded for dual-enrollment courses comes not from the University, but from the school district. Title 70, section 628.13(E) of the [Oklahoma State Statutes](#), provides:

When a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcribed as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

4.A.5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Oklahoma City University holds affiliation through the University Senate of the [United Methodist Church Higher Education and Ministry](#), as well as accreditations for academic program areas and schools. The following list includes the accreditation agencies and evidence of accreditation status and reports submitted by the various schools.

- National Association of Schools of Music (NASM)
 - [NASM Letter of Accreditation and Commission Action Report July 3, 2013](#)
 - [NASM Letter and Commission Action Report July 8, 2014](#)
 - Next accreditation visit 2021-2022
- American Bar Association (ABA)
 - [American Bar Association \(ABA\) Letter on Approval July 8, 2014](#)
 - [American Bar Association \(ABA\) Letter on Approval February 18, 2014](#)
 - [American Bar Association \(ABA\) Letter on Approval August 1, 2013](#)
 - Next accreditation visit 2023-2024
- Office of Educational Quality & Accountability (OEQA)
 - [OEQA Accreditation Letter 2019](#)
- American Montessori Society
 - [AMS Affiliated Montessori Teacher Education Program 2020](#)
- Council for the Accreditation of Educator Preparation (CAEP)
 - [CAEP Accreditation Letter 2019](#)

- International Association to Advance Collegiate Schools of Business (AACSB)
 - [AACSB Accreditation Notification 2019](#)
- American Association of Professional Landmen (AAPL)
 - [AAPL Accreditation Letter for MS Energy Legal Studies 2018](#)
 - [AAPL Accreditation Letter for MS Energy Management 2018](#)
- Accreditation Commission for Education in Nursing (ACEN)
 - [ACEN Continued Accreditation for Baccalaureate Nursing Program 2017](#)
 - [ACEN Continued Accreditation for Master's Nursing Program 2017](#)
 - [ACEN Continued Accreditation for Clinical Doctorate Nursing Program 2017](#)
- Oklahoma Board of Nursing (OBN)
 - [OBN Approval Letter for Baccalaureate Degree Nursing Program \(BSN\) 2018](#)
 - [OBN Approval Letter for Advanced Practice Registered Nursing Program \(DNP\) 2019](#)
- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) Accreditation
 - [ARC-PA Accreditation Report 2020](#)
- Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association.
 - [CAPTE Candidate for Accreditation 2020](#)

All accreditations are current, with no pending sanctions. In the Nursing, Physician Assistant, Physical Therapy, and Education programs, these accreditations assist in ensuring that graduates will be qualified for employment and in ensuring the quality of the programs and the graduates.

4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Oklahoma City University evaluates the success of its graduates at both the undergraduate and graduate levels. At the institutional level, the University utilizes several surveys to gauge student success, including [alumni surveys](#), [career services survey](#), a [graduating student survey](#), and the [NSSE](#) to indicate student success. At the program level, academic programs track students to assess their preparation for advanced study or employment. To ensure that data were collected, the annual assessment report was modified to include a question on graduate success.

National Licensing Exams

Health Professions

- The Health Professions programs monitor and report graduate pass rates on licensure examinations.
 - The Oklahoma State Board of Nursing reports the [NCLEX-RN for Registered Nursing pass rates](#) for all institutions in Oklahoma. OCU pass rates dipped below the Oklahoma and national averages following changes to the test in 2014, but

they have exceeded both the Oklahoma and national averages the last three years (2018, 2019, 2020).

- In spring/summer 2019, nineteen BSN-DNP, FNP students completed the Clinical Doctorate/DNP degree requirements. The AGACNP track does not have any students graduating until Spring 2021. The 2019 FNP graduates had a 100% pass rate on the national certification exam. Employment data is obtained one year after graduation; however, several of the graduates have already accepted employment in their NP specialty.
- The Physician Assistant program reports pass rates for the Physician Assistant National Certification Examination on its [website](#). First-time pass rates for OCU graduates in 2018, 2019, and 2020 were 100%, 86%, and 94%, respectively. National first-time pass rates for those years were 98%, 93%, and 95%, respectively.

School of Law

The School of Law produces annual American Bar Association and National Association of Law Placement summary reports with information on employment, salaries, gender and pass rates. The School of Law website provides reports from 2010 to 2020 for ABA and from 2009 to 2019 for NALP. The current employment rate is 93.4%. Employment reports for [2018](#), [2019](#), and [2020](#) are provided as evidence of employment success. Bar exam [pass rates](#) are available to the public.

OCU Exit Survey - Graduate Employment

The Office of Institutional Research and Assessment conducts an [exit survey](#) each semester. It includes a question about each student's primary activity after graduation. Response rates for undergraduate-level graduates were around 40% for the last two completed cycles (2018, 2019). (The 2020 graduates had a very low response rate due to COVID-19 and staff turnover and the survey not being distributed before graduation. Efforts to collect the data afterwards have not been successful.) For the combined three-year running total (2017–2019), 45% of undergraduate-level graduates completed the survey.

- Of the 714 students completing the survey over the three years, 45% indicated they are employed full-time, with 26% looking for full-time employment.
- Nine percent indicated they were already pursuing further education, and an additional 7% indicated they planned to enroll in a program of continuing education.

Of the graduate-level graduates, 58% of the students completed the survey over the three years. Sixty-two percent had a full-time job, and twenty-four percent were seeking full-time employment.

National Survey of Student Engagement

Indirect evidence that the University evaluates student success comes from the [2015](#) and [2018](#) results from the National Survey of Student Engagement (NSSE). The responses to the question that asked how much students' experience at OCU had contributed to their acquiring job or work-related knowledge and skills indicate that freshmen's mean scores were statistically higher

than the Carnegie Class and other Southwest private participant mean scores. Seniors' mean scores in 2015 and 2018 were also significantly higher.

Graduates Accomplishments

Oklahoma City University also publicizes graduate accomplishments through such communications and publications as Blue Notes (an all-campus e-mail), *Focus* (the alumni magazine), and the alumni newsletter. Evidence from these sources indicates that OCU graduates are successful in careers or in further education and that OCU celebrates these successes.

Program-Level Outcomes

Oklahoma City University values the relationship between students and faculty. Each academic program monitors its graduates' success. The University collects these outcomes as part of the annual assessment report (see Criterion 4.B.1), which is then included as part of the program review every three years (see C 4.A.1).

The assessment report template was redesigned to include the following:

Describe the success of your "last year" graduates. Information would include

- Employment rates
- Graduate/professional programs application/acceptance rates
- Licensure/certification test pass rates (if required by profession)
- Fellowships or other competitive programs such as the Peace Corps
- Other information pertinent to your program area

Further support for the University's evaluation of student success can be seen in the [selection of graduating students' outcomes](#).

Program Advisory Boards

Several programs have advisory boards that provide input about current trends in their respective professions and the competencies graduates will require to succeed. A comprehensive list of program advisory boards can be [found here](#). Some examples are included in the narrative below.

- The Doctor of Physical Therapy program has an advocacy board that works collaboratively with the program to develop bridges of support in the community; increase program visibility locally, nationally, and internationally; provide awareness of funding opportunities; and help in marketing the program.
- The Department of Exercise and Sport Science established an Advisory Council in 2020. The Council is composed of professionals representing various subdisciplines in movement science, including physical therapists, gym owners, strength and conditioning coaches, personal trainers, and an athletic trainer and chiropractor. The goal of the Council is to engage professionals in the field with the purpose of updating the curriculum as needed to meet industry demands, bring Council members into the classroom for guest lectures, secure donations for the program's goal of funding an endowed department scholarship, and establishing additional internship sites.

- The OCU Teacher Education Council, made up of OCU faculty, K-12 classroom teachers and administrators, retired educators, and a current teacher education student. It advises the work of our department and helps ensure the program continues to meet and/or exceed all national and state teacher preparation standards.

Sources

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- ACEN Nursing accreditation DNP 2017-2025
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- Update on Implementation of Expedited Academic Program Review

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

All academic degree programs, as well as the General Education curriculum, have clearly stated learning objectives, and a strong assessment infrastructure is in place for assessing those learning objectives. Assessment plans have been developed for cocurricular programs, and regular assessment of their objectives is also taking place. Assessment plans and reports are maintained in the Office of Institutional Research and Assessment.

Programs accredited by discipline-specific accrediting agencies perform assessment and assessment reports in accordance with the requirements of their accrediting bodies. These programs include programs in Education, Physician Assistant, and Physical Therapy, as well as programs in the School of Business, Music, Nursing, and Law. Their assessment plans and results are also submitted to the Office of Institutional Research and Assessment.

Assessment Infrastructure: University Assessment Council

University Councils provide input and recommendations for policies and operations in their specific areas. Their charges, responsibilities, and membership are detailed in the [Faculty Handbook](#) where six specific and equally important responsibilities of the Assessment Council are enumerated:

- collection and dissemination of information regarding best practices for assessing student learning outcomes;
- development, implementation, and maintenance of the framework for University assessment systems;
- development, implementation, and maintenance of learning assessment processes at the institutional level;
- review of institutional and program-level learning assessment reports;
- recommendation of changes and modifications in University assessment processes as indicated; and

- review of assessment information to ensure that assessment results are utilized in subsequent planning and budgeting activities.

The Assessment Council's *ex-officio* Chair is the University Assessment Coordinator (currently the Director of Institutional Research and Assessment). Other [members](#) include the Provost or Assistant/Associate Provost, two academic deans, the Director of Institutional Research and Assessment, four faculty members, two staff members, one student, and other personnel appointed by the Provost to further the Council's work.

The Assessment Council formed three task forces in Spring 2014 to review the plans and procedures in place for assessment of student learning objectives and for cocurricular assessment. Another task force was established in 2014–2015 to review and update the Assessment Council's functions and powers to be included in the 2016 revision of the Faculty Handbook. Taskforce members studied assessment literature, such as *Designing Effective Assessment* by Banta, Jones, and Black. They also examined numerous college and university assessment websites, including the University's peer and benchmark institutions. Update recommendations were scheduled for completion by August 2014 for the first three task forces and by Spring 2015 for the last task force. All tasks were completed by the target dates.

Based on the task forces' findings and recommendations, numerous activities were initiated to update and improve the existing assessment infrastructure, including modifications to assessment plans, policies, and procedures:

- The major focus areas and accomplishments regarding academic program assessment include the following: Reviewed, updated, and recommended necessary modifications to the existing [2003](#) assessment policy, plan, and timeline. These efforts culminated in the development of a [new Assessment Plan](#), approved in September 2014 by the Assessment Council.
- Reviewed, updated, and recommended modifications of the Assessment Council Membership/Functions and Powers statement in the [Faculty Handbook](#). The task force's draft recommendations were approved by the Assessment Council in May 2015 and by the Faculty Senate Executive Committee in August 2015. They were incorporated into the 2016 Faculty Handbook and are stated above.
- Modified [assessment report forms](#), including the addition of a budget request based upon assessment data and a question on graduate success.
- Modified [reader feedback forms](#).
- Designed a pilot project for transitioning report forms and feedback forms from Word-based documents to an online platform utilizing Qualtrics. Seven programs piloted the Qualtrics-based reports. Results of the pilot project were positive, and the Assessment Council approved submission of all reports and reviews on Qualtrics for Fall 2015. The results were shared with the university Deans' Council; the Deans' Council supported the changes, with a recommendation to include the capability to upload accompanying files.

The major focus areas and accomplishments regarding cocurricular program assessment include the following:

- Reviewed and updated the existing list of cocurricular programs. This project was completed in Spring 2015.

- Developed and updated student learning outcomes and assessment measures for the identified cocurricular areas. This activity began in Fall 2013 and is ongoing.
- Reviewed the current processes and procedures for reporting and reviewing. This review began during Spring 2014 and was completed in 2015.

The Assessment Plan calls for academic and cocurricular programs to assess learning objectives annually, report assessment findings to the Office of Institutional Research and Assessment, and receive feedback from Assessment Report readers. Assessment Council members and volunteers from academic areas serve as readers/reviewers for academic program assessment reports. The Assessment Coordinator provides them with training sessions and Reader training information, which is available to all readers/reviewers and posted online. Two readers review a set of approximately five reports individually and then together develop consensus reports for each program. The next year's academic assessment report addresses the readers/reviewers' comments, including changes that may have been made based on recommendations from the evaluation.

After several years of implementing the University assessment plan for academic programs, feedback from the assessment report writers and the readers indicated that many programs' individual assessment plans should be revisited and updated. For some programs, use of the assessment plans had revealed shortcomings and areas for improvement, including the need to more clearly articulate learning objectives, to develop or re-align assessment measures, and to simplify some plans. The Assessment Council called for academic programs to revisit their individual assessment plans in a two-stage process. In Fall 2019, each academic program was asked to develop and submit to the Assessment Council a [Curriculum Map](#) that aligned the stated learning objectives for the program with the various courses in the program where those learning objectives are addressed. Where a learning objective is addressed in a course, the map indicates if the objective is Introduced, Reinforced, or Mastered in that course. In Fall 2020, academic programs were asked to develop and submit an [Outcomes Assessment Plan](#) that described the Assessment Methods to be used for the various learning objectives, as well as the stated performance target.

Programs that are implementing assessment plans in accordance with the assessment requirements of their discipline-specific accrediting bodies were expected to submit their existing plans to the Office of Institutional Research and Assessment and explain how the plan meets or exceeds University assessment requirements, without necessarily constructing curriculum maps.

Curriculum mapping proved to be a valuable tool; many programs reported that it helped them refine their articulated learning objectives and identify areas where the alignment of learning objectives and courses needed improvement. For example, the Biology program faculty discerned that their stated learning objectives were too broad and non-specific, making it difficult to assess those objectives precisely. They developed more precise learning objectives that allowed them to identify very specific direct and indirect measures to assess each objective. Similarly, the English program faculty found that a large number of course offerings included many courses addressing the same learning objectives. Courses were pared from the areas with the most redundancy, and the number of courses offered was reduced from 54 to 41. Courses are now scheduled to be rotated regularly over three semesters, with a balance in the covered learning objectives and a thoughtful rotation of the faculty most qualified to teach in each area.

Additional Assessment Infrastructure: General Education Assessment

The [General Education Committee](#) is charged with monitoring, evaluating, and making recommendations regarding the General Education curriculum. Its members are faculty from each academic unit. Assessment of General Education learning objectives falls within the committee's monitoring function, and currently, the committee chair is tasked with oversight of assessment functions.

The [General Education curriculum](#), as well as its goals and objectives, were reviewed and modified in 2010–2011. The six learning objectives for General Education are included in the Undergraduate Catalog and are enumerated in Criterion 3.B.1.

A plan for assessment of the General Education program's learning objectives was [developed](#) when the curriculum was modified and has slowly been improved and expanded. Committee members consulted with faculty and deans offering the General Education curriculum to develop a matrix that aligned learning objectives with courses, as well as a [schedule for assessing](#) the objectives. Two of the learning objectives are scheduled to be assessed and analyzed each academic year. Examples included here are [Goal 2 \(2020\)](#), [Goal 3 \(2019\)](#), and [Goal 6 \(2019\)](#). Assessment is done on a three-year cycle. The plan allowed individual units teaching the courses to choose the methods of assessment, and it assigned the responsibility for executing the assessment process to those individual units. Unfortunately, the lack of central oversight led to gaps in the execution of the assessment plan and to reliance on only indirect assessment methods in some areas. Collection of assessment data was inconsistent and sometimes occurred more than a year after a course was taught.

Consequently, the General Education Committee's primary goal starting during the 2019–2020 academic year was to properly implement and refine the General Education assessment process. The output of this focused work produced a process that includes an updated written plan that clearly identifies specific courses that can be used to assess individual learning objectives, solidified an assessment cycle, and collected missing assessment data. The [updated plan](#) specifies the use of two assessment tools for each course being assessed, with at least one of the tools being a direct assessment. The plan also outlines assessment methods for summative assessment to be utilized with graduating seniors. This assessment tool is in development. A more coordinated effort between the General Education Committee and the Assessment Council is being pursued. Lastly, the committee chair has argued on behalf of the committee that a senior academic official, such as the Assistant / Associate Provost, should oversee the General Education assessment process to ensure continuity of the process.

Additional Assessment Infrastructure: Center for Excellence in Teaching and Learning

The Center for Excellence in Teaching and Learning (CETL) provides faculty development training, formative assessment of course design and faculty teaching effectiveness, and course design assessment for online courses. Faculty voluntarily consult with the center's Director, who evaluates course design and classroom experiences in light of best practices, reporting the findings back to the faculty members. In addition to the Director, two full-time instructional designers assist faculty in development and delivery of online courses, using the Quality Matters rubric to assess pedagogical strength of online course design in accordance with best practices.

The School of Business employs an additional Quality Matters-certified instructional designer who assists business faculty with online course development.

Oklahoma City University's [Learning Technology Committee](#) works to address and advise on matters related to the use of technology in teaching and learning. Over the past several years, it has researched and advised on best practices related to online course delivery. In 2020, several of the committee's recommendations on best practices regarding online course design and delivery were approved by the appropriate university councils. Included in these practices is the use of a research-based tool, developed by CETL and the Office for Institutional Research and Assessment, for faculty to assess the credit hour equivalence of online course content. Working with CETL, three faculty members piloted the use of this credit hour equivalency tool to assess whether the content of their online courses and the assigned credit hours were in alignment. In Fall 2021, CETL led the effort to educate the faculty regarding the use of the [Online Equivalency tool](#). CETL has held individual in-person and webinar-based training sessions and has posted instructions for assessing credit hour equivalency on the CETL website. All faculty teaching online courses in Spring 2022 are required to begin the process of evaluating the courses for credit hour equivalency before the beginning of the semester, and many will have completed the process. The Provost's office maintains a list of online courses that have been evaluated for equivalency.

Assessment Infrastructure: Cocurricular Assessment

Oklahoma City University offers a variety of activities and services to students, as described in previous sections. There are over 50 student organizations, as well as services that provide various cocurricular learning opportunities. Many of these programs had been conducting both program reviews and annual assessment reports, but assessment reports were not routinely submitted to the Office of Institutional Research and Assessment. The Assessment Council addressed the process and procedures for routine assessment of cocurricular programs, and a task force was established during the 2013–2014 academic year. The task force reviewed 56 program areas, identifying 12 areas as cocurricular. The list was presented to the Assessment Council and to appropriate academic and student affairs administrators. Another task force, established in 2014–2015, reviewed existing assessment methods and forms in use at the University as well as examples from other institutions. The task force developed a new report ([example](#)) and review form, the reports were developed on the Qualtrics platform for electronic submission in the 2015–2016 academic year. Most assessment plans in cocurricular areas rely on student participation data and student survey data, which reflect levels of engagement as well as student satisfaction and perception of benefit. This information can be immediately valuable for guiding changes that might be warranted in particular areas. Ten areas were identified with a reporting timeline for a three-year cycle from 2015 through 2017. Annual reporting began again in summer 2015 for three programs: Career Services, First-Year Experience, and Study Abroad.

Although regular assessments of cocurricular activities take place annually, there have been lapses in reporting those findings and plans for changes to the Office of Institutional Research and Assessment over the past few years. Beginning in Fall 2021, some Assessment Council members of the Assessment Council began focusing their attention on cocurricular programs. Especially in light of some program restructuring over the past several years, the list of programs must be reviewed and updated, and personnel responsible for assessment and reporting must be identified and trained in the process and procedures for assessment, Assessment reports will be

expected to be distributed to both the relevant administrative staff over those programs and the Office for Institutional Research and Assessment.

In addition, many cocurricular functions provide support for student success, and their functions, strengths, and challenges are being evaluated in the University's HLC Quality Initiative—the Student Success Academy. Participation began with the 2021 cohort. The Academy will guide OCU through the development of a plan to enhance student success. As the Student Success Academy participants inventory, monitor, and evaluate both existing and needed initiatives to enhance student success, assessment of those cocurricular programs will be invaluable for informing those efforts. The assessment plans in those cocurricular areas will also likely be improved as more is learned about the programs that further student success.

Assessment Processes

Numerous and varied measures are utilized to assess student learning and achievement of learning goals, including but not limited to program-designed tests; standardized tests, including the Major Field Test as well as exams required by licensing or accrediting agencies in programs such as Nursing, Accounting, Physician Assistant, Physical Therapy, and Law; portfolios; clinical and internship experience reflections; performance-based assessments that include scoring guides & rubrics; and the use of external reviewers. Examples of assessment plans utilizing these measures can be found here (example reports for [dance](#), [business](#), and [nursing](#)).

Consistency in implementation of assessment processes has been hindered over the past several years by turnover and vacancies in key staff and administrative positions. In 2012, the Senior Director of Institutional Research and Assessment and the Faculty Liaison for Assessment, a part-time position, both left the University, and the positions went unfilled for approximately a year. During that time, assessment functions were directed through the Provost's Office, with the Assistant Provost directly responsible for managing the processes. Since the infrastructure for assessment had been developed, assessment reports and reviews were able to continue, and the Assessment Council and General Education Committee (and its subcommittee for assessment) met on a regular basis. However, the personnel changes led to gaps in the oversight of the processes.

Oklahoma City University hired a full-time Director of Institutional Research and a nine-month Assessment Coordinator in 2013. Continued budgeting and increased personnel allocation for assessment indicated the University's ongoing commitment to utilizing assessment of student learning for improvement. When the Assessment Coordinator retired in March 2019, the Director of Institutional Research took on that position's roles at that time. That director left the University in February 2020, and the office remained vacant for nearly a year. Our current Director of Institutional Research and Assessment has been in the office since December 2020.

Oversight of the assessment efforts has also been impacted by administrator turnover in the Office of the Provost and Academic Affairs. The Provost and Assistant Provost left the University in spring 2019. Those offices have since been held by Interim Provosts and a part-time Assistant Provost, but the personnel changes and the issues surrounding the COVID-19 pandemic have allowed lapses in institutional oversight of assessment processes. Regular program assessment has continued, but there has not been a concerted focus on the work begun

in Fall 2019 for revising assessment plans, nor on centralized reporting compliance. The plans currently underway to address these gaps are described in detail in Criterion 4.B.3.

4.B.2. The institution uses the information gained from assessment to improve student learning.

The University [assessment plan](#) requires annual assessment of student learning by academic programs. These reports are reviewed, and feedback from the reviewers is provided to the respective programs. Select examples can be found [here](#). The assessment plan also calls for report writers to respond to readers' feedback on the prior year's report, including commenting on changes that may have been implemented in light of readers' comments. Select examples of reader feedback can be found [here](#).

The cocurricular assessment plan calls for these programs to gather data and describe findings twice annually: midway through the year and at the end of the year. Assessment most often involves ongoing tracking of student participation and surveying student perceptions. Areas needing improvement can be easily identified, and changes can be implemented in the second half of the year if needed. An example of the mid-year and end-of-year findings reporting can be found [here](#).

Through regular program assessment utilizing a variety of assessment tools, academic and cocurricular programs often identify areas for improvement in pedagogy, curriculum, or offerings and implement changes. Select examples where program changes have led to demonstrable improvements include:

- In the Mass Communications department, developing effective written communication skills is a learning objective addressed in almost every course, and writing is assessed using common rubrics. Assessment data from AY 2010–2011, 2011–2012, and 2012–2013 showed that mean scores had decreased for three consecutive years. This finding was addressed by the development of a new course, “Mass Media Writing,” which teaches foundations of writing for print, broadcast, social media, public relations, and advertising. It became a required course for all majors in the program in the 2014–2015 academic year. Since the course was introduced, mean scores on writing assessments have increased.
- In the School of Music, a diagnostic test in music theory is administered to incoming freshmen during Orientation Week. Formerly, students who scored low on this test were placed in a remedial Music Theory course in their first semester. However, they reported being discouraged by being placed in a remedial course rather than in required theory courses with their peers, and tracking data revealed that these students typically had a freshman to sophomore retention rate of less than 50%. To address these issues, the Music Theory faculty designed an eight-week, non-credit Music Theory intensive program in which the at-risk students review music fundamentals while also beginning the required Music Theory classes with their peers. Retention rates for this at-risk group of students have now increased to greater than 80%.
- In the General Education course *Governance in America*, pre- and post-test assessment data revealed that student learning was deficient in the areas of U.S. policy making and legislative mechanisms. The faculty developed exercises that focus on these two areas

and include real-life examples of how social and economic policies affect our lives. Since these exercises were added, post-test scores in the two areas have improved.

- In 2013, the Dulaney-Browne Library (DBL) underwent renovations, and numerous group study rooms were added. In the first six months, it was noted that students and staff were having difficulty reserving the study rooms through the Calendar system in use. DLB purchased LibCal software designed for this purpose in 2014. Study room usage increased by 34% in the first year, and the high usage rates have persisted since.
- In the Political Science program, assessment showed that capstone papers were deficient in theoretical framing and in literature review. The faculty adjusted by introducing more theoretical preparation and exposure to critical bodies of literature in sophomore-level and junior-level courses. Since that adjustment, capstone papers have reflected a greater understanding of and ability to describe important published works in political science.
- In the MBA program, written and oral communication skills are directly assessed in the Capstone course using [common rubrics](#). Mean scores from 2016–2017 showed that students had dropped below the expected performance threshold in both written (59% of students scored 3 or higher) and oral (63% of students scored 3 or better) communication. The program has implemented several specific curriculum enhancements over the past few years in six of the courses. Mean scores have improved each year as more interventions were implemented, and scores from 2019–2020 showed 76% of students scoring 3 or higher in written communication, and 87% of students scoring 3 or higher in oral communication.
- In the pre-clinical phase of the Physician Assistant program, immediately after each modular course is completed, all students take a ten-question survey about the course’s effectiveness. Questions address matters such as alignment of course content with learning objectives, effective course structures, and effective course teaching methods. A five-point Likert scale is used, and the program has established a mean of 4.0 or greater (“Agree”) as the benchmark for all modules. In 2018, data showed that one course had five areas where the student survey scores were below 4.0. The faculty implemented four different changes to the course’s content and pedagogy, and the survey scores from that course have improved to well above the 4.0 benchmark in all five areas of concern.
- In the School of American Dance and Entertainment, student performance assessments and leadership's concern that some students who changed majors within the school were struggling to graduate on time led the faculty and leadership to re-evaluate the curriculum. In 2015, the school restructured the entire curriculum to follow a “Dance Foundation” approach. All students receive the same foundation coursework and then can make informed decisions when applying to the various majors without adding to their time at OCU. Graduates are then well-positioned to move between types of jobs within the dance industry, leading the OnStage blog to state, “In our opinion, no other college in the country is doing a better job of preparing versatile dancers for this industry than the Ann Lacy School of American Dance and Entertainment at Oklahoma City University.”

Some program changes have been made more recently based on assessment findings, but data are not yet available to assess the results of those changes. Select examples include:

- In the Biology program, each student’s ability to communicate scientific information both orally and in written form is assessed in the capstone course and measured using standard rubrics. Over the years, many students showed deficiencies in writing about scientific information. The faculty decided to revise a course in the curriculum that serves as a

prerequisite for the capstone course. The course objectives were changed to include more specific goals related to writing about and citing scientific literature. The revised course, Analysis of Scientific Literature, was introduced in 2019, and now all students will have completed this more rigorous course before enrolling in the capstone course.

- In the School of Law, students for whom English is a second language have historically struggled in law school and on the bar exam. This year, the school began an ESL program for those students. Preliminary results indicate that the first-year test scores are improving dramatically for the students in the ESL program.
- In the School of Theatre, audition feedback from outside professionals and from internal experience in the school's black box theatre, as well as feedback received during the tour show to the World Theatre Education Alliance conference in Beijing in 2019, revealed that performance students were deficient in voice training. The curriculum was adjusted by adding two more semesters of voice training (The Actor's Instrument I and II) to the curriculum. Outcomes are still pending, but students are expected to benefit from this additional training, and it brings the school's curriculum in line with curricula from competitor schools.
- In some programs, changes have been made in response to student requests or needs. For example, as part of assessment in the Chemistry and Biochemistry programs, graduate job placement is tracked. Around 2014, it was noted that an increasing number of students were getting employed in labs after graduation. To better prepare students for these jobs, more emphasis was put on instrumentation experiences in lab courses. The Quantitative Analysis Lab was redirected to focus more on instrumentation, and investments were made in new equipment, including an Atom Absorption spectrometer, an electrochemistry experimental setup, and a higher-quality full-spectrum UV-Visible Absorption spectrometer. An instrumental-emphasis lab was also added to the upper-level Inorganic Chemistry course.

4.B.3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

The University Assessment Council and the General Education Committee are the official standing bodies through which faculty, instructional staff members, and administrators participate in and develop policies and procedures for assessment of student learning.

As described in detail above, the [Assessment Council](#) includes faculty members, staff members, academic administrators, and a student representative.

The General Education Committee consists of [14 voting members](#), including 13 faculty members representing all academic units and one student member appointed by the Student Senate. The Provost, the Registrar, and the director of the University Honors Program serve as non-voting members.

Faculty, instructional staff, and other staff members also participate in the following:

- development of assessment plans for their respective program areas;
- gathering of data for and participation in preparation of annual program assessment reports;

- evaluation with feedback of annual program assessment reports;
- for faculty teaching General Education courses, development of assessment plans for general education objectives addressed in their courses;
- preparation of scheduled assessment of general education objectives reports;
- participation in specialized task forces or subcommittees formed to address assessment issues; and
- participation in professional development in assessment of student learning.

While many programs have been effectively assessing their learning objectives and using those assessments to inform future changes, other programs have had gaps in reporting, and some processes in place are not consistent with best practices. As described above, in Fall 2019 and Fall 2020, academic programs were asked to revisit their assessment plans as part of an effort to improve assessment quality and benefits. That work was interrupted by the closing down of the campus due to the pandemic; the work will be continued in Spring 2022. When the General Education Committee was refining its assessment plan for General Education learning objectives in 2020–2021, committee members learned that some faculty engaged in assessment had gaps in their understanding of best practices.

A plan to re-educate the campus community about assessment is now underway. The University will use the assessment infrastructure to facilitate the re-establishment of best-practice assessment practices. Included in this plan:

- The Assessment Council will resume meeting regularly and frequently, both in person and on Zoom, to maximize participation of all members.
- The Interim Provost has made an additional appointment to the Assessment Council: a faculty member who is serving in a new *ad hoc* role as Assistant to the Provost for Accreditation.
- Both the Director of Institutional Research and Assessment and the Assistant to the Provost for Accreditation participated in an HLC web-based assessment workshop in November 2021 in preparation for spearheading the efforts to educate the University about assessment. In Spring 2022, those two participants will review and update the resources the Assessment Council has developed for training faculty and staff in best practices for assessment, and they will devise a plan and schedule for disseminating that information. Utilizing Assessment Council members as well as the Center for Excellence in Teaching and Learning, their plan will aim to increase campus-wide understanding of assessment practices where there are gaps.
- The Center for Excellence in Teaching and Learning will also facilitate the refinement of the General Education Assessment Plan, serving as a hub for faculty teaching General Education courses to come together and develop a plan to use common assessment measures in courses that address a particular learning objective.
- Assessment education and implementation must have ongoing oversight. With a Director of Institutional Research and Assessment in place, and an anticipated permanent Provost and Assistant/Associate Provost in place for the upcoming academic year (2022-2023), the University will restore oversight of the processes in the Academic Affairs office.

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- OCUAssessmentPlanTemplate2020
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- Online Equivalency Worksheet Instructions
- Student Affairs Department Assessment Plan-Presidents Leadership Class

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

Argument

4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Oklahoma City University is a private, liberal-arts-minded institution that strives to present students with the best possible opportunities for success. As such, the University monitors [student retention](#), persistence, and [graduation rates](#) against three selected [comparison groups](#): a peer group that represents institutions that are similar in size, composition, and educational offerings; an aspirant group that represents larger, private institutions that OCU aspires to be more like; and a competitor group made up of the institutions that are seen as the University's largest competitors for students. The competitor group is made up of the three largest public universities in the state and the highest-ranked private institution.

The data utilized to compare OCU to other institutions come from [IPEDS](#). The University's traditional goals for undergraduate retention and graduation rates are for them to be higher than those of the competitor institutions and at least equal with those of the peer group. OCU is generally below its aspirational peers on these measures, so the rates serve as an indicator of the level of improvement that the University aspires to. In recent years, the four-year graduation rate has remained higher than competitors' rates, but below the average of the peer group's rates with the exception of 2020, when OCU's average (58%) was well above that of the peer group (54%). The OCU six-year graduation rate has also been consistently higher than the competitors' average and in line with the peer group's average, with the exception of 2020, when OCU's rate increased (70.5%) to well above those of the competitor group (60.8%) and peer group (62.7%). In 2021, the Board of Trustees adopted a [strategic priority](#) that included goals to be achieved by

2025: a first-to-second-year retention rate of 85% and a six-year graduation rate of at least 65%, a level that the University was moving towards and surpassed in 2020.

Retention, persistence, and graduation rates for graduate-level programs are generally evaluated by the programs and schools themselves, but they are also reported in the [program review process](#) (see Criterion 4.A.1). Undergraduate retention is also monitored by the Student Retention Committee (see below).

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

Oklahoma City University collects and analyzes information on student retention, persistence, and program completion in a variety of ways. The most basic information collected is the four- and six-year retention and graduation rates of first-time, full-time undergraduate students, which are reported through the [IPEDS Graduation Rates survey](#) and the graduation rates of transfer students collected in the [IPEDS Outcomes measures](#). Data on retention and graduation rates are available through the reports manager tool, which reports the University's overall retention rates and those for various demographic groups (e.g., groups based on gender, race, socioeconomic status, school, and major.) Each program reports the retention and graduation rates, as applicable, as part of its program review ([BBA example](#)) cycle, which takes place at least every three years (see Criterion 4.A.1).

Several University-wide measures have been undertaken to examine retention and graduation rates in a more in-depth manner and to improve student outcomes overall. The University has a dedicated University committee committed to examining retention. The [Student Retention Committee](#) includes faculty and staff members and provides recommendations for improvement. Its mission is:

... to develop, monitor, and generally supervise, to the maximum extent consistent with the maintenance of high academic standards, the university's comprehensive student retention program. Toward that end, the Committee may also make more specific recommendations regarding parking, campus safety, or any other aspect of campus life; the use or expansion of campus facilities; and any other nonacademic, non-disciplinary matter related to student retention ([Faculty Handbook](#)).

The Student Retention Committee meets regularly to review retention numbers and make recommendations. The committee has worked with the director of the first-year experience to analyze student responses to the first-year survey. It has also worked with the business intelligence department to streamline data collection and dissemination and to develop predictive analytics to identify students who are most at risk. Additionally, the committee has worked with the HLC [Student Success Academy \(SSA\) team](#), both with the first cohort in 2018 and the 2021 cohort, to identify ways to improve student success. In response to insights from participation in the SSA, the committee is [expanding the breadth of students](#) it is examining to include, for instance, first-time, full-time, and transfer students.

In both [2016](#) and [2018](#), the University brought in a retention consultant, who collected and examined data on OCU's retention trends and initiatives and provided insight and

recommendations about improving retention. His reports were provided to the various academic units and the Student Retention Committee.

In 2018, Oklahoma City University began participation in the HLC Student Success Academy (SSA), both as a part of the Open Pathway, but more importantly as a means to examine student success in a broader, more inclusive way and to identify ways to improve it. This process included a year-long environmental scanning of the data, initiatives, infrastructure, and engagement of the campus, which would then lead to an analysis of the alignment of the University's initiatives with the student population and the eventual development of a more targeted student success plan. Unfortunately, due in part to the COVID-19 pandemic and turnover in key positions on the committee, OCU was unable to continue in the original cohort. The University was determined to have put forth genuine effort, as determined by the team reviewing our [Quality Initiative Report](#), but wanted to continue with the momentum that had been established. OCU was given the opportunity to reapply and begin the process again with the 2021 cohort.

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

Oklahoma City University utilizes student success data to make improvements. As described above, the Student Retention Committee reviews retention and persistence data. The University has recently utilized a retention consultant. Both the Committee and the consultant have used retention data to make recommendations to improve retention and graduation rates. The work of the Student Success Academy will involve examination of data, student success initiatives, and barriers to success, followed by development of a University-wide success plan.

Some improvements have been implemented in response to specific needs that have already been identified:

- Retention rates for less well-prepared students were lower, so Student Affairs refined the first-year experience to address at-risk students' needs. The program now includes components designed to provide students with skills needed to be successful in an academic community both inside and outside the classroom.
- Academic advising has been characterized as "inconsistent," leading OCU to update the Advising Notebook for use in training new advisors and refreshing experienced advisors' knowledge. OCU also utilizes [GradStar by DegreeWorks](#) software for advisors and students to track progress toward graduation.
- Four-year graduation rates were significantly below those of the peer group through 2016 (46% vs. 53%). Academic units' efforts to restructure [four-year degree tracking sheets](#), engage in strategic course scheduling, and increase promotion of GradStar by DegreeWorks (mentioned above) have contributed to four-year graduation rates that are now higher than those of the peer group (58% vs. 54%). This trend continued with six-year graduation rates, which increased from 59% in 2016 to 70.5% in 2020.

At Oklahoma City University, the relationship between the faculty and their students is a primary factor in student success. Faculty regularly interact with students outside the classroom, and individual departments and schools monitor and adjust the curriculum, advising, and engagement

activities as needed to contribute to students' success. Retention and graduation rates are part of the program review process (see Criterion 4.A.1) and are monitored by departments.

Review of the data on student success has led schools to implement different strategies to increase success. Each school has a designated Student Success Coordinator to focus on student success and engage with students in various ways:

- In the Petree College Arts and Sciences, where faculty members serve as academic advisors to their students, the Student Success Coordinator takes on a role of monitoring, coaching, and mentoring first-year students. The Coordinator meets with new students individually in the first few weeks of the semester, communicates with them if they receive an ['Early Warning'](#) or low midterm grade, and follows up with students who have not enrolled for the next term.
- In the School of Music, a diagnostic test in Music Theory is administered to incoming freshmen during Orientation Week. Students who scored low on this test were placed in a remedial Music Theory course in their first semester. However, they reported being discouraged by being placed in a remedial course rather than in required theory courses with their peers, and tracking data revealed that these students typically had a freshman to sophomore retention rate of less than 50%. To address these issues, the Music Theory faculty designed an eight-week, non-credit Music Theory intensive program where the at-risk students receive review over music fundamentals while also beginning the required music theory classes with their peers. Retention rates for this at-risk group of students have now increased to greater than 80%.
- The School of Law has established retention, persistence, and completion goals, and it collects and analyzes data that identifies at-risk students. A robust student success program targeting those students has been implemented; the plan includes providing personalized action plans that include coaching, essay feedback, bar exam preparation resources, and mentoring.

4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

The University utilizes IPEDS data as well as institutional measures for collecting and analyzing information. OCU focuses on standard processes and methodologies utilized by the Department of Education when defining terms and calculating rates. IPEDS provides the major source of information for retention and graduation. The IPEDS tables that compare the University to peer, aspirant, and competitor institutions show the following information:

- The average IPEDS retention rate from 2016 to 2020 for OCU (80%) was in line with the peer (80%) and competitor (81%) groups. The OCU average peaked in 2019 at 83%, dipped to a five-year low of 76% in 2020, and rebounded to 83% in 2021.
- Four-year completion rates for peer (55%) and aspirant (70%) institutions were higher than OCU's (46%) rates from 2016-2020, but OCU did surpass the peer average in 2020 (58% compared to 54%), continuing a long trend of increasing four-year graduation rates at OCU.
- Six-year completion rates at OCU have also been increasing. OCU's five-year average from 2016 to 2020 is 64%, and year-to-year has increased from 59% in 2016 to over 70%

in 2020. These rates are higher than the peer group (64%) and competitor group (60%) averages.

Institutional persistence data for the Fall 2016, 2017, and 2018 undergraduate cohorts indicate that 81% to 83% persist to the following fall, 73% to 74% persist to the third year, and 69% to 71% persist to the fourth year. This is the benchmark information that will be utilized for comparison within the institution. A five-year goal is to increase persistence by 5% at each level.

These data indicate that retention, persistence, and graduation rates are strong and have shown either positive changes or stability. Increasing retention and graduation rates to those achieved at the peer and aspirational institutions will continue to be a focus.

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4.S - Criterion 4 - Summary

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

Summary

Oklahoma City University continuously assesses all academic-related operations, from recruitment and admissions to graduation and beyond. The University conducted an exhaustive review of all programs during its 2014—2015 prioritization process, making changes where needed to more efficiently allocate resources. OCU has continued to improve its program review methodology. Academic programs are now reviewed at least every three years, with an expedited review of all programs in 2020. Resulting additional recommendations either have already been implemented or are ongoing.

Beginning in Fall 2019, the Assessment Council, consisting of academic administrators, faculty, deans, and others, implemented a University Assessment Plan under which each academic program develops a curriculum map and an outcome assessment plan. The process has enabled many programs to identify and implement needed changes. A new initiative to assess cocurricular programs, including student success, began in Fall 2021. The HLC Student Success Academy, which OCU joined in 2021, will further help the University develop a plan to enhance student success.

Academic units have varying methodologies for assessing student learning outcomes, which they developed with significant faculty involvement. In Fall 2019, the University began the process of achieving more consistency in assessment practices. Although this work has been hindered by the pandemic, turnover, and vacancies in key administrative positions, those situations have now stabilized. Even with those roadblocks, many units have already made program changes with demonstrable improvements. General education also updated its assessment plan in 2020—2021.

Many academic programs are also subject to specialized accreditation requirements of outside agencies. All such programs are in good standing.

Oklahoma City University systematically collects and uses data regarding retention, persistence, and completion to determine progress toward goals and identify ways to improve. Retention, persistence, and graduation rates are strong and either stable or improving.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1. Oklahoma City University practices shared governance and engagement at all levels in accordance with its mission and planning processes.

The [Organizational Chart](#) illustrates the University's governance and administrative structures consisting of the Board of Trustees, the President of the University, members of the President's Cabinet, and their subordinate units.

The legal responsibility for [governance](#) of the University rests with the Board of Trustees. Trustee business primarily takes place through eight [Core Committees](#) and others, such as the President Search Committee, formed as needed. The Chair of the Faculty Senate Executive Committee and the President of the Student Government Association serve as *ex officio* trustees during their terms of office.

As the University's chief executive officer, the President serves at the pleasure of the Board. With the assistance of the [President's Cabinet](#), the President is charged with the general supervision of the University. The President manages the University's overall operations and resources and effectuates the policies and procedures promulgated by the Trustees. The President also appoints leadership staff, including the Provost/Vice President of Academic Affairs, various other vice presidents and administrative officers, academic deans, and administrative staff. Presidential appointees serve at the pleasure of the President and may be removed by the President at any time, with or without cause.

Section [3.2](#) of the Faculty Handbooks states that “[t]he organization of the University is designed to recognize the value of shared governance between the Trustees, the Administration, and the Faculty.” [Section 3](#) also details the balance of roles and responsibilities between academic and administrative functions. University committees address academic functions and provide input into operational decisions, and University Councils address administrative functions. [Section 4](#) details how the University embraces shared governance with respect to academic and administrative matters and states that “while the Trustees have plenary power over the operation of the institution, faculty experience is broad and varied, and should be utilized in matters materially affecting academic issues. Some matters affect the academic quality of the educational program so materially that policies and practices relating to them should not be established, modified, or implemented without advance consultation with and consent of the appropriate faculties and/or faculty committees.” This structure also encourages communication across organizational lines, especially through the University's long-established practice of collaborative planning and decision-making through cross-functional teams. For example, in 2016, the Faculty Handbook was revised to reflect accurately the current structure of the University and, pursuant to the “shared governance” provisions originally adopted by the Trustees in 2000, the University’s relationship with its faculty. The Faculty Handbook Revision Committee consisted of faculty members from each academic unit, an academic dean, the Chair of the Faculty Senate Executive Committee, the Provost/Vice President for Academic Affairs, the Associate Provost, the University General Counsel, and three members of the Trustees, including the Chair of the Academic Affairs Committee, the Chair of the Strategic Planning Committee, and the Chair of the Audit and Finance Committee.

The Student Government Association (SGA) represents and advocates for all OCU students and provides a voice for students by participating in the development of University policy, creating dynamic social programming, and enhancing the overall student experience. The SGA president or designee represents students on numerous University committees that cover critical University functions including General Education, Student Retention, Diversity, and most importantly the Board of Trustees. A recent example in which the SGA worked with the administration in the interests of students is the implementation of [Gender-Inclusive Housing \(GIH\)](#), which began as a pilot program in Spring 2021 ([SGA minutes](#), [resolution](#)).

The Staff Council works in active partnership with the University in support of the mission, goals, and functions by 1) promoting a positive and collaborative environment, 2) maintaining a sense of community among the staff, 3) fostering and enhancing communications between staff and the University community and promoting and supporting staff development, and 4) recommending staff members to be included on University committees to provide representation of staff interests and concerns. Staff Council representatives sit on the Assessment Council, Budget Committee, Strategic Planning Committee, and other committees. Staff Council had representation on the 2020 Support Program Review Committee ([support program review](#), [appendices](#)) and the Staff Council President regularly addresses the Board of Trustees at their meetings ([staff council report 4-2021](#)).

5.A.2. OCU's administration uses data in a wide variety of ways to reach informed decisions in the best interests of the institution and our constituents.

The administration monitors data about student success through retention rates, graduation rates, and other collections discussed in criterion 4.C.3 and through the assessment cycle discussed in criterion 4.B.1 and 4.B.2.

Institutional Use of Data

Oklahoma City University has greatly increased the use of data in administrative decision-making. In 2014–2015, the University undertook a [prioritization process](#) to strengthen the institution by aligning resources with strategic goals and the mission. It was a thorough review of both the academic and support programs. Faculty and staff representation on the Academic and Support task forces was broad. The prioritization process resulted in the elimination of some academic offerings and the consolidation and restructuring of some academic and non-academic units. The [recommendations](#) were presented to the Board of Trustees, which made final decisions on them.

This process continued through the periodic program reviews of academic programs required at least every three years (see criterion 4.A.1), the expedited review conducted in 2020, and the support program review conducted in 2020. In each of these ongoing efforts, the use of data plays a large role in the decision-making process. Recommendations are made to the Board to either pare back funding in areas that were declining in metrics such as headcount or enrolled credit hours, or to increase the investment in growth areas and priority areas. The program review and the support programs review informed the decisions of the past few years to eliminate some faculty positions, to eliminate or restructure some support areas, and to create and/or modify new degree offerings. The result of these efforts was to strengthen the University by making it more efficient, relevant, and sustainable.

Additionally, the University utilizes data from environmental scans and market analyses to determine new program development opportunities to meet the community's needs.

Oklahoma City University also utilizes data about the health of the University through periodic [enrollment reports](#) that show areas of strength and weakness in enrollment and through a [dashboard](#) designed by the Strategic Planning Committee to develop an agreed-upon set of key performance indicators to inform the administration of areas of concern and strength.

Student Experience

Oklahoma City University collects data about student outcomes through a variety of surveys designed to monitor and inform the administration. These surveys include larger global surveys of student experiences like the NSSE ([multi-year report](#)), the [alumni survey](#), the law school survey, an [exit survey](#) and other smaller surveys about the student experience, such as the Honors Program Senior Survey ([2018](#), [2019](#)). The input from these surveys can highlight areas of strength in the University experience or show areas where improvements can be made.

5.A.3 University administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

The Faculty Senate oversees all matters that affect the academic welfare of the University. The Faculty Senate is composed of all full-time faculty members as defined by the [Faculty Handbook](#) and the governing body of the Faculty Senate is the [Faculty Senate Executive Committee](#) (FSEC). FSEC is composed of representatives from the University's academic units recognized in the Faculty Handbook. Faculty have representation on all University committees that address academic functions and provide input into operational decisions, as well as representation on all University councils that address administrative functions. FSEC is responsible for seating faculty members on all University committees and councils.

University committees and councils that have substantial academic impact include, but are not limited to, the [Academic Programs and Standards Committee](#) (7 of 12 voting members are faculty), [Academic Council](#) (12 of 22 voting members are faculty), [Assessment Council](#) (5 of 13 voting members are faculty), [Graduate Council](#) (9 of 15 voting members are faculty), [General Education Committee](#) (14 of 15 voting members are faculty), and [Learning Technology Committee](#) (7 of 12 voting members are faculty).

Oklahoma City University has a detailed [approval matrix](#) process for new or revised courses and academic programs. The approval process includes faculty at the departmental, college, and University levels. Either an academic unit or the [General Education Committee](#) sends curricular proposals (e.g., [Screen Acting Proposal](#)) to the Academic Programs and Standards Committee for a recommendation vote ([APS Minutes 3.2.18](#)), followed by a recommendation vote of the Academic Council (for undergraduate curriculum) or Graduate Council ([for graduate curriculum](#)). Provost and/or President approval is required for some changes, and new degree programs are sent to the Board of Trustees' Academic Affairs Committee for approval. New degree programs are also sent to the University [Budget Committee](#) for a recommendation vote.

In the years following the 2016 revision of the Faculty Handbook, the faculty of each academic unit have revised their respective appendix documents to establish supplemental criteria, standards, and procedures for hiring, promotion, and tenure specific to the academic unit, and other academic matters not governed by the Faculty Handbook.

Sources

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1 The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Oklahoma City University is committed to recruiting and retaining the best and most diverse talent in order to achieve its mission. Initiatives for retaining faculty and staff include providing competitive compensation and benefits, creating a supportive working environment, and providing development opportunities.

In support of OCU's commitment to ensure all faculty, staff and students are able to teach, learn, work, and live in an environment free from discrimination or harassment on the basis of a protected class, the University requires all new faculty, staff, student employees, and temporary employees to complete mandatory training on OCU's nondiscrimination policy, sexual harassment prevention, and prevention of sexual abuse of minors. All employees must repeat this training every other year after their first year of employment. Additionally, the University requires job-specific training to ensure compliance with an array of federal, state, and local laws such as the Family Educational Rights and Privacy Act, Title IX, and the Americans with Disabilities Amendments Act. Key policies applicable to the entire OCU community or to both faculty and staff members, such as the nondiscrimination policy, background check policy, FMLA policy, and ADA policy, are located on the website. All new faculty and staff members are provided with training on key policies and their location.

The University follows best practices with regard to hiring and performance evaluation of staff. Professional development opportunities and tuition remission benefits contribute to the retention of OCU's valued human resources, as described in detail in Criterion 3.C.7.

5.B.2 The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

The goals incorporated into OCU's mission and strategic plan are realistic for the University's organization, resources, and opportunities. In 2016, OCU engaged a consultant to begin the development of a new strategic plan and revisions to the mission and vision statements. Blending

top-down and bottom-up activities, the strategic planning leadership team solicited input from multiple constituents, including the faculty, staff, students, and community, as is detailed in the [Strategic Planning Process guide](#). Proposed tactics were then sorted, grouped, and prioritized by the steering committee, with OCU's environment, resources, and mission in mind, to produce the plan. The current [mission statement](#), developed in tandem with the [2018-2023 Strategic Plan](#), was approved at the [April 2017 meeting](#) of the Board of Trustees.

The Oklahoma City University mission reads:

Oklahoma City University prepares all learners to Create, Lead, and Serve. We provide a diverse, inclusive culture committed to producing graduates who think critically and innovatively, communicate effectively, and use their knowledge and talents to make a local and global impact.

Oklahoma City University is committed to an education that:

- *Provides students with the skills and confidence to adapt to and excel in a complex and dynamic world*
- *Invests continually in its students, staff, faculty, alumni, and programming to enrich academic and cocurricular offerings*
- *Fosters partnerships within and beyond the university to enrich lifelong learning*
- *Develops informed global citizens ready to engage with their communities and contribute to the world*
- *Develops graduates who are ethical, highly employable professionals*
- *Honors our United Methodist history and tradition of scholarship and service*

Oklahoma City University's mission and vision statements focus on preparing learners, and that is the focus of the strategic plan. The four pillars of the plan focus on four main areas, all related to the enhancement of student learning and the student experience: student success, learning and living infrastructure, culture of excellence, and engaged community and service. Many of the strategic initiatives have already been implemented, and others are considered by the University based on the priorities and resources available.

5.B.3 The institution has a well-developed process in place for budgeting and for monitoring its finances.

Oklahoma City University's budgeting and financial processes work well to serve the University's needs. The budget process is managed by the Chief Financial Officer and the Office of Financial Accounting Services (FAS). Banner software is utilized in the budgeting and financial processes. Communication between FAS and budget officers for each strategic area is open and collaborative. After receiving initial budgets from each area, FAS reviews the budget on a total University basis and adjusts the budget to ensure it is balanced. FAS submits adjustments to each area for review before the budget is sent to executive leadership, who performs a final review before the budget is implemented.

One of the main drivers of the budget is [enrollment projections](#), as tuition makes up a majority of the University's operating revenue ([IPEDS Finance survey](#)). The Vice President of Enrollment reviews data and prepares projections of the next year's headcount after the fall census is

complete in September. This projection is updated throughout the year. Revenue budgets are developed using these projections along with tuition, fee, room and board rates that have been agreed on by the President, CFO and Vice President of Enrollment and approved by the Board in October of the preceding year.

The [University Budget Committee](#) provides valuable review during the budgeting process. The Committee consists of sixteen voting members, including the Provost, Vice President of Enrollment, CFO, deans, faculty members and staff. The Committee discusses matters such as budget distribution, enrollment trends, and academic concerns, and it is also tasked with considering how budget proposals align with the University's mission.

Each April, the Finance and Audit Committee and the [Board of Trustees](#) review and approve the budget. If approved by the Board, the budget is communicated to the University in May.

Throughout the year, FAS monitors the [budget](#) and works to adjust spending based on actual enrollment data for the year. All requisitions are reviewed through FAS, and if requests are made from areas with insufficient budgeted funds, FAS works with budget officers to adjust budgets or reduce spending, accordingly. FAS also monitors University [cash flows](#) daily and ensures there is sufficient cash to cover outflows. The cash flow process also involves managing the University's line of credit and optimizing its use of cash to minimize interest expense when possible. FAS prepares [quarterly financial reports](#) for the Finance and Audit Committee's review. These reports also help FAS monitor operating results and identify areas of concern.

5.B.4 The institution's fiscal allocations ensure that its educational purposes are achieved.

The University considers strategic priorities, enrollment, economic and financial conditions, and new programs when developing the budget. During the budgeting process, various factors are considered to ensure allocations are made to appropriately achieve educational purposes.

Since the assurance review of 2015, the University has increased expense allocated to educational programs, including instruction and academic support, from 56% of total core expenses in FY2016 to [59% in FY2020](#) for instruction and 10% for academic support, demonstrating the University's commitment to ensure educational purposes are achieved. The percentage compares favorably to peer and benchmark institutions.

Additionally, during the COVID-19 pandemic, OCU pivoted to remote learning and invested resources to assist students and faculty in this new environment. The University utilized federal grants to invest in IT infrastructure relating specifically to instruction, including video-conferencing software, network hardware upgrades, webcams, and other electronic equipment specific to performing arts majors.

The University relies on tuition as the main source of income. The University has experienced enrollment declines and then a plateau in credit hour and headcount generation. Increased revenue from tuition has been primarily from discount decreases and tuition rate increases. The average discount rate has been decreased by strategic design. It has decreased every year during the last four years, and has remained at 40% or less since 2016, with the fall 2021 discount rate at 38%. From 2014-2019, there were no tuition increases; in 2019, tuition was increased, but it

has since remained at the 2019 level, and will remain at that level through AY 2022-23. ([FY20](#), [FY21](#), and [FY22](#) budgets). The University continues to meet its enrollment goals.

The University's endowment increased from \$89.7 million in FY13 to \$94.9 million in FY20. Overall donations and donors increased in FY14. Donations have been used for activities such as funding the move of the School of Law to a downtown location, renovation of science laboratories, creation of computer labs for the Game Design and Animation program, and creating and equipping a Physical Therapy lab for that program.

Audits ([FY18](#), [FY19](#), and [FY20](#)) detail financial operations including endowment data. All audits have been unqualified.

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1 The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

Oklahoma City University is primarily a teaching institution and [allocates](#) the majority (59%) of resources to support the educational function, which is the focus of the [mission](#) and [strategic plan](#). The budget development process includes coordination between the faculty and administration. The estimated budget is developed by the Financial Accounting Services (FAS) staff, with input from the Vice President for Enrollment Management in estimating enrollment. The majority of the operating funds are dependent on enrollment ([IPEDS Finance survey](#)).

As part of the budgeting process, deans and their designated budget officers develop budgets and submit them to FAS. This input from academic units helps to ensure resources are allocated appropriately within the organization to support departmental and program operations and development.

The [University Budget Committee](#) discusses matters such as how the budget is distributed and how budget proposals align with the University's mission. The Budget Committee is also charged with considering and voting on proposals for academic programming that impact the budget.

Oklahoma City University's [mission and vision statements](#) focus on preparing learners, and that is the focus of our budget priorities. The strategic plan identifies four main areas of focus, all related to the enhancement of student learning and the student experience: student success, learning and living infrastructure, culture of excellence, and engaged community and service.

Budget recommendations are presented to the President for recommendation and submission to the Board of Trustees' Finance Committee for official [approval](#).

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

Oklahoma City University's assessment, operations, planning, and budgeting processes are designed to work together for the University's benefit. OCU has made great strides in the last decade in improving its efficiency and effectiveness. In 2014, to address a need to improve operations OCU gathered a broad, representative, and diverse group of faculty and staff from all areas of the University to undergo a year-long, in-depth review of OCU's programs, functions, and priorities. Academic Program and Support Program task forces reviewed nearly every aspect of the University, applied predetermined metrics, and made [recommendations](#) to the administration and ultimately the Board of Trustees for approval and implementation ([May 15, 2015 minutes](#)). This resource reallocation process resulted in some faculty and staff changes and program closures, and it identified areas for improvement and growth potential. It led to revisions to the program review process moving forward, including the consideration of important metrics such as enrollment credit hours for academic programs and student learning and success data (see Criterion 4.A.1.). It also led to a simplification of the budgeting process that integrated budgeting and enrollment projections more closely (see Criterion 5.C.1.) and precipitated the development of a new strategic plan (see Criterion 5.C.3.).

Various evaluations of program health, enrollment projections, and assessments are reviewed in ongoing program review processes (see Criterion 4.A.1.). Data and outcomes of these assessments are considered during the evaluation of operations, planning and budgeting, and adjustments are made to reallocate budgetary support to other programs. For example, the Master's in Education / Montessori track has seen waning interest in recent years. In 2021, the program was altered to a certificate program, which has generated more interest and better serves the external demand in our community. Deans and budget directors consider program metrics in their budget development process.

Oklahoma City University continuously adjusts resource allocations to meet strategic priorities and to meet student needs. Examples include:

- *HLC Student Success Academy (SSA)*: OCU participated in the SSA in 2018 and then renewed it for the 2021 cohort to identify barriers to student success and develop a University-wide student success plan.
- [Learning Enhancement Center \(LEC\)](#): The LEC offers a variety of free services to students for whom assessments have revealed learning deficiencies. The LEC provides peer tutors in various academic areas, academic coaches, and peers for English conversation for non-native speakers. The LEC Coordinator and tutors are funded through the University budget. Throughout each academic year, as student learning assessments reveal needs for various LEC services, the Coordinator adjusts the offerings and recruits, additional tutors and coaches, in needed areas.
- *Dulaney-Browne Library*: In 2013, the Dulaney-Browne Library (DBL) underwent renovations and added numerous group study rooms. In the first six months, it was noted that students and staff were having difficulty reserving the study rooms through the Calendar system in use. DBL purchased LibCal software designed for this purpose in

2014. Study room usage increased by 34% in the first year, and the high usage rates have persisted since.

- *School of Law*: The School of Law has invested numerous resources to improve student pass rates on the bar exam. It has contracted with BARBRI®, a legal education and bar exam preparation company, to identify at-risk students and design personalized action plans for those students to enhance student success. Through the use of over 300 variables, at-risk students are identified and provided with individualized coaching, essay feedback, and mentoring. Additionally, the school altered the Advanced Bar Studies course to include more online content, and the school purchased a supplemental bar preparation program for students retaking the bar exam.

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

Oklahoma City University periodically reviews and updates its [mission, vision](#), and [strategic plan](#). The most recent update for the development of our current mission and Strategic Plan occurred in 2017. OCU utilized an external consultant during this process to guide the [plan's development](#) in conjunction with the [Strategic Planning Steering Committee](#), which was composed of both academic and administrative campus leaders and faculty members.

The [process](#) included several steps that spanned the initial planning process, establishing a knowledge base, determining and prioritizing strategic options, creating a draft plan, and finalizing and approving the plan. Throughout the process, both internal and external stakeholders were solicited to participate, identifying strategic areas and specific strategic initiatives. The steering committee conducted focus groups with stakeholders and obtained [input](#) from multiple constituencies. The plan was developed, sent out for input from stakeholders once again, and then sent to the Board of Trustees for approval.

5.C.4 The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

The strategic plan identifies initiatives to improve the strength of the institution, including a focus on increasing enrollment through various means. Enrollment management has been a high-focus area; enrollment projections are critical in the planning process and central to the budgeting process. The Vice President of Enrollment Management is the leader in these efforts and gains valuable input from deans and faculty to include in projections, particularly concerning new and developing programs. External factors that could impact enrollment are also incorporated into projections.

Oklahoma City University is focused on developing programs that meet the needs of prospective students and the community. Current community needs present opportunities in high-growth areas such as healthcare, banking, data analytics, artificial intelligence, and supply chain and logistics. These demands are considered in planning and resource allocation. Important examples include the development of new Physician Assistant, Physical Therapy, and Doctorate in Psychology programs. These programs have met enrollment targets, indicating external demand for these programs, and are preparing qualified and needed healthcare professionals for the community.

The University also assesses current facilities and evaluates how they can be employed to generate revenue while providing resources to the community. For example, the University has performing arts spaces that are utilized by community choral, band, orchestra, theater, and dance groups. These groups can lease University facilities for performances, rehearsals and workshops. Similar opportunities are present with University athletic facilities, and the University is working with business leaders in the community to determine the demand for and the development of leadership programs using University facilities.

As mentioned above, tuition makes up a majority of the University's total operating revenue. Revenue is budgeted based on expected student headcount. The Vice President of Enrollment Management reviews data and prepares projections of the next year's headcount after the fall census is complete in September. This projection is updated throughout the year, taking into account multiple external and internal factors; department input is also considered. Revenue budgets are developed using these projections, and they are used to set tuition, fee, and room and board rates agreed on by the President, CFO and Vice President of Enrollment Management. The projected revenues provide a basis for the University's expense budget, with the goal being a balanced budget. Spending is adjusted based on actual student headcount after the fall census date.

When budgeting auxiliary revenues, housing capacity is a significant factor in this estimation. Auxiliary revenues are not budgeted in excess of current housing and dining capacity.

5.C.5 Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

Oklahoma City University's institutional planning takes numerous external factors into account. Because tuition revenue is the University's primary source of income, the Office of Enrollment Management is primarily responsible for planning and forecasting external factors' impacts on enrollment. The office tracks enrollment, retention, financial aid, and other factors, using that data and other data from the higher education industry to help forecast trends in enrollment and incorporate those trends into overall planning. Input from deans and department heads is considered when evaluating external factors that may impact specific program areas. External demand informs the consideration of developing new programs ([Strategic Plan 1.C. tactic I](#), and Criterion 5.C.4). Recruitment efforts are adjusted to target shifting demographic populations. Current institutional efforts include outreach to the growing Hispanic populations in the Oklahoma City metropolitan area as well as to underserved Native populations throughout the state.

COVID-19 has had a significant impact on enrollment in several areas, especially in international student headcount. Through tracking various regulations and travel restrictions, this enrollment impact was anticipated and taken into account in the [FY2021](#) and [FY2022](#) budgets. Monitoring of international student enrollment trends will continue as OCU plans for long-term enrollment characteristics.

The Office of Financial Accounting Services also considers factors such as inflation, economic forecasts, and global forces into the budgeting process and financial forecasting. Due to the pandemic, FAS adjusted budgets and expectations in light of impacted revenues and expenses,

including decreased enrollments, decreased travel and in-person event costs, and increased virtual infrastructure costs.

5.C.6 The institution implements its plans to systematically improve its operations and student outcomes.

The University is focused on improving operations and student outcomes through implementing the goals of the strategic plan and focusing on fulfilling the mission through ongoing initiatives. Enrollment management has been a high-focus area for the University because increasing enrollment is a key driver in revenue and has a high impact on operations. To increase enrollment, the University focuses on growth areas and areas where OCU holds a competitive advantage, such as in the performing arts. Various actions have been implemented to improve enrollment, including the use of a third-party enrollment advisor, advertising campaigns, and development and promotion of new programs to attract new enrollment, such as Game Design & Animation, eSports, and Screen Acting.

Oklahoma City University is also focused on decreasing the [discount rate](#) to provide a more immediate impact on net tuition revenue, while balancing it with student recruitment and retention. The offices of Enrollment Management and Financial Aid Services continuously review the discount rate and its impact on University operations and overall enrollment. For the past five fall semesters, 2016 to 2021, the total University discount rate has consistently been 40% or under. From fall 2020 to fall 2021 it actually dropped from 40% to 38%.

The CFO and FAS continuously monitor the University's financial standing and cash flow to improve operations. Comparisons to budget are made throughout the fiscal year, and weekly reviews of requisitions and spending help FAS implement strategic spending.

Oklahoma City University works within available resources and the budgeting process to allocate funds to support the implementation of planning tactics. The pandemic, enrollment declines, and personnel turnover have limited the implementation of some tactics, but OCU has implemented several of the tactics from the [strategic plan](#). Some examples of the initiatives that support the mission and have been implemented include:

- *Student Success*: Oklahoma City University continually updates and enhances efforts to help students succeed. These efforts include broadening the support offered at the Learning Enhancement Center and implementing programs to assist special populations, such as the [FIRST program](#). Efforts to enrich academic and cocurricular offerings include increasing the number of student internships and practicums, preparing students for success after graduation.
- *Learning and Living Infrastructure*: Oklahoma City University has continued to upgrade its facilities to support student learning and the student experience. Technology upgrades include adding videoconferencing capabilities to nearly every classroom, upgrading the campus network infrastructure, and greatly expanding and improving Wi-Fi coverage and speeds, especially in student housing. Total bandwidth has been doubled. Ongoing improvements to the housing facilities has continued.
- *Culture of Excellence* - Oklahoma City University has implemented active measures to generate a more diverse applicant pool for faculty and staff to more closely match the diversity of the student body and the community.

- *Engaged Community and Service*:- Strategic initiatives in this area focus on expanding OCU's visibility and service to the Oklahoma City community. These initiatives support the University's mission by demonstrating commitment to making a local and global impact. Examples of these efforts include offering summer camps in Business, Theatre, Dance and Entertainment, Music, eSports, and athletics; providing legal and business services to the community; and offering service learning courses.

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5.S - Criterion 5 - Summary

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

Summary

Oklahoma City University has sufficient resources, appropriate institutional structures, and well-designed processes necessary to fulfill its mission. They enable the University to implement the results of assessment, adjust to changed circumstances, and take advantage of new opportunities as they arise.

The Board of Trustees has ultimate responsibility for OCU's governance. The organizational structure reflects the University's understanding of the value of shared governance between the Board, the administration, and the faculty. The President and other executives manage overall operations and carry out the policies the Board promulgates. The University recognizes faculty expertise in academic matters; therefore, the members of the faculty oversee all matters affecting the University's academic welfare. Student and staff leaders also participate in policy development. OCU has greatly increased the use of data in decision-making of all types.

Oklahoma City University's budgeting and financial processes ensure that resources are efficiently allocated to activities that further the mission. The University considers strategic priorities, enrollment, economic and financial conditions, and new programs when developing the budget. Because OCU relies on tuition as its main source of income, factors such as enrollment, the discount rate, and tuition rates are closely monitored and managed. The flexibility of OCU's processes enabled OCU to respond quickly and appropriately to the COVID-19 pandemic. For instance, although international student enrollment was significantly impacted, the FY2021 and FY2022 budgets have taken that impact into account. Further, on short notice, the University was able to invest in the infrastructure needed to help students and faculty succeed in a changed academic environment.

Sources

There are no sources.