



HIGHER LEARNING COMMISSION
UNIVERSITY OF CENTRAL OKLAHOMA

[SELF STUDY DOCUMENT 2012]



About the Design of this Book

Throughout the pages of this book there are subtle interlocking grid patterns. This grid, and the patterns it creates, represent the structure of the university. All too often a university, as an academic entity, is sometimes perceived to be a place of rigid, inflexible traditions and rules. However, at the University of Central Oklahoma, we see this structure as a flexible support system that enables connections across disciplines and encourages innovation, creativity and the pursuit of excellence.

The position of these grid patterns is in motion, changing from page to page, shifting and building in new ways. This represents one of the greatest strengths of UCO; we are constantly connecting students to the practice and experience of their discipline through its deep commitment to Transformative Learning.

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. The university's commitment to transformative learning is evidenced by the fact that the design of this book and the campaign that accompanies the HLC site visit was entrusted to InkTank. Operated by the UCO Department of Design students, InkTank offers professional graphic design services to UCO departments, student organizations and clubs.

At UCO change is created, not by talking about it, but by doing it. UCO's student-centered transformative model means that we are: Innovation, Creativity, Leadership and Excellence in Action.





University of Central Oklahoma Self-Study 2012

Reaccreditation Time – Revised 8.8.12

Self-Study Co-Coordinator: **Dr. Gayle A. Kearns, Associate Dean, CFAD**

Self-Study Co-Coordinator: **Dr. Myron Pope, VP Enrollment**

Academic Affairs Representatives:

Dr. William Radke, Provost

Dr. Patricia LaGrow, Vice Provost

Subcommittee:

Criterion 1: Mission and Integrity Chairs

Dr. Lori Beasley, AVP AA and

Mr. Mark Moore, AVP Adm

Dr. Ed Cunliff

Professor OCTE

Dr. Elaine Bartgis

Assoc. Professor/Assistant Dean LA

Mr. Josh Overocker

Director, Housing and Dining

Dr. Mickey Hepner

Dean, College of Business

Ms. Karen Youngblood

Director, Leadership

Ms. Stephanie Edwards

Director IT

Ms. Beth Adele

Director, Career Services

Dr. Trey Cone

Kinesiology and Health Studies

Mr. Glenn Freeman

Center for Global Competency
(posthumously)

Subcommittee:

Criterion 2: Preparing for the Future

Chairs

**Dr. Paulette Shreck, Chair, Curriculum and
Instruction and**

Dr. Luis Montes, Chair, Chemistry

Mr. Cole Stanley

AVP, Student Affairs

Ms. Patti Neuhold

Executive Director, Process Improvement &
Professional Development

Ms. Sonya Watkins –

Director, IT

Dr. Charles Cooper –

Professor, Mathematics & Statistics

Dr. Darlinda Cassel –

Asst. Professor, Curriculum and Instruction

Dr. Dan Vincent –

Asst. Professor, Curriculum and Instruction

Ms. Lisa Harper –

AVP, Finance/Administration

Subcommittee

Criterion 3: Student Learning and Effective Teaching

Chairs

**Dr. Chuck Hughes, Assoc VP of Institutional
Effectiveness and**

Dr. Donna Cobb, Associate Dean, CEPS

Ms Cindy Boling

Director, Institutional Effectiveness

Dr. Rudi Nollert

Professor/Chair Modern Languages

Ms Ruki Ravikumar

Assoc. Professor/Chair, Design

Dr. David Bass

Professor/Biology

Dr. Randall Ice

Professor/Chair, Finance

Dr. Sunshine Cowan

Assist. Professor/Kinesiology

Ms. Julie Byer

AVP, Academic Affairs

Mr. Kevin Freeman

AVP, Administration and Finance

Dr. Jay Corwin

Assoc. VP, Enrollment Management

Subcommittee

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

Dr. Gary Steward, Dean of Liberal Arts and Dr.

Kathryn Gage, VP of Student Affairs

Ms. Diane Feinberg

Director, Employee Relations

Dr. Dennis Dunham

Director, International Office

Dr. Ted Honea

Associate Professor, School of Music

Dr. Suzanne Clinton

Assistant Dean, Business

Dr. Greg Wilson

Asst. VP AA, Research and Grants

Ms. Brenda Simpson

Research Asst. Liberal Arts

Mr. William McCormick

Director, First Year Experience, Enrollment
Management

Dr. Charlotte Simmons

Professor/Assoc. Dean, College of Math and
Science

Subcommittee

Criterion 5: Leadership, Engagement and Service

Chair

Mr. Jarrett Jobe

Dr. Donna Kearns

Professor Psychology

Dr. Linda Bank

Executive Director, CECE

Dr. Patti Loughlin

Professor, History and Geography

Mr. Chris Domanski

Professor, Theatre Arts

Ms. Amy Johnson

Associate Professor, Design

Mr. Charles Johnson

VP, University Relations

Ms. Anne Holzberlein

VP, Foundation

Resource and Exhibits Committee

Bonnie McNeely

Subcommittee: Federal Compliance

Dr. Pat LaGrow

Ms. Julie Byer

Ms. Cindy Boling

Ms. Sue Ryan

HLC Visit Committee:

Beverly Prosser

Kimberly Slagle

Nancy Busby

Editing Committee:

Dr. David Macey

Graphic Design and Production

Amy Johnson

Graphic Design

Ruki Ravikumar

Graphic Design

Site Visit Logistics Committee

Dr. Gayle Kearns

Beverly Prosser

Kimberly Slagle



Table of Contents

Welcome

Letter from the President

Introduction

Our Mission and Vision 01

Our History 02

Major Developments in Oklahoma and
The University of Central Oklahoma’s Response 05

Summary of Accreditation History 08

Progress since 2002 Comprehensive Evaluation 08

Resources for the Educational Experience 10

Goals of the 2012 Self-Study Process and Intended Audience 14

Description of the 2012 Self-Study Process 15

Organization of the 2012 Self-Study Report 16

Report.....

Criterion One: Mission and Integrity

Core Component 1a: 01

The organization’s mission documents are clear and publicly articulate the organization’s commitments.

Core Component 1a.1: 01

The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define the organization’s mission.

Core Component 1a.2: 03

The mission, vision, values, and goals documents define the varied internal and external constituencies the organization intends to serve.

Core Components 1a.3 and 1a.4: 05

The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning, and the mission documents state goals for the learning to be achieved by its students.

Core Component 1a.5: 06

The organization regularly evaluates and, when appropriate, revises the mission documents.

Core Component 1a.6: 06

The organization makes the mission documents available to the public, particularly to prospective and enrolled students.

Core Component 1b: 07

In its mission documents, the organization recognizes the diversity of its



learners, other constituencies, and the greater society it serves.

Core Component 1b.1: 07
 In its mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission.

Core Component 1b.2: 08
 The mission documents present the organization’s function in a multicultural society.

Core Component 1b.3: 09
 The mission documents affirm the organization’s commitment to honor the dignity and worth of individuals.

Core Components 1b.4 and 1b.5: 09
 The organization’s required codes of belief or expected behavior are congruent with its mission, and the mission documents provide a basis for the organization’s basic strategies to address diversity.

Core Component 1c: 10
 Understanding of and support for the mission pervade the organization.

Core Component 1c.1: 10
 The board, administration, faculty, staff, and students understand and support the organization’s mission.

Core Component 1c.2: 16
 The Organization’s strategic decisions are mission-driven.

Core Component 1c.3: 16
 The organization’s planning and budgeting priorities flow from and support the mission.

Core Component 1c.4: 17
 The goals of the administrative and academic subunits of the organization are congruent with the organization’s mission.

Core Component 1c.5: 21
 The organization’s internal constituencies articulate the mission in a consistent manner.

Core Component 1d: 21
 The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Core Component 1d.1 22
 Board policies and practices document the board’s focus on the organization’s mission.

Core Component 1d.2 22
 The Board enables the organization’s chief administrative personnel to exercise effective leadership.

Core Component 1d.3: 23
 The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.

Core Component 1d.4: 24
 People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.

Core Component 1d.5: 24
 Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.

Core Component 1d.6: 27
 Effective communication facilitates governance processes and activities.

Core Component 1d.7: 28
 The organization evaluates its structures and processes regularly and strengthens them as needed.

Core Component 1e: 29
 The organization upholds and protects its integrity.

Core Component 1e.1: 29
 The activities of the organization are congruent with its mission.

Core Component 1e.2: 31
 The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.

Core Components 1e.3 and 1e.4: 32
 The organization understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities). The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.

Core Component 1e.5: 33
 The organization’s structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.

Core Component 1e.6 33
 The organization deals fairly with its external constituents,

Criterion Two: Preparing for the Future

Core Component 2.a: 03
 The organization realistically prepares for a future shaped by multiple societal and economic trends.

Core Component 2.a.1: 05
 The organizations planning documents reflect a sound understanding of the organizations current capacity.

Core Component 2.a.2: 08
 The organization’s planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.

Core Component 2.a.3: 10
 The organization’s planning documents show careful attention to the organization’s function in a multicultural society.

Core Component 2.a.4: 11
 The organization’s planning processes include effective environmental scanning.

Core Component 2.a.5: 12
 The organizational environment is supportive of innovation and change.

Core Component 2.a.6: 14
 The organization incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.

Core Component 2.a.7: 15
 The organization clearly identifies authority for decision making about organizational goals.

Core Component 2.b: 16
 The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Core Component 2.b.1: 16
 The organization’s resources are adequate for achievement of the educational quality it claims to provide.

Core Component 2.b.1.a: 17
 Comprehensive Capital Campaign

Core Component 2.b.1.b: 20
 Student-Faculty Ratio

Core Component 2.b.1.c: 22
 Technology

Core Component 2.b.2: 22
 Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education it provides.

Core Component 2.b.2.a: 22
 The Budget Process

Core Component 2.b.3: 28
 The organization uses its human resources effectively.

Core Component 2.b.3.a: 30
 Faculty Review, Tenure and Promotion

Core Component 2.b.3.b: 31
 Administrative and Support Staff Performance Evaluation

Core Component 2.b.3.c: 32
 Faculty Orientation and Staff Training

Core Component 2.b.3.d: 32
 Support for Faculty Travel

Core Component 2b.4: 33
 The organization intentionally develops its human resources to meet future changes.

Core Component 2.b.5: 35
 The organization’s history of financial resource development and investments documents a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities).

Core Component 2/b.5.a: 40
 Cost Cutting and Efficiency Measures

Core Component 2/b.6: 41
 The organization’s planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing or growth.

Core Component 2/b.7: 42
 The organization has a history of achieving its planning goals.

Core Component 2.c: 45
 The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Core Component 2.c.1: 45
 The organization demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.

Core Component 2.c.2: 46
 The organization maintains effective systems for collecting, analyzing and using organizational information.

Core Component 2.c.3: 49
 Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement.

Core Component 2.c.4: 54
 Periodic reviews of academic and administrative subunits contribute to improvement of the organization.

Core Component 2.c.5: 54
 The organization provides adequate support for its evaluation and assessment processes.

Core Component 2.d: 54
 All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Core Component 2.d.1: 55
 Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the organization.

Core Component 2.d.2: 55
 Planning processes link with budgeting processes.

Core Component 2.d.3: 55
 Implementation of the organization’s planning is evident in its operations.

Core Component 2.d.4: 56
 Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.

Core Component 2.d.5: 56
 Planning documents give evidence of the organization’s awareness of the relationships among educational quality, student learning and the diverse, complex, global and technological world in which the organization and its students exist.

Core Component 2.d.6: 56
 Planning processes involve internal constituents and, where appropriate, external constituents.

Criterion Three: Student Learning and Effective Teaching

Core Component 3a: 01
 The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Core Component 3a.1: 02
 Academic units develop student learning outcomes tailored to degrees and certification offered

Core Component 3a.2: 03
 Formal Assessment Processes

Core Component 3a.2.a: 04
 Entry-Level Assessment and Course Placement

Core Component 3a.2.b: 05
 General Education Assessment

Core Component 3a.2.c: 06
 Program Outcomes Assessment

Core Component 3a.2.d: 10
 Assessment of Student Engagement

Core Component 3a.2.e: 10
 Graduate Student Assessment

Core Component 3.b: 11
 The organization values and supports effective teaching

Core Component 3.b.1: 11
 Faculty Qualifications

Core Component 3.b.2: 12
 Pedagogical Support and Training

Core Component 3.c: 14
 The organization creates effective learning environments

Core Component 3.c.1: 16
 Support Services for Student Learning

Core Component 3.d 21
 The organization’s learning resources support student learning and effective teaching

Core Component 3.d.1: 21
 Facilities

Core Component 3.d.2: 23

Technology

Core Component 3.d.3: 23
 Class-Size and Full-Time Equivalency Ratio

Criterion Four: Acquisition, Discovery and Application of Knowledge through Curriculum, Programs and Research.

Core Component 4.a: 01
 The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning

Core Component 4.a.1: 02
 Fiscal Resources

Core Component 4.a.2.a: 02
 Support for Faculty

Core Component 4.a.2.b: 07
 Support for Staff

Core Component 4.a.3: 08
 Support for Students

Core Component 4.a.4 12
 Physical and Technological Resources

Core Component 4.a.5: 15
 Commitment to Lifelong Learning

Core Component 4.b: 19
 The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Core Component 4.b.1: 19
 International and Global Competence

Core Component 4.b.2: 22
 General Education Core Curriculum

Core Component 4.b.3: 24
 Undergraduate and Graduate Research

Core Component 4.b.4: 25
 Curricular Review and Identification and Development of Programs of Distinction

Core Component 4.b.5 30
 Co-Curricular and Community Service

Core Component 4.c: 33
 The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Core Component 4.c.1: 36
 Fostering and Sustaining Diversity

Core Component 4.c.2: 40
 Promoting Technological Competence

Core Component 4.d: 40

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Core Component 4.d.1: 40
State, Local and Internal Policies and Procedures

Core Component 4.d.2: 42
Office of Research Compliance / Institutional Review Board

Core Component 4.d.3: 43
College-, Department- and School-Level Initiatives and Procedures

Core Component 4.d.4: 44
Other Institutional Mechanisms of Ethical Accountability

Core Component 4.d.5: 45
Green Campus Initiatives

Criterion Five: Engagement and Service

Core Component 5.a: 01
The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Core Component 5.a.1: 01
The University of Central Oklahoma serves our diverse campus population through the creation, development and expansion of the Office of Diversity and Inclusion.

Core Component 5.a.2: 03
The University of Central Oklahoma develops collaborative partnerships and innovative services to serve support distinct constituencies.

Core Component 5.a.3: 05
Supporting the University of Central Oklahoma’s mission to prepare students to be globally aware and adaptive, the university’s Centre for Global Competency and Office of International Services provide educational exchanges, awareness programs, and community partnerships to help students succeed in a constantly changing world.

Core Component 5.a.4: 06
The University of Central Oklahoma’s Athletic Department engages the university’s student athletes through a multi-faceted approach to holistic development.

Core Component 5.b: 07
The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Core Component 5.b.1: 07
The Volunteer and Service Learning Center provides students, faculty and staff with an extensive number of volunteer activities and philanthropic opportunities that promote service and engagement throughout the Edmond and greater Oklahoma City communities.

Core Component 5.b.2: 09
The University of Central Oklahoma’s Office of University Relations employs effective and innovative methods to draw together the university and local

communities.

Core Component 5.b.3: 11
The University of Central Oklahoma’s co-curricular activities include an impressive range of meaningful events that connect students, faculty and staff with members of the wider community in philanthropic, commemorative and educational events.

Core Component 5.b.4: 13
The University of Central Oklahoma Foundation provides support for student development, infrastructure improvements, and university recruitment, retention and expansion efforts.

Core Component 5.b.5: 13
The University of Central Oklahoma has committed to being a responsible environmental partner through efforts to develop sustainable practices across our campus and community.

Core Component 5.c: 14
The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Core Component 5.c.1: 14
The University of Central Oklahoma is actively engaged in collaborative ventures with other higher learning organizations and education sectors, as programs such as the Urban Teacher Preparation Academy demonstrate.

Core Component 5.c.2: 15
The University of Central Oklahoma is supportive of the mobility of learners as seen in the institution’s transfer policies and practices and in the work of programs that provide services to transfer students.

Core Component 5.c.3: 17
The Edmond and Greater Oklahoma City communities participate extensively in the University of Central Oklahoma’s programs of engagement, as seen in the positive community response to initiatives carried out during the summer by the university’s College of Fine Arts and Design.

Core Component 5.c.4: 18
The University of Central Oklahoma’s engagement initiatives give evidence of building effective bridges among diverse communities, as the UCO Learning and Behavior Clinic and the Rolling Green Collaborative demonstrate.

Core Component 5.c.5: 19
The Selman Living Laboratory exemplifies the University of Central Oklahoma’s participation in community partnerships in pursuit of shared educational, economic, and social goals.

Core Component 5.c.6: 20
The University of Central Oklahoma’s partnerships and contractual arrangements, including the Oklahoma Center for Arts Education, uphold the integrity of the institution.

Core Component 5.d: 20
Internal and external constituencies value the services the organization

provides.

Core Component 5.d.1: 21
 Programs such as the American Democracy Project provide evidence of the University of Central Oklahoma’s commitment to a process of evaluation that includes the constituencies it serves.

Core Component 5.d.2: 22
 The College of Business Administration’s Volunteer Income Tax Assistance is one of several effective service program that is well-received by the communities that it serves.

Core Component 5.d.3: 22
 The University of Central Oklahoma’s economic and workforce development activities are sought after and valued by civic and business leaders, as the success of the Oklahoma Small Business Development Center and the UCO Career Services Office demonstrate.

Core Component 5.d.4: 23
 The University of Central Oklahoma sponsors a wide range well-respected co-curricular programs that are open to the public, including the UCO Jazz Lab, the Academy of Contemporary Music (ACM@UCO), and the Broadway Tonight series.

Core Component 5.d.5: 25
 The University of Central Oklahoma makes its campus facilities available as venues for community events, fitness, and recreation.

Core Component 5.d.6: 26
 The University of Central Oklahoma’s W. Roger Webb Forensic Science Institute is an example of a program that meets the continuing education needs of licensed professionals in the communities that the university serves.

Conclusion

WELCOME FROM
THE PRESIDENT

Dr. Don Betz, Ph.D.



Letter from the President

I am pleased to offer this letter of introduction to the University of Central Oklahoma and to this institutional self-study in preparation for the university's reaccreditation by the Higher Learning Commission of the North Central Association.

Our self-study leadership, institutional committees and university community have diligently reviewed our collaborative efforts and direction in the context of the Criteria. We believe that our mission, vision and values, forged over the last decade, accurately reflect UCO's direction and the foundations upon which are building our culture of learning, leading and serving.

At the center of our efforts is transformative learning accomplished through persistent pursuit of the Central Six precepts. They are encoded throughout the university on walls, cards and motivations for decisions and actions undertaken. We know why we are here.

From our roots as Oklahoma Territory's original Normal School established in 1890, a full seventeen years prior to statehood, to our current expression as a large, metropolitan, public, regional university, Central has focused on helping students learn and communities and the state to prosper. Those responsibilities have never been more salient than they are today.

UCO is Oklahoma's metropolitan public university, a designation and responsibility it has assumed since the last HLC visit and one that encompasses redefined responsibilities and opportunities. As the public master's-granting institution in the Oklahoma City metro area, our role as a collaborative partner in achieving individual, metro and state goals has never been more significant. Ever aware of the challenges of change, from global to local, that impact all with ever-intensifying speed, breadth and depth, we at UCO are committed to offering our students the full spectrum of knowledge, skills, attitudes and values that will be required for meaningful success in a world where change will contour the "new normal" for us and them. We know that as global and local realities continue to create new circumstances, we must demonstrate our capacities and abilities to adapt and to significantly contribute to society's resilience, creativity and innovation.

UCO serves as the leading transfer institution in the state and continues to create useful collaborative relationships with other educational institutions in the metro and across the state. As an active participant in the American Democracy Project and the Voluntary System of Accountability, we enrich the civic life of the communities that we serve while maintaining the highest standards of transparency in our stewardship of the resources entrusted to us. UCO's innovative Educators' Leadership Academy, in turn, offers leadership development opportunities for teachers, principals, professors and K-12, career-tech and

higher education administrators from throughout the state. Through these programs and a wide range of other collaborative initiatives, we sustain mutually supportive relationships with other educational entities, K-12 and higher education, public and non, relationships with non-profits, governments and private enterprise.

UCO is in and of Oklahoma today in ways perhaps as relevant to the future as the Territorial Normal School was to those first settlers and their dreams of building a brand new state, and we continue to be directly involved in the economic, social, civic and cultural development of the state and its citizens. Most of our graduates remain in Oklahoma and the metro, and they are our expressed contribution to Oklahoma's optimism about its future.

During the coming decade, we look forward to playing a leading role as a "steward of this place" in alignment with the AASCU's and Oklahoma's Making Place Matter initiative and to being a central player in Oklahoma's participation in Complete College America, as the state purposefully strives to increase the number of college graduates and certificate holders and to close on the national average among the states.

I have benefitted from my long-standing association with the Higher Learning Commission as a consultant-evaluator and appreciate the responsibilities of the HLC and the site teams to insure that the public's and students' best interests are being well-served by the institutions in the nineteen-state HLC region of responsibility.

We at UCO are united in our resolve to help students learn, even more so as the environment demands our most creative, efficient and effective efforts. We know that the path to success lies in building levels of collaboration and trust with old friends and new partners perhaps never before realized. The financial realities remain sobering and impact the breadth of what we plan to accomplish. The growth in our student population with a corresponding decline in state support have produced persistent demands which are met as well as possible by highly motivated and committed faculty and staff.

Our planning is dutifully informed about the challenges ahead and fortified by the mission, vision and values that animate our university community. Our commitment to transformative learning will continue to evolve and mature, offering our students the milieu and mentors to prepare themselves to be productive, creative, ethical and engaged citizens and leaders.

We believe that UCO is one of the dynamic engines of Oklahoma's promising future. Our student satisfaction surveys and our interaction with Edmond, Oklahoma City and stakeholders throughout the state fortify us in our continuing commitment to meet the challenges that change will continue to produce and to prepare and often inspire our students and one another to learn, lead and serve.

We are eager to welcome you to the University of Central Oklahoma and to engage with you in a constructive dialogue centered on the Criteria and our commitment to transformative learning via the Central Six.

With my best wishes,
Don Betz

INTRODUCTION:

This report offers a comprehensive account of the university's mission, vision and goals; of its strategic planning and assessment processes; of its major accomplishments over the course of the past decade; and of its aspirations and goals for continuing growth and development as it moves confidently into a second century of service to the regional, national and global communities.



INTRODUCTION

The University of Central Oklahoma (UCO) is a thriving metropolitan university that provides high quality academic programs, innovative leadership development opportunities and a nurturing campus environment to students from throughout the State of Oklahoma, across the United States and around the world. With an enrollment of more than 17,000 students, the university offers more than 200 major programs at the undergraduate and graduate levels to meet the needs of a diverse student population. In each of these programs and in all of its activities, the university demonstrates its commitment to Transformative Learning, civic engagement and leadership education.


This report, which presents the results of a reflective two-year self-study process, offers a comprehensive account of the university's mission, vision and goals; of its strategic planning and assessment processes; of its major accomplishments over the course of the past decade; and of its aspirations and goals for continuing growth and development as it moves confidently into a second century of service to the regional, national and global communities.

Our Mission and Vision

Mission: The University of Central Oklahoma exists to help students learn by providing transformative educational experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community. The university contributes to the intellectual, cultural, economic and social advancement of the communities and individuals it serves.

Vision: The University of Central Oklahoma will become one of the top metropolitan universities in the United States by providing a transformative education as well as development experiences that help learners achieve their highest level of leadership potential.

Call to Action: The University of Central Oklahoma is the Leadership University, delivering education based on shared values of Community, Character and Civility. The university transforms each student by focus-



ing our resources on the Central Six tenets of Transformative Learning.

All students will be transformed with:

- Discipline Knowledge
- Leadership
- Problem Solving: Research, Scholarly and Creative Activities
- Service Learning and Civic Engagement
- Global and Cultural Competencies
- Health and Wellness

Transformative Learning is a holistic process that places students at the center of their own active and reflective learning experience.

Our History

The First Hundred Years

The University of Central Oklahoma's history began on December 24, 1890, seventeen years before Oklahoma statehood, when the Territorial Legislature voted to establish the Territorial Normal School. The Normal School's initial class of twenty-three students met for the first time November 9, 1891 in the Epworth League Room in Edmond's unfinished First Methodist Church, and work began the following summer on the first building on the institution's Edmond campus.

The institution initially functioned as a normal school, providing two years of college work in addition to a complete preparatory school. The first graduating class, consisting of two men and three women, received Normal School diplomas in 1897. On December 29, 1919 Oklahoma's State Board of Education authorized the school to confer bachelor's degrees and renamed the institution Central State Teachers College. The first four-year degrees were awarded to Central graduates in 1921. In 1939, Central received permission to offer four-year degrees without teaching certificates and was renamed Central State College.

In 1954, the Oklahoma State Regents for Higher Education authorized Central to offer its first graduate level degree, the Master of Teaching, which in 1969 became the Master of Education. Additional graduate programs leading to the Master of Arts in English and the Master of Business Administration were authorized and the legislature officially changed the institution's name to Central State University in 1971. During its centennial year in 1990, the university adopted its present name, the University of Central Oklahoma.

UCO in the Twenty-First Century

Under the leadership of President W. Roger Webb, who served as the University of Central Oklahoma's chief executive from 1997 until 2011, the institution experienced a period of rapid growth in enrollment and developed a wide range of innovative new programs, initiatives and community partnerships to provide transformative educational

experiences to its students and to contribute to the intellectual, cultural, economic and social advancement of the communities that it serves.

In 2000, the university's College of Mathematics and Science, building upon the institution's distinguished history of engagement with public education at every level, opened its laboratories to area children through the innovative "Exploring Life Science Labs" course, a groundbreaking program that makes the university's teaching and research resources available to students from throughout the region. At the same time, a newly endowed Artist in Residence program in the School of Music and a major grant from the Kirkpatrick Foundation to support the creation of what would become the College of Fine Arts and Design secured the university's place as a leading regional center for arts education and outreach.

The opening of the UCO Jazz Lab in 2002 introduced a collaborative model of teaching and learning in which students, professional musicians and members of the wider community share knowledge and insights in a vibrant learning laboratory, while the completion of a residential complex consisting of suite-style apartments ushered in new era in on-campus living. The implementation of the "Banner" Integrated Information System ensured, in turn, that the university's administrative and support professionals would have the advanced data management resources necessary to keep pace with the institution's rapidly growing enrollment and to respond responsibly to stakeholder needs by making informed, data-driven decisions about its operations.

In 2002, the university embarked on a wide-ranging program of campus beautification. This year also witnessed the completion of the exterior renovation of Old North, the university's original academic building and one of the institution's most important visual symbols. In this same year, the College of Education and Professional Studies pioneered an innovative Teacher Preparation Warranty program to support the university's Teacher Education graduates and the school systems that employ them.

The UCO Wellness Center, a state-of-the-art health and recreation facility that opened its doors in 2003, provides students with the opportunity to cultivate the healthy life habits that distinguish leaders in the public and private spheres. In 2004, President Webb initiated the Lessons in Leadership Program, which brings exemplary leaders to campus to share their insights and experiences with students. Several new degree options, including programs in Biomedical Engineering, PGA Golf Management and Wellness Management, were introduced into curriculum in 2004, while the Passport UCO Program, which promotes global cultural awareness through presentations and performances, expanded the scope of the university's co-curricular offerings.

In 2005, the university initiated a Leadership Minor, which has proven to be one of the most innovative and successful programs of its kind. In order to expand the university's outreach in the Oklahoma City metropolitan area, the university partnered with Rose State College to offer upper-division courses leading to bachelor's degrees in Business Administration, General Studies, Nursing and Organizational Leadership on the Rose State campus in Midwest City, Oklahoma. The Oklahoma Quality Award Foundation



conferred its Commitment Award on Central in 2005 in recognition of the university's innovative approach to serving its diverse constituencies.

The university established the Volunteer and Service Learning Center in 2006 to support students and their faculty and staff mentors in reaching out to the wider community through activities including The Big Event, Poverty Awareness Week, Alternative Spring Break and the Martin Luther King, Jr. Day of Service. The university also assumed a leadership role in promoting the use of alternative fuels and in providing wireless Internet access across the entire campus.

The university's commitment to excellence in the area of environmental sustainability was honored by Keep Oklahoma Beautiful, which awarded the university its first Vanguard Award in 2007 in recognition of its use of cutting-edge environmental technologies in support of a sustainable planet, while Sonic Drive-In founder and fast-food pioneer Troy Smith and his wife, Dollie, recognized the university's history of educational excellence with a donation of three million dollars to the university, the largest unrestricted cash gift in the university's history.

President Webb led the university in articulating, in 2008, the "Central Six" tenets of Transformative Learning. These principles convey the university's core academic values and challenge members of the university community to transform themselves in the areas of Discipline Knowledge, Leadership, Problem Solving, Service Learning and Civic Engagement, Global and Cultural Competencies, and Health and Wellness. Major events on campus continue to showcase the many forms that Transformative Learning takes.

In 2008, the university launched a new program devoted to quality forensic science education, training and research by inaugurating the W. Roger Webb Forensic Science Institute (FSI). At the same time, an innovative new Centre for Global Competency (CGC) was charged with supporting international students and facilitating international cultural experiences for every student on campus. In recognition of the university's achievements, the State Regents of Higher Education and the Regional University System of Oklahoma recognized Central in 2008 as Oklahoma's first Metropolitan University.

The Academy of Contemporary Music (ACM@UCO), which opened in 2009, provides students with the opportunity to collaborate with working musicians and music industry professionals, and the outstanding work of ACM students, affiliated faculty and guest artists has placed the university at the center of the creative community not only in Oklahoma but in the nation.

The university affirmed its commitment to the values and practices of Transformative Learning in the spring of 2010 by dedicating the Center for Transformative Learning (CTL), a state-of-the-art learning facility that supports innovative teaching and learning and provides flexible, technologically sophisticated learning environments for students and faculty in each of the university's academic disciplines. At the same time, the uni-

versity inaugurated a new School of Criminal Justice, ensuring the continuing vitality of one of Central's largest and most successful academic programs.

President Don Betz, who assumed leadership of the institution in August of 2011, has engaged the campus community and its external stakeholders in a systematic strategic planning process to ensure the university's continuing growth and vitality in the twenty-first century. A newly established President's Council, consisting of leaders from every area of campus, will guide this planning process, supported by an external advisory board and in dialog with students, faculty and staff members and constituents from throughout the communities that the university serves. The university has already begun to realize long-term goals including an increase in faculty and staff compensation and the creation of new faculty lines, while a renewed emphasis on transparency and accountability in decision-making has enhanced faculty, staff and student morale and engagement.

At the beginning of the second decade of the twenty-first century, the University of Central Oklahoma offers seventeen degrees in more than two hundred fields of specialization on its Edmond campus, on the Academy of Contemporary Music campus in downtown Oklahoma City, on the Rose State College campus in Midwest City, and through a variety of distance learning programs. The university offers classes in five academic colleges – Fine Arts and Design, Business, Education and Professional Studies, Liberal Arts, and Mathematics and Science – with the support of the Dr. Joe C. Jackson College of Graduate Studies, the Division of Academic Affairs, the Division of Administration and Finance, the Division of Student Affairs, the Division of Enrollment Management, the Office of Information Technology and the Office of University Relations.

Major Developments in Oklahoma and the University of Central Oklahoma's Response

Operating Climate

The University of Central Oklahoma's operating climate has changed significantly during the past decade. During a period of sustained economic uncertainty, the institution has maintained the integrity of its academic and support programs through careful stewardship of its often limited resources as well as through innovative programs that have yielded significant savings during times of financial pressure.

The university's greatest challenge occurred during the 2003-04 academic year, when it faced a budgetary shortfall of \$6.7 million resulting from a cut in state funding of \$4.5 million (a 9.99% reduction and the single largest cut in the university's history); \$1.6 million in mandatory cost increases arising from items such as insurance and retirement programs; and a required contribution of \$0.6 million to the university's mandated reserve fund, which had been partially depleted as a result of an unanticipated statewide budget cut during the previous fiscal year.

Like other institutions of higher learning, the university generated the bulk of the rev-



enue necessary to fill this budget gap through increases in tuition and mandatory fees, although these increases were significantly smaller than increases at institutions of similar size elsewhere in the state. The rest of the shortfall was made up through internal budget cuts and savings from performance contracting, which allowed the university to reserve an additional \$1.1 million in anticipation of another mid-year budget cut.

Legal Environment

The university, in response both to the increasing amount of litigation involving institutions of higher learning and to the rapidly evolving regulatory environment, added an additional attorney to the staff of the Office of Legal Counsel in 2008. The Office of Legal Counsel oversees the university's compliance with expanded Title IX training requirements and assists in adjudicating gender-related discrimination complaints under Title IX and other anti-discrimination and harassment statutes. The Office of Legal Counsel also assumed responsibility in 2007 for National Collegiate Athletic Association (NCAA) compliance responsibilities. Two full-time university employees coordinate day-to-day athletic compliance issues and oversee NCAA Rules Education; the Senior Legal Counsel supervises these employees and assists when investigations are required.

The university is enrolling an increasing number of students with disabilities that must be accommodated. Changes to the Americans with Disabilities Act (ADA) and the growing number of students with serious mental health issues are straining the university's ability to make necessary accommodations and to adjudicate complaints and grievances from students with disabilities. As a result, the university is considering creating a new position for an investigator to process harassment and discrimination complaints. The workload of the university's Student Conduct Officer has also increased significantly, and the Office of Legal Counsel assists in appeals of decisions in conduct cases and in grade appeal hearings.

Attention to Diversity

The Higher Learning Commission's 2002 site-visit team recommended that the university "give more attention to the enhancement of diversity" and make "the importance of diversity to the campus community . . . more explicit in employment expectations and in curriculum development and revision." The institution has responded to this recommendation by affirming the value of diversity in its new Mission Statement and by emphasizing the importance of understanding, appreciating and interacting with diverse communities. The university's academic Call to Action, in turn, singles out "Global and Cultural Competencies" and "Service Learning and Civic Engagement" as essential components of the Transformative Learning experience that distinguishes an education at the University of Central Oklahoma.

In its statement of Beliefs and Values, the University of Central Oklahoma expresses its conviction that "great universities must require and encourage a free flow of information, ideas and opinions in a community that fosters social justice, values diversity and demands the highest standards of ethical conduct, mutual respect and civility." The university lives out this belief by fostering "continuous processes of self-examination

and self-improvement which encourage innovation, receptiveness and adaptation to change" so that students will be able to participate in "open and mutually beneficial relationships with its surrounding communities and . . . as part of an increasingly interdependent global society."¹

To underscore its commitment to diversity and to promote an environment that supports a diverse learning community, the university has created a Diversity Action Team; has expanded the mission of its Office of Multicultural Student Services, which is now the Office of Diversity and Inclusion (ODI); and has adopted a new, more expansive non-discrimination policy that includes, among other protected categories, alienage or national origin, genetic information, ancestry, citizenship status, marital status, veteran status, sexual orientation and gender identity.

Information and Communication Technology

The University of Central Oklahoma understands the importance of technological resources in creating an effective learning-centered environment for twenty-first-century students. The university has implemented a series of major technology initiatives over the past ten years to support the university's mission and to provide students with transformative educational experiences. In 2005 and 2006, the university implemented campus-wide wireless Internet access to support student learning, and the Office of Information Technology has continued to play a leadership role in the acquisition and installation of state-of-the-art instructional technology for active learning in the university's classrooms and instructional facilities including the W. Roger Webb Forensic Science Institute (FSI) and the Center for Transformative Learning (CTL).

The university provides comprehensive training programs for students, faculty and staff members, members of the Regional University System of Oklahoma (RUSO) staff, members of the Emeriti Faculty Organization and a variety of external organizations in order to ensure the effective use of campus technology, especially e-learning tools such as Desire to Learn (D2L), Respondus and SoftChalk. These training programs also contribute to enhanced efficiency in the use of the university's e-mail system and of the University of Central Oklahoma News and Networking Educational Communication Tool (UConnect). In addition, the Office of Information Technology promotes faculty use of cutting-edge educational technologies through technology-related faculty grants and through programs such as the Faculty Technology Spotlight, Discovery Days and product-specific workshops such as the iPad2 Academy.

The Office of Information Technology also makes infrastructure improvements on an ongoing basis to ensure the efficiency, reliability and currency of the university's instructional and administrative technology. Improvements completed within the past ten years include server virtualization, clustering to improve efficiency and to reduce costs and a comprehensive upgrade of the university's e-mail system in 2008.

¹ <http://www.uco.edu/about/values.asp>



Summary of Accreditation History

The University of Central Oklahoma was first accredited by the North Central Association of Schools and Colleges in 1921, and the institution has been accredited continuously since 1947. The university received continued accreditation from the North Central Association's Higher Learning Commission in 2003. A progress report addressing concerns raised by the Higher Learning Commission's 2002 site-visit team regarding the university's Core Curriculum and its student outcomes assessment measures was accepted in the fall of 2007.

The university requested a focused site visit in 2007 to review its proposal to offer programs at an off-campus site at Rose State College in Midwest City, Oklahoma. The Higher Learning Commission's site-visit team recommended that the university be permitted to offer programs at Rose State College and also to offer a nursing program at another off-site location, the Integris Baptist Medical Center in Oklahoma City.

The university requested another focused visit in 2009 to review its proposal to offer a program leading to a new degree, the Associate in Applied Science, at an off-site location, the Academy of Contemporary Music in Oklahoma City. The Higher Learning Commission's 2009 site-visit team recommended that the university be permitted to offer this new degree program at the Academy of Contemporary Music site.

Progress since 2002 Comprehensive Evaluation

General Education

The Higher Learning Commission's 2002 site-visit team called on the university to develop "a coherent and explicitly defined core curriculum for general education needs . . . which insures that institutionally valued knowledge and competencies are imparted to all students and are reflected in assessment processes specifically targeted to the core curricular outcomes."

In response to the site-visit team's recommendation, a new General Education Core Curriculum was developed by the General Education Task Force in collaboration with faculty, staff and students from across campus and was implemented in the fall semester of 2005. A standing University Core Committee including representatives from all five of the university's academic colleges coordinates the assessment and continuous improvement of the university's Core Curriculum.

All entering first-year students are required to complete between forty-two and forty-four hours of General Education Core Curriculum courses. The Core Curriculum includes courses mandated by the State of Oklahoma and by the university's Boards of Regents as well as institution-specific courses that engage students in a wide range of transformative creative, scholarly and research activities. Within the Core Curriculum students complete nine credit-hours of coursework in written and oral communication, ten to eleven credit-hours of coursework focused on quantitative reasoning and the scientific

method, six credit-hours of coursework in the areas of critical inquiry and aesthetic analysis, six credit-hours of coursework in American history and political analysis, three to four credit-hours of cultural analysis or language, three credit-hours of coursework in social and behavioral analysis and five credit-hours of life skills coursework.

Assessment of Student Learning

The 2002 site-visit team also noted that, "the university needs to provide demonstrable evidence of the impact of student outcomes assessment on academic and student development programs, and definitive changes/modifications made as a result of the assessment outcomes information, including the university core curriculum."

In response to this recommendation, the university has spent the past ten years developing a systematic culture of outcomes-based assessment at every level. Assessment activities begin at the program level, and academic programs report their direct and indirect assessment measures, their assessment findings and their responses to those findings in annual assessment reports. These reports are reviewed by the college-level assessment committee, by the dean of the academic college and by research analysts in the Office of Assessment, and they are incorporated into the annual assessment report that the university submits to the Oklahoma State Regents for Higher Education (OSHRE). The Core Curriculum is assessed through both summative and course-level assessments of learning outcomes, administered by the departments that offer Core Curriculum courses and coordinated by the University Core Committee and the Office of Assessment.

External advisory boards, convened and facilitated by department chairpersons and by school and program directors, also review assessment reports and formulate recommendations for program improvements based on this data. The majority of academic programs, departments and schools at the university have external advisory boards, and the remaining programs, departments and schools are in the process of developing such boards. These boards typically consist of professionals, alumni, current students and other stakeholders who meet on a monthly, semester-by-semester or annual basis to assess curriculum goals, to provide information on industry trends and employment and to develop internship opportunities.

The university also conducts a series of institution-wide assessments of student learning by participating in national assessments and by creating and implementing local assessments that address the institution's specialized needs. National assessments in which the university participates include the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program's Freshman Survey (CIRP-TFS), the Higher Education Research Institute (HERI)'s Faculty Survey, the Educational Testing Service's Proficiency Profile (ETS-PP) and the American College Health Association (ACHA)'s Health Survey, as well as national surveys administered by the College and University Professional Association for Human Resources (CUPA-HR) and by the Chronicle of Higher Education. Local assessments administered on a campus-wide basis include the UCO Graduating Student Survey (GSS) and the UCO Future Plans Survey. Assessment findings from these surveys guide faculty and administrators at the university, college and department or school levels in implementing changes to strengthen and enrich the





curriculum and co-curriculum.

Strategic Planning

The Higher Learning Commission's 2002 site visit team recognized the University of Central Oklahoma's unique position within the Oklahoma system of higher education and recommended that the institution re-examine its mission and develop a strategic plan to guide the next phase of its growth, while expanding the university planning processes to integrate assessment, program review, unit planning, institutional decision-making and resource allocation. The site visit team's recommendations were affirmed by a 2005 university-wide Continuous Quality Improvement (CQI) process.

In October 2006, the university initiated a formal strategic planning process to clarify its current role and solidify its future plans. The UCO From Good to Great (G2G) process, drawing on the contributions of several hundred students, faculty, staff, alumni, board members and community leaders, examined demographic shifts, socio-cultural changes and societal expectations in order to articulate objectives and to define the university's strategic niche. As the process unfolded, two clear and complementary objectives emerged: the university would enhance its role in the community by becoming and achieving recognition as a metropolitan university that contributes to the development, social health and cultural vitality of the Oklahoma City metropolitan area, and the university would promote student learning by developing high-impact Transformative Learning experiences for all of its students.

Having achieved recognition as a metropolitan university in 2009 and having implemented Transformative Learning practices in every area of the institution's academic and co-curricular life, the University of Central Oklahoma embarked on a new comprehensive planning process in the fall of 2011 under the leadership of newly appointed President Don Betz. The current strategic planning process is designed to guide the institution's efforts to fulfill its mission, to define and achieve short- and long-term strategic goals, to meet the challenges posed by the rapidly changing environment for public higher education both in Oklahoma and across the country, to improve the quality of educational opportunity and to expand the range of support services available to current and future students. This planning process involves internal stakeholders through the newly established President's Council; members of external constituencies will contribute to strategic planning through a new President's Advisory Board, which will ensure that the university and the surrounding communities will work together toward a shared future.

Resources for the Educational Experience

Administration

During the first decade of the twenty-first century, the university was led by a single President, W. Roger Webb, and two Provosts, Dr. Don Betz, who now serves as the institution's twentieth President, and Dr. William Radke. The stability of the Executive Cabinet over the course of the past ten years enabled the university to complete its 2006

strategic planning process ahead of schedule and to weather the economic downturn of the past five years.

In order to meet the demands associated with the institution's continuing growth, the Executive Cabinet was expanded in 2005 to include a new Vice President for Enrollment Management and in 2008 to include a Vice President for Development. Most recently, the Executive Cabinet was expanded during the 2011-12 academic year to include a Vice President for Public Affairs.

Faculty

The Higher Learning Commission's 2002 site-visit team noted that, "attention needs to be given to the impact of the reliance on non-tenure track employees on the workload of tenure track faculty members, as well as the long-term quality of academic programs." Recognizing the vital role that full-time faculty members play in every area of Transformative Learning, the university has made the recruitment of new faculty members and the creation of new faculty lines a priority. Over the past ten years, the size of the university's full-time faculty has grown from 386 to 455, an increase of 19.1%, while the student-to-faculty full-time equivalent (FTE) ratio has dropped from 24:1 in the fall of 2002 to 20:1 in the fall of 2011.

During the same period, the university's part-time faculty, including a large number of highly qualified working professionals, has grown from 317 to 450, an increase of 39.3%, in order to meet the needs of the institution's rapidly growing student population. Department chairpersons, school and program directors and the academic college deans work closely with part-time faculty members to ensure that they receive the support and training that they require in order to contribute to their students' Transformative Learning experiences. The university remains committed to increasing the number of full-time faculty members and recently created five new full-time, tenure-track faculty lines that will be filled during the 2012-13 academic year.

Staff

The university's staff provides crucial support to students and faculty members in every area of Transformative Learning. Since the fall of 2002, the university has increased the size of its professional staff from 153 to 238, an increase of 36.8%, and has expanded its technical and paraprofessional staff from 154 to 224, an increase of 37.4%. The university has also expanded its service and maintenance staff, while reducing the size of its secretarial, clerical and skilled crafts staff by implementing carefully planned initiatives to increase efficiency and productivity.

Students

The University of Central Oklahoma, as a metropolitan comprehensive institution, serves students from a wide range of backgrounds from throughout the Oklahoma City area, across the state and the nation and around the world. Undergraduate enrollment at the university has increased from 13,212 students in the fall of 2002 to 15,358 in the fall of 2011, an increase of 16.2%.

The university enrolled 2,232 graduate students in the fall of 2002, including a large number of international students who had been admitted to United States prior to September 11, 2001. The university's graduate enrollment dropped to 1,680 in the fall of 2003 following the implementation of more stringent visa requirements and protocols. Since that time, the number of graduate students enrolled at the university has increased to 1,881, and the academic departments and schools, supported by the Jackson College of Graduate Studies and the Office of International Services, continue to pursue a variety of targeted initiatives to recruit students for new and existing graduate programs in all five of the university's academic colleges.

Curriculum and Instruction

In order to meet the diverse needs of its metropolitan constituency and to assist its students in achieving their academic and professional goals, the university has expanded its curriculum over the past ten years through the creation of sixteen new degree programs including the Associate of Applied Science (2009); the Bachelor of Applied Technology (2004); the Bachelor of Arts in Education in Dance Education (2008); Master of Arts and Master of Science programs in Substance Abuse Studies (2010), Crime and Intelligence (201), Nursing (2012) and Human Communication (2012); Master of Education programs in Secondary Education (2012) and Bilingual Education/TESL (2012); the Master of Fine Arts in Creative Writing (2007); the Master of Music in Jazz Studies (2007); and the Master of Public Administration (2012).

In addition, the university has created ten new undergraduate major programs in areas including Career and Technology Education, Theatre Design and Technology, Small Business Management, Piano Performance Pedagogy, Public Administration, Forensic Science and Professional Selling, and it has established six new graduate major programs in areas including Psychology, Accounting and Adult Education. The university's Academic Affairs Curriculum Council has processed approximately 250 faculty-initiated course, major and program changes each year during the past ten years. The continuous review, revision and expansion of the curriculum ensure the currency and quality of the university's academic programs.

Enhancement of Student Life

The University of Central Oklahoma's Division of Student Affairs provides "a challenging and supportive community for students by fostering their understanding of self, appreciation of diversity and commitment to service" and "by providing progressive and inclusive programs and services that enhance student learning and well-being."² The division supports the mission of the university as a whole by facilitating service learning and promoting civic engagement as crucial components of students' transformative educational experience and by fostering self-knowledge and an appreciation for diversity so that students may become ethical and engaged citizens and leaders in our diverse global community

² <http://www.uco.edu/student-affairs/>



Housing

On-campus living is a vital component of the collegiate experience, and research shows that that students who live on campus earn higher grades, participate more actively in student organizations, interact more often with faculty members and are more likely to graduate. In order to expand and enhance students' on-campus living options, the university dedicated the University Commons residential facility in 1999. The completion in 2001 of the University Suites ushered in a new era in on-campus living; these suite-style residences, which afford students the amenities that the "Millennials" have come to expect and which significantly increased the institution's residential student population, have allowed the university to expand the range and quality of co-curricular activities on campus. In order to accommodate its rapidly expanding on-campus population, the university renovated Edmond's former Ramada Inn in 2005 to create Central Plaza, a residential facility offering such amenities as a cafeteria and coffee bar, wireless Internet access, private bathrooms and queen-size beds.

Wellness Center

The Wellness Center, which opened in 2003, includes two indoor multiple-purpose gymnasium spaces as well as an outdoor gymnasium/court recreation area. The Wellness Center directly supports the university's mission by encouraging the lifelong pursuit of healthy lifestyles, and it provides quality recreational opportunities to meet the ever-changing needs of a diverse community. The Wellness Center is also the site of a Mercy Health Clinic, with approximately 3,000 square feet dedicated to student and public health issues.

Center for Outdoor Adventure Recreation

The university's Center for Outdoor Adventure Recreation (OAR), located at Arcadia Lake in Edmond, opened in 2008. This center contains one classroom capable of accommodating approximately thirty students, a manager's office and a two-story storage bay for various watercraft including kayaks, sculls, motor boats and jet skis, that are available for both instructional and recreational use.

Nigh University Center

The Nigh University Center (NUC), which was constructed in 1967, expanded in 1997 and rededicated in the fall of 2001 in honor of former University of Central Oklahoma President and Oklahoma Governor George Nigh, is a center for campus and community activities. The Nigh University Center, which has undergone significant renovation over the course of the past ten years, houses student facilities including the campus bookstore, a convenience store, meeting rooms for student organizations and activities and a food court and restaurant, and it provides a centralized site for student admissions, registration, advisement, financial aid counseling and management and international and graduate services as well for the university's student government and the Division of Student Affairs.





Center for Transformative Learning

The Center for Transformative Learning (CTL), which opened in July 2010, is a state-of-the-art instructional facility that includes nine learning laboratories, six break-out/study rooms for use by students, five lounge/study areas for use by students and thirty-five faculty offices and workstations. The Center also contains a two-story recital hall that has been acoustically engineered to support performance and recording, as well a recycling room, an amphitheater-style outdoor classroom and an outdoor seating/study plaza.

Community Connections

As a metropolitan university, the University of Central Oklahoma plays an integral role in the life of the Edmond and Oklahoma City communities. The university's Volunteer and Service Learning Center (VSLC) supports service learning and civic engagement by offering students a wide range of opportunities to perform meaningful service within the wider community and by partnering students and faculty members with community members to develop and implement volunteer and service learning projects.

Sustainability

The University of Central Oklahoma entered into a Performance Contract in 2002 with Johnson Controls, Inc. (JCI) in which JCI identified energy-saving initiatives on campus and the university obtained money through bond issues to complete these projects. The resulting savings in energy costs were then used to make the bond payments. Through this innovative partnership, the university has acquired reliable, state-of-the-art, energy-efficient equipment to replace outdated and inefficient systems.

The university began purchasing wind-generated electrical power from its public utility in 2006, and 100% of the institution's electrical needs are now supplied by wind generators, realizing a savings of \$50,000 to date. The institution is currently investigating the possibility of installing an on-campus wind power generator.

Goals of the 2012 Self-Study Process and Intended Audience

The goal of this self-study process is to offer a comprehensive overview of the university's operations and activities since its last accreditation review and to demonstrate, in terms of the Higher Learning Commission's criteria and core components, the ways in which the institution fulfills its mission. This self-study report documents what the university does well and identifies opportunities for continuous improvement.

Through its two-year self-study process, the university has sought to provide an accurate, thorough and useful portrait of the institution; to engage the entire campus community as well as external peer reviewers in an ongoing discussion of the university's major strategic goals; to identify, analyze and evaluate data related to the institution's performance in each of the higher Learning Commission's Core Criterion areas; to develop continuous improvement action plans in areas in which the self-study indicates such action would strengthen the institution's ability to fulfill its mission; and to increase the

campus community's awareness of the importance of institutional accreditation.

The university's Self-Study Steering Committee has developed a data-driven, analytical and evaluative report that accurately describes the university's development over the past decade. Recognizing the self-study report's multiple internal and external audiences and their varying levels of familiarity with the University of Central Oklahoma and with institutional accreditation processes, the Steering Committee has chosen at times to engage in purposeful repetition in order to ensure that readers who examine only selected sections of the report will come away with a clear sense of the institution's mission, progress and aspirations.

Description of the 2012 Self-Study Process

The university's Provost and the Self-Study Steering Committee began preparations for the 2012 reaccreditation visit with an official kick-off in August of 2010. The Steering Committee identified individuals from across campus to serve on the Criterion-focused subcommittees and invited them to assist in preparing this report. The Steering Committee and subcommittees began meeting in September of 2010. This initial phase of preparation set an inclusive and engaging tone for the self-study process.

Institutional Liaison Dr. Robert Appleson addressed the Steering Committee, President's Cabinet, deans, associate and assistant deans and subcommittees in January of 2011 and presented an overview of the self-study process, the criteria for accreditation, the purpose of the self-study and the Higher Learning Commission's decision-making process. As Dr. Appleson proposed, the Steering Committee approached the self-study process in a spirit of thoughtful inquiry and with careful attention to the Higher Learning Commission's Core Criteria. Members of the Steering Committee also attended the Higher Learning Commission's Self-Study Workshop in 2011 to familiarize themselves further with the process, and they participated in the self-study fair and reviewed self-study reports identified by the Commission as models.

The Self-Study Steering Committee and five subcommittees, one for each of the Higher Learning Commission's Core Criteria, coordinated the university's self-study process. A design group, consisting of student members of the "Ink Tank" design studio, and a writing team also participated in this process. The Steering Committee included faculty and staff members, students and administrators from every area of the university, several of whom have served as peer reviewers for specialized program accrediting agencies or as members of key committees charged with strategic planning, assessment, evaluation and preparation for HLC-mandated focused visits.

The evaluation and identification of evidence was an essential ongoing element of the self-study process. The self-study subcommittees spent much of the 2010-2011 academic year gathering specific information and relevant data. The Steering Committee reviewed and refined the subcommittees' requests for information and ensured that each request was clear and specific. During this process of research and discovery, committee

membership remained consistent, with only minor changes.

While the subcommittees continued to gather the necessary data, the Steering Committee chairpersons and the Provost and President conducted on-campus town-hall meetings to explain the purpose of institutional accreditation, to present the Higher Learning Commission's Core Criteria and to explain the self-study process. The President's Spring 2012 Convocation also focused on the upcoming reaccreditation visit. The Convocation and town-hall meetings allowed students and faculty and staff members to ask questions about the process, about the data being collected and about the approaching campus visit.

During the spring of 2012, the subcommittees composed and revised draft Criterion reports, which were subsequently reviewed by the Steering Committee chairpersons, and the writing team assembled these Criterion reports into a single report, presented in a uniform style. The Steering Committee presented the draft of the complete self-study report to the President and the President's Cabinet at the beginning of June of 2012, and the design team began work shortly thereafter on the production of the self-study report in its final print and online formats.

Organization of the 2012 Self-Study Report

The self-study report for the University of Central Oklahoma's 2012-13 comprehensive evaluation for continued accreditation is the product of a two-year, campus-wide discussion, framed by the Higher Learning Commission's Core Criteria, of the ways in which the institution fulfills its mission. Each chapter of this report presents data related to a specific Core Criterion and concludes with an assessment of the university's current activities in support of the Core Criterion ("UCO Today") and an overview of planned initiatives in this area ("UCO Tomorrow").

The first major chapter of this report focuses on the Higher Learning Commission's Criterion One and shows how the university operates with integrity to ensure the fulfillment of its mission. This chapter describes the widespread dissemination of the institution's mission documents and outlines the processes by which the university upholds and protects its integrity.

The second chapter, which addresses Criterion Two, shows how the university's planning processes are guided by its shared governance structure and informed by environmental scanning mechanisms and mutually beneficial partnerships with external constituents.

The third chapter, focused on Criterion Three, demonstrates the scope of the institution's assessment practices in support of student learning and effective teaching, describes the university's assessment policies and protocols, and documents the use of assessment results to support program development and improvement.

The fourth chapter, devoted to Criterion Four, shows how the university's academic pro-

grams promote a life of learning and intellectual inquiry, and it describes the planning and delivery of the curriculum as well as the wide range of scholarly and creative activities in which the university's students engage.

The fifth chapter of this report, which addresses Criterion Five, describes the university's engagement with its external constituents and provides an overview of the institution's careful stewardship of its resources through its planning, implementation and assessment processes.

This report's conclusion summarizes the outcomes of the self-study process and looks forward to the implementation of the new initiatives that have emerged in the course of that process. The conclusion affirms university's future-oriented focus on Transformative Learning and describes the processes through which the university will achieve its long- and short-term strategic goals.





CRITERION 1:

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Introduction

The University of Central Oklahoma's **Mission Statement, Vision Statement,** and **Academic Call to Action** summarize the institution's core values and guide students, faculty and staff in implementing practices that support Transformative Learning and in realizing our shared goal of becoming a leading metropolitan university.

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

The university's Mission Statement, Vision Statement, and Call to Action provide a template for both academic and non-academic units, including individual academic departments and schools, support services, and student organizations, in developing mission statements of their own that articulate the specialized ways in which those units support the shared mission of the university as a whole. The university's assessment and strategic planning processes, in turn, use the university's mission and the specific mission statements of individual units as touchstones in measuring their success in fulfilling their shared mission and in refining processes and programs in order more effectively to achieve its stated goals.

Core Component 1.a.1: The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define the organization's mission.

In articulating its mission and implementing its vision, the university draws upon more than a century of experience educating students from every quarter, beginning as the Territorial Normal School of Oklahoma at the end of the nineteenth century and emerging at the beginning of the twenty-first century as Oklahoma's first officially recognized metropolitan university.

The University of Central Oklahoma's mission documents articulate a shared set of core beliefs about the function of the university; about its obligation to its students, its faculty and staff members, and its outside stakeholders; and about the value of higher education. These beliefs are summarized in the university's **Statement of Beliefs and Values:**

- UCO's fundamental responsibility is **excellent teaching**, which involves instilling and fostering in students the joy of learning, the ability to think critically and a desire to achieve their creative potential.
- Our other major responsibilities include **scholarly activities, research and service to students, to other individuals and to the larger community.**
- A college degree should represent an education which enables its recipients to



become **good citizens and responsible, independent adults** who embrace learning as a lifelong endeavor.

- Great universities must require and encourage a **free flow of information, ideas and opinions** in a community which fosters social justice, values diversity and demands the highest standards of ethical conduct, mutual respect and civility.
- UCO as an institution, and all its constituents, must be committed to **continuous processes of self-examination and self-improvement** which encourage innovation, receptiveness and adaptation to change.
- UCO must seek and maintain **open and mutually beneficial relationships with its surrounding communities**, and must also view itself and its graduates as part of **an increasingly interdependent global society**.

These values are summarized in the university-level Mission Statement, Vision Statement, and Call to Action as well as in the mission statements of the university's divisions, colleges, and departments and schools.

Over the course of the past fourteen years, former President W. Roger Webb facilitated an inclusive **campus-wide process of discussion and discernment** through which faculty and staff members and students reflected on the university's tradition of excellence in education, examined contemporary scholarship and identified emerging trends in higher education, and focused the university's mission and vision on the challenges and opportunities the university confronts as an innovative, diverse, and expanding metropolitan institution. The university's current Mission Statement, Vision Statement, and Call to Action, which received final approval from the Board of the Regional University System of Oklahoma (RUSO) in 2008, reflect the insights of that campus-wide process and provide the university community with a coherent and compelling plan to guide our shared work in the coming decades.

Mission Statement

The University of Central Oklahoma (UCO) exists to **help students** learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community. UCO contributes to the intellectual, cultural, economic and social advancement of the communities and individuals it serves.

Vision Statement

UCO will become **one of the leading metropolitan universities of our kind** in the United States by providing a transformative education as well as development experiences that help learners achieve their highest level of leadership potential.

Call to Action

The University of Central Oklahoma is the Leadership University, delivering education based on our shared values of Community, Character and Civility. UCO transforms each student by focusing our resources on the **Central Six tenets of Transformative Learning**.

Transformative Learning is a holistic process that places students at the center of their own active and reflective learning experience as it transforms students in the six following areas:

- Discipline Knowledge
- Leadership
- Problem Solving: Research, Scholarly and Creative Activities
- Service Learning and Civic Engagement
- Global and Cultural Competencies
- Health and Wellness

The Call to Action articulates two important touchstones that inform all of the university's activities: the **Three Cs** and the **Central Six**. The Three Cs designate the institution's core values of **Character, Civility and Community**, which are reflected throughout campus both in mission and value statements and in the day-to-day life of the Central community. The Central Six, which are the **guiding principles of Transformative Learning**, focus and direct the university's holistic efforts to transform its students through educational experiences inside and outside of the classroom.

Transformative Learning is an organic and evolving set of practices that continue to take shape in each of the university's academic and support units. The university promotes a culture of Transformative Learning through the systematic dissemination, in official documents, public statements, and training and professional development programs for faculty and staff members, of its Mission Statement, Vision Statement, and Call to Action.

Core Component 1.a.2:

The mission, vision, values, and goals documents define the varied internal and external constituencies the organization intends to serve.

The University of Central Oklahoma's Mission Statement, Vision Statement, and Academic Call to Action clearly and concisely express the values, commitments and goals that the university community has embraced through an extensive, campus-wide deliberative process. **These statements are disseminated in every area of the university and within the wider metropolitan community that the university serves.** They are featured prominently and in multiple locations on the university's Website and are included in a wide range of print publications, including the university's undergraduate and graduate catalogs; unit-level assessment reports and strategic planning documents; promotional brochures designed to recruit undergraduate and graduate students; tenure, promotion and review documents for faculty members and Individual Performance Plans for staff members; and professional development materials produced by the university's Center for Excellence in Teaching and Transformative and Learning (CETTL) and the Center for eLearning and Continuing Education (CeCE).

The core values, articulated in the university's Mission Statement, Vision Statement, and Call to Action have guided the university's efforts to become one of the top ten metro-



politan universities of its kind in the United States. The university's emphasis on **leadership, global and cultural competencies, and civic engagement and service learning**, for example, requires active engagement with the widest range of local, regional, national and global partners in order to provide students with a rich and diverse range of transformative and developmental opportunities. Because of its location in Oklahoma's largest metropolitan area and its longstanding commitment to educating students from around the world, the University of Central Oklahoma is able to draw upon the academic and experiential resources not only of its students, faculty, and staff but of its constituents, stakeholders, and partners throughout the world.

The Office of Institutional Research maintains a list of **peer institutions** in conjunction with the Division of Academic Affairs and other divisions of the university:

- Boise State University
- California State University, Fresno
- Kennesaw State University
- Missouri State University
- Sam Houston State University
- San Jose State University
- Texas State University
- Towson State University
- Wichita State University
- Youngstown State University
- Kennesaw State University

These peers were chosen based on criteria such as metropolitan location, enrollment, full-time faculty, student/faculty ratio, and overall "fit." The peer group was approved by the RUSO in the summer of 2008 and by the Oklahoma State Regents for Higher Education (OSPRE) in the spring of 2009.

In order publicly to articulate the institution's mission and to ensure a consistent emphasis on the values of Transformative Learning in every area of the university, the university's Mission and Vision Statements are published in the **Undergraduate Catalog** and its Statement of Beliefs and Values is published in the **Graduate Catalog**. Framed copies of the university's Mission Statement are also posted in most departments on campus, and the President, Provost, Vice Presidents, and academic deans routinely cite the Mission and Vision Statements in addresses to the faculty and staff members and the students employed or served by their units as well as to the wider metropolitan community. **Instructors include in their syllabi course-specific statements based on the university's Call to Action that articulate the Transformative Learning outcomes for their courses**, and the university makes reference to its Mission and Vision Statements in press releases and in fundraising and grant application materials¹. As Provost William Radke wrote in the Fall 2011 issue of the **Academic Affairs Newsletter**,

There is so much more from every corner of UCO. It is clear the Transformative Learning

¹ <http://www.uco.edu/la/deans-office/documents/la-policy-18.pdf>

and the Central Six are much more than a good idea. These experiences are becoming deeply ingrained into the culture and practice of UCO. In fact the high impact practices that we call the Central Six are what differentiate our university from the broad selection of other options out there for today's students.

Finally I encourage you during this "year of meaning" to begin extending transformative andragogy into the area of online instruction. This is necessary for us because an increasing number of faculty members supplement their face-to-face courses with an Internet component or teach entirely online.

At its core, transformative andragogy encourages professors to do much more than transmit information. Rather, this approach seeks to fundamentally and respectfully change students' attitudes and analytic skills to facilitate their growth, regardless of whether the course is delivered through a traditional or online format.²

Core Components 1a.3 and 1a.4:
The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning, and the mission documents state goals for the learning to be achieved by its students.

The University of Central Oklahoma commits itself, in the Mission Statement, to "helping students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community." The university fulfills this mission by providing students with transformative learning experiences that empower them to **contribute to the intellectual, cultural, economic and social advancement of the communities and individuals the university serve**. Each student enrolled at the university is invited to participate in this holistic process, which places students at the center of their own active and reflective learning experiences.

The Mission Statement of the Division of Academic Affairs provided the template for the university's Mission Statement. The **mission of the Division of Academic Affairs** is that of the university as whole: "helping students learn so that they may become productive, creative, ethical, engaged citizens and leaders." The Division of Academic Affairs' Vision Statement specifies the processes, including "active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency and service to others," through which students, faculty and staff engage in the project of Transformative Learning in their collaborative work both in the classroom and in the wider community in which the education of our students takes place. To assist faculty and staff members in implementing the university's mission and realizing its vision, the Division of Academic Affairs has articulated a set of **Long-term Academic Goals**. These goals define a set of student outcomes that guide colleges,

² <http://www.uco.edu/academic-affairs/files/2011%20Vol%208%20No%201%20Sept.pdf>



departments, and schools in developing new programs and initiatives, in revising existing programs, and in assessing their own and their students' progress in achieving the objectives defined by the university-level mission and vision. The Long-term Academic Goals are divided into four categories:

- Helping students learn by offering Transformative Learning experiences to all students
- Helping students learn so that they are better able to achieve their educational goals
- Helping students learn by enhancing campus infrastructure and resources
- Providing service and support as a nationally recognized Metropolitan University

Core Component 1.a.5:
The organization regularly evaluates and, when appropriate, revises the mission documents.

In 2002, the Higher Learning Commission's site-visit team, noting the University of Central Oklahoma's unique position within Oklahoma's system of higher education, suggested that the university had outgrown its mission and recommended that it **reexamine its mission in order to develop a new strategic plan guide the next phase of its growth**. This recommendation was affirmed through a 2005 **university-wide Continuous Quality Improvement (CQI) process** involving nearly 150 faculty and staff members from all areas of campus.

In order to develop and implement a new strategic plan, President Don Betz has established the **President's Council**, which includes representatives from every area of the university. The President's Council will play a leadership role in articulating and revising the university's strategic plan as it develops the general strategic goals defined by the President's Cabinet into a workable plan that will describe specific goals, measureable objectives, and the strategies and tactics necessary to accomplish them.

The President's Council, in turn, will function as the nucleus of a larger **University Planning Group** that will invite faculty, staff and student experts from across campus to participate as members of goal-centered working teams that will help the Council to formulate focused goals and realistic objectives. To this end, the President's Council will also coordinate a campus-wide conversation during the fall of 2012 to gather feedback on its development of a campus-wide strategic plan, and it will continuously monitor the implementation of that plan and make recommendations to the President's Cabinet regarding the prioritization of specific goals and initiatives.

Core Component 1.a.6:
The organization makes the mission documents available to the public, particularly to prospective and enrolled students.

The University of Central Oklahoma disseminates its university-, division-, and unit-

level mission documents both to on-campus constituents and to the general public in a variety of ways. The university's Mission Statement, Vision Statement, and Call to Action are published at the university's Website, in the **Undergraduate and Graduate Catalogs**, and in the "**viewbook**" that the Office of International Student Services distributes to prospective students abroad. Division- and unit-level mission and vision statements and academic goals are published at **division, college, and department and school Websites**. The university's mission and vision statements are also included in the "**Student Information Sheet and Syllabus Attachment**"³ prepared by the Division of Academic Affairs each semester and included as an attachment to every paper and electronic syllabus on campus. In addition, the university's tour guides and orientation leaders present both the mission and the vision statement to prospective and newly enrolled students.

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

As a metropolitan institution located in a diverse and rapidly growing urban area, the University of Central Oklahoma encounters and embraces diversity in its collaborations with stakeholders in its region as well as with **partners around the globe**. The university's commitment to **service learning and civic engagement**, in turn, makes clear the integral role that appreciation of and constructive engagement with diversity plays within the transformative educational experiences that the university provides for its

Core Component 1.b.1:
In its mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission.

The University of Central Oklahoma's Mission Statement affirms the value of diversity and emphasizes the importance of understanding, appreciating and interacting with diverse communities by committing the university to producing "ethical, engaged citizens and leaders in our global community" while contributing to "the intellectual, social, economic and social advancement of the communities and individuals it serves." The university's Academic Call to Action, in turn, singles out "Global and Cultural Competencies" and "Service Learning and Civic Engagement" as essential components of the Transformative Learning experience that distinguishes an education at the University of Central Oklahoma.

In its **Beliefs and Values Statement**, which is displayed prominently at the university's Website⁴, the University of Central Oklahoma expresses its conviction that "great uni-

³ <http://www.uco.edu/academic-affairs/files/aa-forms/faculty/StudentInfoSheet.pdf>

⁴ <http://www.uco.edu/about/values.asp>





versities must require and encourage a **free flow of information, ideas and opinions in a community that fosters social justice, values diversity and demands the highest standards of ethical conduct, mutual respect and civility.**” The university lives out this belief by fostering “continuous processes of self-examination and self-improvement which encourage **innovation, receptiveness and adaptation to change**” as essential elements of our students’ and our institution’s successful participation in “open and mutually beneficial relationships with its surrounding communities and . . . as part of an increasingly interdependent global society.”

Core Component 1.b.2:
The mission documents present the organization’s function in a multicultural society.

The University of Central Oklahoma’s Mission Statement explicitly acknowledges and celebrates the **diverse global contexts** in which students and alumni function as “ethical and engaged citizens and leaders,” while the university’s Call to Action prioritizes the development of students’ “global and cultural competencies” so that they will be able to interact successfully with diverse individuals and communities in an increasingly interconnected global environment. For this reason, the university has identified “**Global and Cultural Competencies**” a central tenet of Transformative Learning. The university’s Beliefs and Values Statement, in turn, acknowledges the university’s obligation to foster social justice, to value diversity, and to demand the highest standards of ethical conduct, mutual respect and civility among its students and faculty and staff members.⁵ Numerous specific initiatives through which the university lives out these commitments are discussed in Section 1.c, below.

Core Component 1.b.3:
The mission documents affirm the organization’s commitment to honor the dignity and worth of individuals.

In an effort to draw together the institution’s various statements on diversity, and in conjunction with the work of the **Diversity Action Team** established by the Provost in the fall of 2010, the university community adopted, in the spring of 2011, a **comprehensive Diversity Statement**. This statement, which appears in the university’s *Undergraduate Catalog* as well as in the *Faculty Handbook*, explicitly connects the university’s commitment to diversity with its mission to provide transformative educational experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving the global community.

The university’s Diversity Statement provides an expansive and inclusive definition of diversity that embraces “**differences of culture and circumstances, including differences of race, ethnicity, geography, gender, age, religion, socioeconomic status,**

language, ability/disability, sexual orientation, status as a veteran, learning style and immigration status, among other forms of diversity.” At the same time, the Diversity Statement identifies active engagement with and support of diversity as crucial elements of leadership education, and it calls upon all members of the university community to promote the recruitment and retention of students, faculty and staff from diverse and underrepresented backgrounds to “foster an institutional culture that values a diverse community and that invites authentic interaction among the members of that community.”

The Division of Student Affairs’ **Office of Diversity and Inclusion**, formerly the Office of Multicultural Student Services, is specifically charged with supporting and enhancing diversity within the university community. The stated mission of the Office of Diversity and Inclusion is to “promote an educational environment that **recognizes and celebrates the diverse culture of the University of Central Oklahoma**” by “researching, designing, and implementing unique **programs that promote the pursuit of academic success, encourage retention and enhance graduation rates of students.**” The office’s goal is to offer and support programming that “expands students’ cultural horizons, cultural competence and perspectives while honoring their respective cultural experiences.”⁶

Core Components 1.b.4 and 1.b.5:
The organization’s required codes of belief or expected behavior are congruent with its mission, and the mission documents provide a basis for the organization’s basic strategies to address diversity.

The university’s commitment to diversity, articulated through the university’s Mission and Vision Statement and Call to Action and specified in the Diversity Statement, provides a clear and compelling foundation for specific policies and procedures that foster diversity and promote the acceptance of diversity within the university community.

The university’s **Educational Philosophy**, articulated in the *Faculty Handbook*, identifies diversity as a core principle that underwrites the university’s approach to educating its students and reminds faculty members that “learning is enhanced by embracing the diverse talents and approaches students, faculty members, and staff contribute to the process” as a function of their diverse backgrounds and lived experiences⁷.

The *Faculty Handbook* further specifies the **Three Cs** – Character, Civility and Community – as core values of the institution, rooted in the university’s Mission and its shared understanding of Transformative Learning, and it directs faculty members in all circumstances to model “**respect for persons**” and to establish and to maintain “the ethical conditions and moral climate” that promote the free and respectful exchange of ideas within a diverse learning community.

⁶ <http://www.uco.edu/student-life/diversity/index.asp>

⁷ <http://www.uco.edu/academic-affairs/files/OFFICIALFacultyHandbook11-12.pdf>

⁵ <http://www.uco.edu/about/mission.asp>



The university, in its revised **Equal Opportunity Statement**, adopted in the fall of 2011, explicitly commits itself to continuing “its policy of fair and equal employment and educational practices without discrimination or harassment because of actual or perceived race, creed, color, religion, alienage or national origin, genetic information, ancestry, citizenship status, age, disability or handicap, gender, marital status, veteran status, sexual orientation, gender identity, or any other characteristic protected by applicable federal, state, or local laws.”

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

The students, faculty and staff of the University of Central Oklahoma have embraced the “Central Six” tenets of Transformative Learning in every aspect of their shared work. Academic and support programs organize their activities in order to promote these shared goals. The goals, in turn, guide the university’s **continuous improvement** efforts and provide **benchmarks** against which to measure the university’s success in providing a relevant, progressive and multi-dimensional environment that is receptive to the needs of diverse learners in accordance with the tenets of Transformative Learning.

Core Component 1.c.1:
The board, administration, faculty, staff, and students understand and support the organization’s mission.

The university-, division-, and unit-level mission statements, vision statements, and goals discussed in Section 1a clearly articulate the university’s mission, while the specific policies, procedures and initiatives described in Section 1b provide a comprehensive mechanism for articulating this mission to the university’s various internal and external constituents.

The university has taken a number of steps to promote awareness of and engagement with the philosophy and practice of Transformative Learning. In 2009, the Division of Academic Affairs made engagement in Transformative Learning one of the **criteria for Faculty Merit-Credit Awards**, and the Center for eLearning and Continuing Education (CeCE) added Transformative Learning criteria to the **rubric that it uses to evaluate courses proposed for online delivery**. In 2010, the university updated its **tenure and promotion policies** to include a consideration of candidate’s contributions in the area of Transformative Learning⁸, and in 2011 it transformed the existing Faculty Enhancement Center (FEC) into the **Center for Excellence in Transformative Teaching and**

8 <http://www.uco.edu/academic-affairs/files/OFFICIALFacultyHandbook11-12.pdf> and <http://www.uco.edu/academic-affairs/faculty-staff/merit-credit.asp>

Learning (CETTL)⁹ in order to ensure that faculty members will receive the support and training they need in order to incorporate elements of Transformative Learning into all areas of their teaching,

Specific initiatives at the university-, division-, and unit-level, including **peer mentoring, online tutoring, and Tutoring Central (TC)**, support each of the “Central Six” tenets of Transformative Learning. To support the effective presentation and acquisition of **Discipline Knowledge**, for example, the university chose to include a variety of flexible individual study spaces in its newest academic building, the **Center for Transformative Learning (CTL)**; these spaces provide the university’s largely non-residential student population with an appealing and well-designed environment in which to prepare for classes and to complete assignments. At the college level, the College of Business has also established a **Teaching Effectiveness Task Force** in order to identify and promote best practices in the transmission of discipline knowledge within the college’s fields of study. The College of Business and the College of Liberal Arts both encourage and recognize student excellence in the area of Discipline Knowledge at annual **college-wide Symposia** at which students present to one another and to the wider community the research and scholarly and creative projects that they have completed in their courses.

To provide **Leadership** opportunities for students in fulfillment of the second tenet of Transformative Learning, the university annually provides **leadership scholarships**¹⁰ to between forty and fifty incoming students and supports innovative leadership programs including the **President’s Leadership Council** and **Leaders of Tomorrow**. These programs expose more than 200 students each year to critical leadership experiences ranging from Organizational Leadership to Service Learning. Each incoming leadership scholarship recipient is enrolled in the university’s **Lessons in Leadership** course, in which notable speakers including former Oklahoma Governor Brad Henry, Dr. John Maxwell, and Sir Ken Robinson make presentations on aspects of leadership in a variety of different fields.

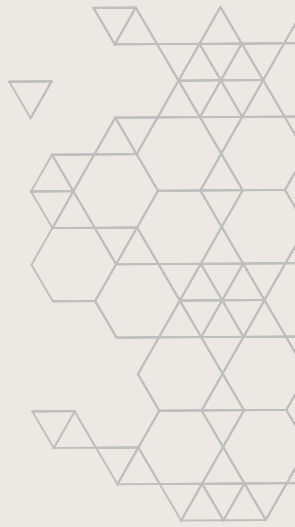
The University of Central Oklahoma is the only institution of higher education in Oklahoma to offer a **minor program in Leadership**¹¹. This innovative program, which is helping to produce the next generation of leaders for our communities, state and nation, stands at the center of the university’s leadership education initiatives. Other important initiatives in this area include the **Leader-in-Residence program**, which enhances students’ educational experience by allowing them to interact and to learn from recognized leaders in a variety of different fields of activity. The university also provides leadership training for its faculty and staff members through the **Leadership UCO program**¹², which helps to identify, develop, and support the leadership skills of faculty and staff members from every division of the university, and the Educators’ Leader-

9 <http://www.uco.edu/academic-affairs/fec/index.asp>

10 <http://www.uco.edu/central/leadership/leadershipscholarships/index.asp>

11 <http://www.uco.edu/central/leadership/leadership-minor.asp>

12 <http://www.uco.edu/central/leadership/facultyandstaffleadership/leadershipuco.asp>



ship Academy¹³, which offers both an **Outstanding Professors' Academy**¹⁴ and a **Higher Education Chairs' Academy**¹⁵.

To promote excellence in the areas of **Research and Scholarly and Creative Activity**, the University has established the **Office of Research and Grants (ORG)**¹⁶, which promotes transformative learning through its support of research and scholarly and creative activities by assisting students and faculty members in applying for off-campus grants; by administering a variety of on-campus grant programs¹⁷ including student **Research, Creative and Scholarly Activity (RCSA)** grants¹⁸; and by coordinating the participation of UCO students in **Oklahoma Research Day**¹⁹, the major annual state-wide research conference for both undergraduate and graduate students.

The university's College of Mathematics and Science has assumed a leadership role in promoting undergraduate research through the establishment of the **Center for Undergraduate Research and Education in Science, Technology, Engineering and Mathematics (CURE-STEM)**²⁰. This center supports increased undergraduate retention in STEM disciplines and enhances the professional qualifications of STEM students by providing fellowships to faculty members to develop innovative teaching techniques and curricula in STEM disciplines and by funding student-centered research projects in which students and faculty members collaborate to pursue original questions with professional outcomes. In the fall of 2011, the College of Business established the Center for Leadership and Business Research, **which engages business students in applied business research; supports College of Business faculty in their scholarly activities, including the preparation of external grant proposals**; and connects the College of Business with the business community in the Oklahoma City metropolitan area.

The university's students, faculty and staff have enthusiastically embraced the **Service Learning and Civic Engagement** as crucial components of the process of Transformative Learning. **Service Learning**, which is a collaborative effort involving the Division of Academic Affairs and the Division of Student Affairs, involves course-based, credit-bearing activities through which students participate in service projects that meet identified community needs and in which students reflect on their participation to gain a better understanding of course content as well as an enhanced sense of civic responsibility. Service Learning integrates community service into academic instruction to support the learning goals of a course. This connection between academics and community service offers a dynamic opportunity to strengthen student learning in a context in which students gain firsthand experience with economic, social, cultural, educational,

13 <http://www.uco.edu/cpde/ela/>

14 <http://www.uco.edu/cpde/ela/academies/outstanding-prof.asp>

15 <http://www.uco.edu/cpde/ela/academies/higher-ed-chair.asp>

16 <http://www.uco.edu/academic-affairs/research-grants/index.asp>

17 <http://www.uco.edu/academic-affairs/research-grants/faculty-oncampus-grants/index.asp>

18 <http://www.uco.edu/academic-affairs/research-grants/student/index.asp>

19 <http://www.cameron.edu/okresearchday>

20 <http://cms.uco.edu/curestem/>

environmental and political issues that shape a particular course. The University of Central Oklahoma certifies its students' achievements in the area of Service Learning to employers through an innovative **Service Learning Transcript**, which documents the hours and types of services that students complete.

The University of Central Oklahoma has also assumed a leadership role among institutions in its region and across the nation in the area of **Civic Engagement**. For each of the past four years, the university has been recognized on the **President's Honor Roll for Community Service**, while participants in the **American Democracy Project (ADP)**²¹ have won Oklahoma Campus Compact's voter registration drives for the past two years²².

The University of Central Oklahoma was a founding member of the American Democracy Project. Established in 2003, the American Democracy Project involves 229 institutions in a special national initiative that focuses on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. As institutions and as individuals, we make a difference by example, by living lives of engagement. ADP's programs, in turn, help to integrate the university's core values of Character, Civility and Community into the fabric of campus life through Innovative partnerships among students, staff, faculty and community partners; the Civic Engagement Lecture Series; Constitution Day activities; the Deliberative Polling initiative the Oklahoma Civic Health Index; the **"Coffee with the Times"** program; the Political Engagement Initiative; and a variety of book discussion groups.

The university pursues its commitment to constructive engagement with the communities that it serves through initiatives including the College of Education and Professional Studies' **Principal Preparation Partnership Program**, which began in the fall of 2007; the **Behavior Analyst Program**, which was initiated in the fall of 2008 in response to state legislation to support autistic students and has led to the development of a **Model Autism Day School** in partnership with Mercy Hospital²³; and the **Urban Teacher Preparation Academy (UPTA)**²⁴, a partnership with the Oklahoma City Public Schools that provides an enhanced curriculum, a year-long student teaching experience, and school-wide professional opportunities for secondary-level teacher-candidates who wish to teach in an urban setting and for the schools that employ them. The College of Education and Professional Studies and the College of Liberal Arts also offer an expanded **Bilingual Education / Teaching English as a Second Language (TESL) Program**, funded by a 2008 grant from the United States Department of Education, that provides instruction of educators in the community at off-campus sites using a variety of different instructional technologies, as well as the new **Superintendent Certification Sequence** requested by the Oklahoma Commission for Teacher Preparation and OSHRE to address a critical shortage of qualified school superintendent candidates within the

21 <http://www.uco.edu/academic-affairs/adp/index.asp>

22 <http://broncho2.uco.edu/press/prdetail.asp?NewsID=11319>

23 <http://www.mercy.net/oklahomacityok/newsroom/2011-11-11/school-for-autism-blessed>

24 <http://www.uco.edu/ceps/utpa/index.asp>

region.

The university also contributes to the community through a variety of **Go Green Initiatives**²⁵ that promote conservation and model the responsible use of resources. In November of 2011, the United States Environmental Protection Agency (EPA) honored the university, which receives one hundred percent of its energy from wind power, with its **Green Power Leadership Award** for helping to reduce the environmental impacts associated with the campus' electricity use.

The university has established the **Centre for Global Competency (CGC)**²⁶ as a collaborative effort of the Divisions of Academic Affairs and Student Affairs to help coordinate programming that supports the development of **Global and Cultural Competencies**. Through its various initiatives, including the prestigious **Global Competency Certification program**, CGC encourages students to become globally competent individuals who are transformed into resilient and dynamic leaders through their encounters with other cultures. The Divisions of Academic Affairs and Student Affairs also collaborate to support a range of **Exchange and Study Abroad programs**. CGC has been able to expand participation in study abroad programs under exchange agreements, with the number of students participating in exchanges increasing from six to thirty in the past four years. The number of international study tours offered annually has also increased to approximately twenty in the past three years.

The study abroad programs promote global and cultural competence by exposing students to a second language and to new cultures as they make progress towards their degrees and acquire such professional and personal skills as adaptability, responsibility, and the ability to overcome obstacles more effectively. These education abroad programs also help the students to earn the **CGC Global Certification**²⁷, which enables them to demonstrate to potential employers their active participation in a range of international activities.

To assist faculty members in designing high-quality study tours that will promote global and cultural competencies, the Division of Academic Affairs has created the **Creating a Study Tour Leadership Experience (CaSTLE)** program²⁸. This successful program, which is now in its fourth year, provides mentorship, training, and logistical and financial support to faculty members who are planning to lead study tours.

The **Passport UCO** program²⁹, which was initiated in 2004, provides a comprehensive range of on-campus presentations and learning events that expose students who are unable to travel abroad to the history and culture of a different country or region each fall semester. Beginning with Italy in 2004 and currently highlighting England, Aca-

25 <http://www.uco.edu/administration/green/index.asp>

26 <http://www.uco.edu/student-affairs/cgc/>

27 <http://www.uco.edu/student-affairs/cgc/certification/index.asp>

28 <http://www.uco.edu/academic-affairs/faculty-staff/castle.asp>

29 <http://bronze.uco.edu/passport/>

demical colleges, departments and schools, and student organizations work together to organize events that will inspire unity and understanding in the global community while providing educational and entertaining events for students and for members of the communities that the university serves. Recent Passport UCO events have included festivals, concerts, plays, readings, films, special classes, guest lectures, and meals.

The College of Education and Professional Studies' **Multicultural Education Institute (MEI)**³⁰, now in its twenty-eighth year, also promotes global and cultural competency by bringing together students, faculty and staff members, and members of the wider community to develop strategies to promote the integration of cultural diversity into the school curriculum at every level and to develop inclusive and culturally sensitive pedagogical techniques.

Since 2008, the university has offered between twenty and twenty-five students each year the opportunity to participate in a **Global Learning Community**³¹. This learning community, established with the support of a generous grant from the Inasmuch Foundation, pairs domestic and international first-year students in a living and learning environment that includes both residential programming and shared courses during their freshman year. During the first two years of the learning community, grant funding enabled participants to travel to Greece and then to Germany and France to experience other languages and cultures on a firsthand basis.

Over the course of the past decade, beginning with the opening of the **Wellness Center** in 2002, the university has made significant progress in promoting **Health and Wellness** in fulfillment of its commitment to provide its students, employees, and visitors a safe and healthy environment. Through an innovative partnership with a local bike shop, the university initiated the **Bum-A-Bike** program in 2008 to provide a healthy and ecologically responsible alternative to driving. The program has been so successful that 120 bronze-and-blue bikes are now available across campus for students to check out; this program's success has led to the establishment of **Cycology**, the university's own campus bike shop, which keeps the bikes in tip-top shape. In the summer of 2010, in order to further promote a culture of civic and individual wellness, the university became a **tobacco-free campus** and adopted a comprehensive tobacco-control program. In addition, the university has designated walking trails throughout campus and recently installed a rock climbing wall to promote healthy lifestyles, and in August of 2011, it extended to faculty and staff members the free Wellness Center memberships that students enjoy.

30 <http://www.uco.edu/ceps/dept/cni/mei/index.asp>

31 http://www.uco.edu/learningcommunities/old/global_how.htm





Core Component 1.c.2:
The organization's strategic decisions are mission-driven.

In 1998, the university initiated a major strategic planning process directed by its newly appointed President, W. Roger Webb. This eighteenth-month process, described in the pamphlet **Planning for the 21st Century; Achieving Human Potential at the University of Central Oklahoma**, produced a **ten-year plan** that provided a broad framework within which the university's different divisions and units developed **unit-specific strategic plans** in alignment with the university plan. This process successfully moved the university toward a more distinctive institutional identity.

By 2006, the university had achieved approximately eighty percent of the goals set forth in the 1998 long-range strategic plan. The university's various divisions had collaborated to expand the scope of the university's mission in order to meet the growing demands of its students and stakeholders. The President continued to expand the university's commitment to both the Edmond and the Oklahoma City communities. The **Division of Administration and Finance** developed extensive projects to encourage **efficiency** while promoting **sustainability** in all work areas. The **Office of Information Technology (OIT)** improved technological facilities and, among other achievements, made **wireless networking** available everywhere on campus. The **University of Central Oklahoma Foundation** made great strides in developing its endowments through improved fundraising processes. The **Division of Student Affairs** developed activities and programs that promote **"high touch" interpersonal engagement** to counteract the negative effects of the school's history as a predominantly non-residential "commuter" institution. The **Division of Enrollment Management** revised and **streamlined enrollment processes** to eliminate waiting lines and developed a range of programs to improve student retention and persistence. The **Division of Academic Affairs**, in turn, worked with the university's other divisions to **organize and unify emerging high impact educational programs** within a unified program defined by the tenets and practices of Transformative Learning.

Core Component 1.c.3:
The organization's planning and budgeting priorities flow from and support the mission.

In order to ensure that decisions about program development, revision and continuation will be made in a strategic manner, in order make the most effective use of the institution's financial and human resources, the university initiated an ongoing, comprehensive **Program Prioritization** process in the spring of 2011. This process requires academic programs, which lead to degrees, minors, and certificates, and support programs, as well as all of the university's administrative offices, to complete a series of spreadsheets describing their unit's mandate, its alignment with the university mission, its demand, and its cost. Cross-functional teams of faculty and staff members and students reviewed these spreadsheets and assigned a score to each program using either

an academic or a support program scoring rubric. The scoring teams' reports have been forwarded for review to the divisional vice presidents, who will discuss the results of the review with unit-level administrators and employees and may then make **recommendations to eliminate, consolidate, restructure, or continue specific low-scoring programs**. In the first year of Program Prioritization, all university programs were reviewed in order to establish a baseline set of performance measures and to prepare for an anticipated budget shortfall in the 2011-12 fiscal year. Subsequent academic and support program reviews will place greater emphasis on **continuous quality improvement**, while continuing to utilize scoring to allow programs to be prioritized. These reviews will be conducted every five years and will be staggered so that approximately twenty percent of the university's programs will be reviewed in any given year; this review cycle for academic programs will be integrated into the existing **Self-Study for Continuous Improvement (SSCI)** cycle.

Each year, the Executive Vice President convenes a **Budget Task Force** which consists of all vice presidents and their appointed proxy, representatives from the student government, Faculty Senate, academic college deans, and UCO Alumni Association. The primary purpose of this task force is to share information regarding the projected state of the budget and to identify necessary changes to the budget in response to increases or decreases in funding. Responsibility for making budgetary decision rests with the University President, to whom the Budget Task Force makes recommendations. It is expected that data generated by the Program Prioritization process will guide the Task Force in future budgetary discussions.

Core Component 1.c.4:
The goals of the administrative and academic subunits of the organization are congruent with the organization's mission.

The university's non-academic units participate actively with the academic units in the reflective and deliberative process of defining, articulating, and implementing the university's mission and vision. Each non-academic unit of the university has developed its own Mission Statement, based on the university's mission statement and reflecting the unit's specific role in advancing the shared mission of the university as whole.

The **Division of Administration and Finance** supports the mission of the university by providing excellent leadership and high quality, effective, efficient, and timely administrative and financial services and programs. The division continuously assesses its services and programs to meet the ever-changing need of the university community and its constituencies.

The mission of the **University of Central Oklahoma Foundation** is "to raise funds to support the University of Central Oklahoma and its students." This independent, not-for-profit organization works with alumni, community partners, and external foundations to establish endowments to support the work of the university, and it manages and distributes funds from endowments that support students and faculty and staff

members as they provide and pursue transformative educational experiences.

The **Division of Enrollment Management** supports the mission of the university by fulfilling its specific mission “to recruit, enroll, retain, and graduate a qualified and diverse group of students who can benefit from the learning experience that is offered by our institution.” By providing “exemplary leadership in strategic enrollment planning by integrating programs and services,” the Division of Enrollment Management enables faculty and staff members efficiently and effectively to provide students with transformative educational experiences while ensuring that the widest range of prospective students from every quarter will be able to receive a transformative education at the university³².

The mission of the **Office of Information Technology (OIT)** is “to assist the university in achieving the goals” articulated in the university’s Mission Statement, Vision Statement, and Call to Action. In its Vision Statement, the Office of Information Technology embraces the university’s Call to Action by committing itself to supporting student outcomes including “cognitive complexity; knowledge acquisition, integration, and application; humanitarianism; civic engagement; interpersonal and intra-personal competence; practice competence; persistence and academic achievement.” The Mission and Vision Statements of the Office of Information Technology clearly articulate the centrality of transformative education to all of its activities, and they define its role in relationship to the university’s wider educational enterprise of teaching and learning³³.

In its Mission Statement, the **Division of Student Affairs** commits itself to providing “a challenging and supportive community for students by fostering their understanding of self, appreciation of diversity and commitment to service . . . by providing progressive and inclusive programs and services that enhance student learning and well-being.” The mission of the Division of Student Affairs supports the mission of the university as a whole in recognizing service learning and civic engagement as crucial components of our students’ educational experience and in promoting the knowledge of self and the appreciation for diversity that are essential in order for students to succeed as ethical and engaged citizens and leaders in our diverse global community³⁴.

The **Office of University Relations** supports the institution’s mission by providing public relations services and counsel to enhance public approval and support and by creating a consistent positive image of the university through news releases, media relations, advertising, branding and marketing initiatives, video production, publications and electronic media. The Office of University Relations serves as the public relations, advertising and marketing agency for every unit of the university and ensures that the institution’s story is communicated in a way that is consistent with its overarching mission, vision and values.

32 <http://www.uco.edu/em/registrar/index.asp>

33 <http://www.uco.edu/technology/about/index.asp>

34 http://broncho2.uco.edu/student_affairs/

Each of the university’s **academic colleges**, in turn, has articulated a Mission Statement based on the university’s Mission and Vision Statements and a set of Academic Goals that reflect its specific mission and disciplinary specialization.

The **College of Business** serves the State of Oklahoma as an innovative learning community that supports teaching by engaging in scholarship and service to its stakeholders. The college offers its students opportunities to prepare for future business leadership in the global economy and provide the educational foundation to become productive, creative, ethical, and engaged citizens³⁵. To fulfill this mission, the college has identified four pillars of performance: Engaging Students; Supporting Faculty; Enhancing Facilities; and Telling Our Story³⁶.

The **College of Education and Professional Studies** supports the university’s mission of “helping students learn” by taking as its particular mission the development of individuals and the delivery of programs and services to meet the needs of the professional communities served by the college. This college-level mission statement affirms the longstanding commitment of the college’s students, faculty and staff to leadership in the training of teachers and of educational professionals who will assume leadership roles within the region, throughout the state, and across the country. The College of Education and Professional Studies, by meeting this crucial need, directly fulfills the university’s obligation to contribute to the intellectual, cultural, economic and social advancement of the communities and individuals the university serves.

The faculty members of the College of Education and Professional Studies have also articulated a set of academic goals for its students, in which they commit themselves to engaging students in transformative learning experiences; continuing the development of partnerships and collaborations with various educational institutions, agencies and entities, including international collaborations; enhancing selected undergraduate and graduate programs to meet community needs; continuing to provide access to programs through alternative delivery methods; enhancing college resources through external sources; and thoroughly evaluating the utility, vibrancy, relevancy, and need for all academic programs and services³⁷.

The **College of Fine Arts and Design** follows the university as a whole in identifying its mission as “helping students learn” by providing them with “the skills and . . . the knowledge for professional careers and leadership in the arts and arts education.” The particular mission of the college arises from its special status as “a center for excellence for the fine and performing arts” and as “a center of innovation for improving and promoting arts education”; this mission directly supports the university’s mission of producing productive, creative, and engaged citizens who will assume leadership roles in promoting and sustaining the cultural life of the communities that the college serves

35 <http://busn.uco.edu/alumni/message/vision>

36 <http://busn.uco.edu/alumni/message/pillars>

37 <http://www.uco.edu/ceps/about.asp>



on the local, regional, and national levels³⁸.

The mission of the **College of Liberal Arts** is to provide students with transformative academic experiences that encourage rigorous inquiry, enable critical thinking and problem-solving skills, cultivate knowledge in dynamic learning environments, ignite awareness of and involvement in our interdependent world, and promote research, creative activity and continuous improvement. In the college's Vision Statement, the faculty and staff of the College of Liberal Arts commit themselves to preparing students to "offer leadership and service to their local and global communities; to continue their creative and scholarly activities throughout their lives and careers, and to live emotionally and intellectually healthy lives."

To guide faculty and staff members in developing new programs and initiatives and in improving existing programs, the College of Liberal Arts has also defined a set of academic goals for its students. In this statement of goals, the faculty and staff of the college affirm their commitment to increase students' comprehension in their discipline knowledge; to engage all students in research and creative activities; to foster leadership and service learning opportunities for all students; to provide collaborative opportunities for students with other departments and colleges, with other institutions of learning, and with the metropolitan and global communities; and to provide healthy, interactive, and technologically state-of-the-art learning environments to accommodate effective, transformative teaching and learning³⁹.

The mission of the **College of Mathematics and Science**, like that of the university as a whole, is "helping students learn," and the college has adopted as part of its Mission Statement the university's Call to Action, which defines the goals and techniques of Transformative Learning. In its mission statement, the college commits itself to providing students with an exceptional educational experience, founded on the active and reflective, student-centered processes of Transformative Learning. By doing so, the college promotes its students' educational and professional success and enables them to take their place as ethical and engaged citizens and leaders of the communities that the university serves⁴⁰.

The mission of the **Dr. Joe C. Jackson College of Graduate Studies** is "to ensure challenging learning opportunities at the graduate level and to promote scholarly research and creative activity at all academic levels." The Graduate College's mission supports the mission of the university as a whole by fostering the intellectual and creative development of students at every level so that they will be able to assume leadership roles within our global society. In its Mission Statement, the Jackson College of Graduate Studies affirms its commitment "to transforming the lives of learners, scholars, and artists while connecting them to the global community," in support of the university's larger goal of training productive, creative, ethical and engaged citizens and leaders for our global community. The specific academic goals by which graduate student success

38 <http://www.uco.edu/cfad/dean/index.asp>

39 <http://www.uco.edu/la/deans-office/missionstatement.asp>

40 <http://cms.uco.edu/>

is measured are those of the academic colleges, departments and schools in which those students are pursuing their graduate degrees.

Core Component 1.c.5:
The organization's internal constituencies articulate the mission in a consistent manner.

The university's students, faculty and staff live out this mission on a daily basis, and this active engagement with the university's mission finds expression in the community's shared commitment to "**Live Central.**"⁴¹ Each of the programs described in the preceding and following sections of this self-study report demonstrates ways which the university mission encompasses the work that students and faculty and staff members do on a daily basis.

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

The University of Central Oklahoma is an integral part of the **Oklahoma State System of Higher Education**. The **Oklahoma State Regents for Higher Education (OSHRE)**⁴² prescribe academic standards for higher education, determine functions and courses of study at state colleges and universities, grant degrees, and approve allocations as well as tuition and fees, within the limits set by the Oklahoma Legislature, for each public college and university in the state.

The State System of Higher Education is comprised of twenty-five colleges and universities including two research universities, eleven regional universities and twelve community colleges, as well as eleven constituent agencies and one higher education center. The Oklahoma State Regents for Higher Education coordinate the activities of the State System as a whole, while individual institutions or groups of institutions are governed through their particular boards of regents.

The immediate governing board of the University of Central Oklahoma is the **Regional University System of Oklahoma (RUSO)**⁴³. Originally named the Board of Regents of Oklahoma Colleges (BOROC), the Board adopted its current name in 2006 in recognition of the changing scope and mission of the institutions it oversees. The Board's principal responsibilities include the hiring and evaluation of university presidents and the monitoring of campus operations at five institutions, including the University of Central Oklahoma, that were originally established as normal schools. Eight of the nine mem-

41 <http://www.youtube.com/user/UCOBronchos#p/u/46/s4i537hBn1E>

42 <http://www.okhighered.org/>

43 <http://www.ruso.edu/>





bers of RUSO serve nine-year terms on a volunteer basis following appointment by the Governor at the conclusion of a current board member's term. The ninth board member is the State Superintendent of Public Instruction, a public official elected on a statewide basis. The Board normally meets eight times each fiscal year and manages urgent business between meetings through the designated Board Chair.

The Board enacts policies necessary to govern institutions, finalizes certain employment actions, maintains custody of certain records, and authorizes the academic programs as well as budgets allocated and approved by OSRHE, and it authorizes certain business transactions as required by board policy. To assist in the fulfillment of its prescribed duties RUSO maintains active Academic Affairs, Audit and Finance, Building, Personnel, Policy and Procedure, and System Advancement Committees. While RUSO governs the universities under its jurisdiction, its powers and duties are limited by and subject to the authority expressly delegated by law to OSRHE.

**Core Component 1.d.1:
Board policies and practices document the board's focus on the organization's mission.**

RUSO supports the University of Central Oklahoma in the fulfillment of its mission through its support of major campus initiatives including the creation, approval and implementation of a two-year-degree curriculum for the **Academy of Contemporary Music (ACM@UCO)** and through its approval of the university's new status and peer group as a **Metropolitan University**. The RUSO Legal Counsel also provides **training through its professional development programs and the Office of Legal Counsel on issues regarding appropriate conduct and harassment issues** in the workplace, and the Board provides **guidance on legislative agendas and forecasts** and **represents the university at strategic planning events**. RUSO's agenda includes personnel items such as hires, appointments, leaves of absence, sabbaticals, retirements, resignations, tenure, and promotion. It also includes capital projects, new grants, contracts, and purchases over \$25,000. The board has delegation and approval rights for many of these items and duties⁴⁴.

OSHRE, acting through their various committees and boards, support the university's mission through providing financial support, including grants, for the statewide **Reach Higher Degree Completion Program**⁴⁵, the **AmeriCorps -VISTA program**, and the **Oklahoma Campus Compact** initiative to promote community service and civic engagement⁴⁶. The University of Central Oklahoma's programs and marketing initiatives related to adult recruitment and degree completion directly benefit, as part of the OSRHE Reach Higher Degree Completion Project, from the work of OSHRE-funded AmeriCorps -VISTA positions that support a **tutoring and mentoring program** on campus

44 <http://www.ruso.edu/policyManual/PolicyManual%202009-6-23.pdf>

45 <http://www.okhighered.org/reachhigher/>

46 <http://www.okhighered.org/okcampuscompact/>

and the **UCOIN financial literacy initiative**.

**Core Component 1.d.2:
The Board enables the organization's chief administrative personnel to exercise effective leadership.**

The University of Central Oklahoma's chief administrative personnel, including the President, serve as members of several **OSHRE advisory groups**⁴⁷. Their participation in these groups gives the university a voice in state initiatives for institutions of higher learning while ensuring that state-level mandates and initiatives affecting the university are clearly communicated to all members of the campus community. Chief administrative personnel at the UCO currently serve as members of the Oklahoma State Regents' Council on Student Affairs, Communications Council, Council of Business Officers, Council on Information Technology, Council on Instruction, Economic Development Council, Faculty Advisory Council, and Student Advisory Council

Both OSHRE and RUSO delegate authority to the proper university administrators. The Philosophy section (Section 1.4) of the **RUSO Policy Manual**⁴⁸ states that, "The responsibility for administration of each university is delegated to each university President." The **Policy Manual** further specifies that, "The board exercises its control over the universities through the President of each University" and "That students and faculty should have representation where appropriate on committees that address issues affecting their living and learning, and that the university Presidents will give due consideration to faculty and student recommendations when making presentations to the Board."

The President of the University of Central Oklahoma, in turn, delegates authority for specific areas of activity within the university to Vice Presidents and the Athletic Director, who comprise the **President's Cabinet**, and this distribution of responsibilities⁴⁹ is widely publicized, clearly defined, and well understood within the campus community.

**Core Component 1.d.3:
The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.**

The University of Central Oklahoma **FactBook**⁵⁰, which serves as a comprehensive reference manual for the entire campus community as well as for outside stakeholders, includes **detailed organizational charts** (pp. 10-11) that delineate the lines of authority

47 <http://www.okhighered.org/state-system/advisory.shtml>

48 <http://www.ruso.edu/policyManual/PolicyManual%202009-6-23.pdf>

49 <http://www.uco.edu/academic-affairs/files/UCOorgcharts-factbook1011.pdf>

50 <http://www.uco.edu/academic-affairs/ir/files/factbook1011.pdf>

and responsibility within every area of the university's administration. The university's **Faculty Senate** also publishes its governing and organizational documents⁵¹ as well as a clear and concise account of its committee structure⁵² at its Website. The **Academic Affairs Curriculum Council**⁵³ and the Emeritus Faculty Association⁵⁴ likewise publish their governing documents on public Websites.

Core Component 1.d.4:
People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.

The University of Central Oklahoma is committed to supporting the highest levels of **professionalism, efficiency, and effective leadership** at all levels, beginning with the President and continuing through the President's Cabinet, the deans of the academic colleges, and the university's many mid-level managers and supervisors. Departments and committees including the President's Cabinet, the Office of Employee Relations and Development⁵⁵, the Faculty Senate, and the Office of Legal Counsel work together to ensure that administrators at every level have access to the training and resources necessary in order to carry out their assigned duties in an exemplary manner.

The university's **employment, training and performance improvement process** helps to ensure employees are properly trained and fully qualified to discharge their assigned duties and their performance is measured in an appropriate and effective manner. This process includes a New Employee Training program (NET); the Individual Performance Plan (IPP) performance appraisal system⁵⁶; the "360 Assessments" conducted at the vice-presidential level and throughout the university's administrative units; the IDEA evaluation process for the Provost and deans; the Tenure, Promotion and Evaluation system for faculty described in the *Faculty Handbook*⁵⁷; the AQ/PQ policies and procedures adopted by the College of Business, and the policies and procedures described in the *Employee Handbook*⁵⁸ and the Office of Human Resources' published documents.

51 <http://busn.uco.edu/facultysenate/downloads/documents/governing-documents/832-faculty-senate-constitution.html>

52 <http://busn.uco.edu/facultysenate/committees.html>

53 <http://www.uco.edu/academic-affairs/files/aacc/AACCOperCode0809.pdf>

54 http://www.uco.edu/academic-affairs/files/emeritus_faculty/EFA_BYLAWsplusAdd.pdf

55 <http://www.uco.edu/administration/human-resources/employee-relations/index.asp>

56 <http://www.uco.edu/administration/human-resources/employee-relations/ipp.asp>

57 <http://www.uco.edu/academic-affairs/files/1011OFFICIALFacultyHandbook.pdf>

58 <http://www.uco.edu/administrationhuman-resources/employment/files-hiring/employee-handbook-statement.pdf>



Core Component 1.d.5:
Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.

The university's **Academic Affairs Curriculum Council**, consisting both of ex officio members and of elected faculty representatives, is charged with ensuring the coherence of the university's curriculum and with maintaining the integrity of its academic processes particularly with regard to the creation, revision, and deletion of courses and of academic programs. As its operating code⁵⁹ specifies, the Council's purpose is to "Survey the academic needs of the faculty and the undergraduate students of the university and make provisions for these needs" by "reviewing and making recommendations on all proposed new courses, courses associated with new programs/majors, and all course changes or program changes." The Council also "assists in the development of academic policy and, upon the request of the Office of Academic Affairs, will discuss and make recommendations on a wide range of academic issues." To ensure clear communication with faculty and staff members, students, and outside constituents, the Academic Affairs Curriculum Council maintains a public Website⁶⁰ at which it publishes detailed records of its membership, meeting schedules, agendas and actions.

The **Core Curriculum Committee**, composed of faculty members from each academic department that offers courses in the university's Core Curriculum, makes recommendations to the Academic Affairs Curriculum Committee on proposed changes to the Core Curriculum based on the results of the Educational Testing Service's Proficiency Profile (ETS-PP), a measure of program effectiveness administered annually in upper-division courses selected by the deans of the university's academic colleges.

The university's **Graduate Council**⁶¹, which consists of ex officio members and elected faculty representatives, plays a role similar to that of the Academic Affairs Curriculum Council with special responsibility for the university's graduate programs by approving curriculum and making policy recommendations relating to graduate study at the University of Central Oklahoma.

Faculty members in the university's academic departments and schools help to ensure academic integrity by conducting **Self-Studies for Continuous Improvement**⁶² every five years. The comprehensive program review process, which guides academic planning and continuous improvement efforts, is described in detail in section 2.c and 4.c of this report. Department chairpersons and school directors also review the results of the **Student Perception of Instructional Effectiveness (SPIE)** survey administered in every class each semester to identify and address any instruction deficiencies within their departments or schools. Faculty evaluation procedures are described in details in sections 2.b.3.a and 4.c of this report.

59 <http://www.uco.edu/academic-affairs/files/aacc/AACCOperCode0809.pdf>

60 <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#>

61 <http://www.uco.edu/graduate/faculty/council.asp>

62 <http://www.uco.edu/academic-affairs/pa/process-guidelines.asp>



Faculty members and other academic leaders also contribute to the maintenance of academic and co-curricular excellence by identifying and pursuing **specialized accreditations** in areas in which such accreditations are available, in conformity with the Division of Academic Affairs' Specialized Accreditation Policy⁶³. Seventeen of the university's academic programs currently hold prestigious specialized accreditations⁶⁴, as does the university's Student Counseling Center, which is accredited by the Accreditation Association for University and College Counseling Services.

The **Centre for Global Competency (CGC)** develops policies and procedures to ensure the integrity of the university's **Study Abroad programs**, and these policies and procedures are regularly reviewed by a committee. The university's current policies on study tours are published at the university's Website⁶⁵. The university also began developing comprehensive, university-level policies regarding **internships** in 2003. These policies include the requirement that individual academic departments and schools offering internships designate an **internship coordinator** and develop **discipline-specific guidelines for internships**. The university's policies on internships are also published on its Website⁶⁶.

In 2007, in response to major infractions involving the university's football program, **the National Collegiate Athletic Association (NCAA) determined that the university lacked or had maintained insufficient internal controls for an NCAA Division II sports program**, and it placed the institution on probation, which included restrictions on recruiting activities and scholarships. In response to this situation, the institution **implemented new and revised existing compliance and training programs for employees and student athletes**. Employees in the Division of Enrollment Management are now required to attend compliance training annually, while members of the university's compliance and legal staff attend regular training on NCAA and conference compliance. The university also provides monthly educational training sessions for coaches, Faculty Academic Representatives (FARs), and staff, and it has improved or created new forms of internal documentation, including handbooks and procedure manuals. Regular training on NCAA rules and compliance policies is also provided to student athletes, and the Athletic Department has developed a student handbook for student athletes. The institution now **employs two NCAA Compliance officers** to ensure compliance with all NCAA regulations and to oversee the required reporting process; these officers report to the university's Legal Counsel and not to the Department of Athletics, and all required NCAA reports, including those concerning the infractions, are available for review in the Office of Legal Counsel. The university's vigorous response to these NCAA sanctions has had a positive influence and has made the institution a model in compliance.

63 <http://www.uco.edu/academic-affairs/faculty-staff/policies-guidelines.asp>

64 <http://www.uco.edu/academic-affairs/pa/files/accreditation/Academic%20Accredit.pdf>

65 <http://www.uco.edu/academic-affairs/files/aa-forms/StudyTours/2.5Study%20ToursREV4SignatureL.pdf>

66 <http://www.uco.edu/academic-affairs/files/policiesandguidelines/2Instructionandcoursework/2.3InternshipsOFFICIAL.pdf>

Core Component 1.d.6: Effective communication facilitates governance processes and activities.

The University of Central Oklahoma recognizes the important role that effective communication plays in its governance processes and activities, and it identifies frequent, clear and candid communication as the responsibility of each employee and as a key performance attribute for campus leaders. From the President's semi-annual **Faculty and Staff Convocation** to **college, department, and unit meetings** throughout the year, the university provides a variety of opportunities for its leaders to communicate with its students and faculty and staff members about crucial issues facing the institution.

A variety of programs and initiatives facilitate effective communication and provide employees with the training and resources necessary to develop as effective communicators. These programs include the **New Employee and Manager Training programs**, the courses and programs offered to faculty members at the **Center for Excellence in Transformative Teaching and Learning (CETTL)** and staff training through the **Professional Development Center**.

The university employs a variety of means to communicate information to its students, faculty and staff members, and external constituents. As noted in Sections 1d.3, 1d.4 and 1d.5, university councils, committees and organizations including the Faculty Senate and the Academic Affairs Curriculum Council **publish their governing documents, meeting schedules, and minutes on public Websites**, and documents including the *Faculty Handbook*, the *Employee Handbook*, and the **Code of Student Conduct**, minutes of the meetings of the **Provost's Cabinet**, and notes on meetings of the **President's Cabinet** are readily accessible in electronic form at the university's Website. The Provost also meets for coffee each year with the faculty and staff of every academic department and school and attends and speaks at faculty meetings in the five academic colleges.

Centralities⁶⁷, the university's daily electronic newsletter to faculty and staff members, provides current information about important events, opportunities and obligations affecting university employees, while the **University of Central Oklahoma News and Networking Educational Communication Tool (UCONnect)** provides up-to-date campus news to students in an online format. The **Central Alert** emergency messaging system, in turn, allows the university to communicate important information about weather closings and other emergencies to students and faculty and staff members by telephone, e-mail, and text message.

67 <http://www.uco.edu/technology/centralalert/index.asp>



Core Component 1d.7:
The organization evaluates its structures and processes regularly and strengthens them as needed.

The university engages in a variety of processes to assess and respond to the needs and desires of its stakeholders and to deliver educational services in an efficient and effective way.

The **Self-Study for Continuous Improvement (SSCI)** process⁶⁸, which academic departments and schools complete every five years, allows the departments and schools, in conversation with their deans and the Provost and Vice President for Academic Affairs, to review and respond to opportunities, challenges and trends revealed by **assessment data** collected at the department or school, college and university levels over the previous five-year period. Program Directors and Coordinators in the Division of Student Affairs, in turn, complete Student Affairs Learning Outcomes Registration Forms to ensure that Student Affairs programs will be reviewed on a regular basis by the **Student Affairs Assessment Team. Continuous Quality Improvement Action Teams**⁶⁹, established by Provost, address strengths, weaknesses, opportunities and threats, across department, school, and college lines and make recommendations on a campus-wide basis, while the **Office of Academic Effectiveness** coordinates the collection and analysis of data related to program performance and efficiency through the newly developed **Program Prioritization Process**.

The university also participates in a variety of national assessments that allow it provide detailed comparative data from peer and other benchmarked institutions. These national assessments include the **National Survey of Student Engagement (NSSE)**, the **Cooperative Institutional Research Program (CIRP)**, the **Higher Education Research Institute (HERI)'s Faculty Survey**, and the **LibQual library service quality survey**. In addition, the university distributes the **Chronicle of Higher Education's Great Colleges to Work For** employee evaluations on an annual basis, which has resulted in the university being named a Great College to Work For in four of the past five years⁷⁰. In 2009, the university also invited **STAMATS**, a marketing consulting firm, to analyze the market awareness and attitudes of the institution in order better to understand the perceptions of community members, students, and staff.

These assessments have led to a number of systematic initiatives to address documented deficiencies and to strengthen the university's academic and co-curricular programs. Academic assessment data guided the **campus-wide revision of the Core Curriculum**, informed the decision to **require all courses offered at above the 3000-level to incorporate a writing component**, and motivated the **redesign of the university's developmental mathematics courses**. Assessment data also supported the creation

68 <http://www.uco.edu/academic-affairs/pa/process-guidelines.asp>

69 <http://www.uco.edu/academic-affairs/cqi/>

70 <http://broncho2.uco.edu/press/prdetail.asp?NewsID=10839>

of **Tutoring Central**⁷¹, a centralized tutoring facility that provides one-on-one tutoring, group study sessions, and an online tutoring service that is available twenty-four hours a day.

The university has also competed for **Oklahoma Quality Award Foundation awards**⁷² as a means of promoting thoughtful self-study within the institution and of receiving constructive feedback from the foundation. In addition, the university invites and complies with **external audits** including, but not limited to, the Higher Learning Commission-North Central Association accreditation process and the Cole & Reed accounting audit. **RUSO** coordinates internal audits at the university on a regular basis, while the university provides LEAN University consultations upon request to assist UCO units in eliminating non-value-added processes.

Core Component 1e:
The organization upholds and protects its integrity.

The University of Central Oklahoma strives to fulfill its mission to implement each of the "Central Six" tenets of Transformative Learning by assessing its work, obtaining specialized accreditations, researching methods for accomplishing its mission, improving the infrastructure for instructional delivery, benchmarking peer institutions, and developing student programs that support the institution's mission.

Core Component 1.e.1:
The activities of the organization are congruent with its mission.

The university's **curricular and co-curricular activities are continually assessed** to ensure that they fulfill the university mission in an effective manner. **Academic departments and schools** complete the **SSCI** program review process⁷³ every five years; those departments and schools that hold specialized accreditations from discipline-specific accrediting organizations fulfill the requirements for those accreditations according to the schedule set by the external accrediting agency. The university's **Academic Quality Improvement Project (AQIP)** criteria, which provide the basis for the SSCI process, directly reflect the goals and values articulated in the university's Mission Statement, Vision Statement, and Call to Action. The **Division of Student Affairs** also engages in assessment and continuous improvement processes. Student Affairs program directors and coordinators complete Student Affairs Learning Outcomes Registration Forms in order to designate specific programs for review by the **Student Affairs Assessment Team**. This process provides the information necessary to guide the Vice President for Student Affairs in making program decisions, and it assists the division's program directors and coordinators in compiling data for the university-wide **Program Prioritization**

71 <http://www.uco.edu/academic-affairs/students/tutoring-central/index.asp>

72 <http://www.uco.edu/academic-affairs/cqi/oqaf.asp>

73 <http://www.uco.edu/academic-affairs/pa/process-guidelines.asp>



Process.

The university also demonstrates its commitment to its mission by providing **training, support, and continuing professional development opportunities** to its students, faculty and staff through the Office of Research and Grants (ORG)⁷⁴, the Center for Excellence in Transformative Teaching and Learning (CETTL)⁷⁵, the Center for eLearning and Continuing Education (CeCE)⁷⁶, the UCO Learning Center⁷⁷, the Office of Information Technology (OIT)⁷⁸, the Department of Professional Development⁷⁹, and the annual Heartland eLearning⁸⁰ and Transformative Learning⁸¹ conferences. The university's **tenure, promotion and evaluation processes** and **Academically Qualified (AQ)/Professionally Qualified (PQ) criteria**, in turn, ensure that the instructional staff of the university possess the education and professional experience necessary in order to serve as effective teachers and mentors to the university's students.

Members of the university's staff have access to **consistent and organized training programs** managed by the Department of Human Resources, the Department of Financial Services and other administrative units and delivered through a variety of methods including **traditional classroom instruction** and **online instruction**. Partnerships with the Department of Professional Development facilitate training development and delivery. All campus employees have access to training material and programs.

The university has invested in a series of **major capital projects**⁸², including the construction of the **Academic of Contemporary Music (ACM@UCO)**, the **W. Roger Webb Forensic Science Institute**, and the **Center for Transformative Learning (CTL)**, over the course of the past ten years to provide its students and faculty and staff members with the facilities necessary to support Transformative Learning. During the same period, the **Division of Student Affairs** has established a number of support programs including the **Office of Diversity and Inclusion**⁸³, the **Office of Commuter Student Services**⁸⁴, the **Alcohol and Drug Abuse Prevention Office**⁸⁵, the **Violence Prevention Project**⁸⁶, and the **Volunteer and Service Learning Center**⁸⁷. Each of these pro-

74 <http://www.uco.edu/academic-affairs/research-grants/index.asp>

75 <http://www.uco.edu/academic-affairs/fec/index.asp>

76 <http://www.uco.edu/cpde/>

77 <http://learningcenter.uco.edu/uco/>

78 <http://www.uco.edu/technology/index.asp>

79 <http://www.uco.edu/administration/professional/index.asp>

80 <http://www.uco.edu/heartlandconference/>

81 <http://www.uco.edu/central/tl/conference/index.asp>

82 <http://www.uco.edu/administration/facilities/architectural-engineering/capital-project-reports-triad.asp>

83 <http://www.uco.edu/student-life/diversity/index.asp>

84 <http://www.uco.edu/student-affairs/css/>

85 <http://www.uco.edu/student-affairs/adap/index.asp>

86 <http://www.uco.edu/student-affairs/vpp/>

87 <http://www.uco.edu/student-affairs/vslc/>

grams support the university's efforts to be "a community which fosters social justice, values diversity and demands the highest standards of ethical conduct, mutual respect and civility," in fulfillment of its stated core beliefs and values.

The university has also initiated numerous support programs in the past ten years to support the university's mission and to provide students with transformative experiences outside of the classroom. The Division of Academic Affairs and the Division of Student Affairs established the **Centre for Global Competency (CGC)**⁸⁸ to facilitate transformative learning experiences in the area of **Global and Cultural Competencies**, while the **Leadership Minor** and the university's **Leadership student organizations and scholarships**⁸⁹, including the **President's Leadership Council**, **Leaders of Tomorrow**, and the **Transfer Leadership Council**, promote the development of **Leadership** skills. **Tutoring Central**, the university's **Supplemental Instruction Program** and a variety of department and school sponsored tutoring and mentoring programs support students as they acquire **Discipline Knowledge** and develop **Problem Solving** skills in the areas of research and of scholarly and creative activity.

In the fall of 2010, the university created a new position for a **Coordinator of Internships** to work in collaboration with the Division of Academic Affairs and the Division of Enrollment Management to identify relevant internship opportunities, to cultivate relationships with employers, to assist academic departments and schools in supporting academic-credit-bearing internships, and to develop a consistent way of processing and tracking internships and of coordinating the internship process for stakeholders. The Coordinator of Internships, in collaboration with **Experiential Education Coordinators** in the university's academic colleges, departments and schools, help to ensure that students will have the hands-on professional experiences necessary to become **ethical and engaged citizens and leaders serving our global community**. The **Federal Work Study Program** and on-campus student employment opportunities, including appointments as **Research Assistants** and **Teaching Assistants**, also afford students the opportunity to engage in experiential education and support the university's retention efforts.

Core Component 1.e.2:

The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.

RUSO holds regularly scheduled meetings in compliance with the open meeting bylaws published at its Website⁹⁰; **RUSO** also publishes its **Policy Manual**, as well as its meeting schedule and agendas, at its Website. In addition, the **RUSO General Counsel**⁹¹ is available to the university to assist UCO's Office of Legal Counsel in the discharge of its

88 <http://broncho2.uco.edu/cgc/>

89 <http://www.uco.edu/academic-affairs/faculty-staff/leadership.asp>

90 www.ruso.edu

91 <http://www.ruso.edu/GeneralCounsel.htm>



responsibilities.

The University of Central Oklahoma also **publishes its internal policies and regulations on a public Website**⁹², and it offers regular **mandatory training programs on federal, state and university purchasing regulations** for all employees who have responsibility for purchasing items on behalf of the university.

Core Components 1.e.3 and 1.e.4:

The organization understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities). The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.

The university's **Office of Legal Counsel**⁹³ provides advice, guidance and support to the university's faculty, staff and students in understanding and compliance with federal, state, and local laws. The **Office of Student Conduct**⁹⁴ also facilitates compliance with federal, state and local laws by updating the **Code of Student Conduct**⁹⁵ to conform to recent legislation and by providing **Family Educational Rights and Privacy Act (FERPA) training**⁹⁶ to members of the university community. The **Department of Human Resources**⁹⁷ upholds all local, state, and federal laws and regulations regarding employment practices and clearly communicates its policies and procedures by publishing policies on its public Website.

The university's **Office of International Services**⁹⁸ participates in the United States Department of Homeland Security's **Student and Exchange Visitor Information System (SEVIS)** in order to manage student visas and to ensure the security of the university's students and of the wider community. The **Office of Environmental, Health & Safety**⁹⁹, in turn, provides environmental health and safety and fire code reports to university's departments to ensure that the campus complies with federal, state and local safety codes. The **Office of Research Compliance (ORC)**¹⁰⁰ and university's **Institutional Review Board**¹⁰¹ ensure that all research conducted on campus involving human subjects meets federal standards set by the United States Department of Health and Human Services. The **Office of Veteran Affairs** and the **VetHERO Center**, in turn, pro-

92 www.uco.edu/legal_and_policies.asp

93 <http://www.uco.edu/administration/legal/index.asp>

94 <http://broncho2.uco.edu/conduct/>

95 <http://broncho2.uco.edu/conduct/images/codeofconduct.pdf>

96 <http://broncho@uco.edu/conduct/ferpa.html>

97 <http://www.uco.edu/administration/human-resources/index.asp>

98 <http://www.uco.edu/student-affairs/international/>

99 <http://www.uco.edu/administration/safety-transportation/ehs/index.asp>

100 <http://www.uco.edu/academic-affairs/research-compliance/contact%20.asp>

101 <http://www.uco.edu/academic-affairs/research-compliance/index.asp>

vide oversight and assistance to military veteran with respect to educational programs, benefits, and social and academic needs.

The university also regularly files reports required by the United States Department of Education, including **Integrated Postsecondary Education Data System, Environmental, Health and Safety** reports, and **Job Placement** reports, while the **Office of Disability Support Services**¹⁰² coordinates mandated support services, auxiliary aids, and accommodations that allow students with disabilities to gain equal access to an education in compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. The university's cross-divisional **Accessibility Compliance Task Force** supports this work by addressing access-to-education issues in every area of the university.

Core Component 1e.5:

The organization's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.

The university has established a variety of processes to guarantee the integrity of its **co-curricular and auxiliary programs**. To ensure the integrity of Division of Student Affairs programs, the **Student Affairs Assessment Team (SAAT)** every year solicits **Student Affairs Student Learning Outcomes (SASLO) and Assessment Plans** from proposed and signature programs. The SASLO Form identifies the specific **Student Affairs Student Learning Outcomes** and the specific tenets of **Transformative Learning** that these programs promote. The Assessment Reports, completed at the end of the academic year, are submitted to SAAT, which reviews the SASLO outcomes and makes quality improvement suggestions and budget recommendations to the Vice President of Student Affairs.

Core Component 1e.6:

The organization deals fairly with its external constituents.

The university could not fulfill its mission without the support and collaboration of its diverse community of external stakeholders including students, parents, alumni, donors, attendees at events such as football games or the Broadway Tonight series, and external vendors and suppliers.

The university follows a variety of policies and procedures designed to guarantee that external constituents are treated fairly and professionally. The institution fulfills the mandates of the Americans with Disabilities Act (ADA) through its **Accommodation Policy for Public Access to Private Events**¹⁰³, its **Accessibility Compliance Commit-**

102 http://broncho2.uco.edu/disability_support/

103 <http://www.uco.edu/student-affairs/dss/apolicy.asp>





tee, and its **Americans With Disabilities Act Policy Statement**¹⁰⁴.

The **Office of International Student Services** certifies all international student visas and maintains accurate information in the **Student and Exchange Visitor Information System (SEVIS)**, in compliance with Department of Homeland Security regulations.

The **Department of Purchasing, Payment Services and Travel** abides by the rules and policies regarding procurement and bids, payment and travel processing and reporting prescribed by the university; by its governing boards, RUSO and OSRHE; and by state and federal agencies.

The university's Senior Legal Counsel and Affirmative Action/Equity Officer ensures that the university conforms to all EEOC, ADA, and other equity regulations.

Core Component 1e.7: The organization presents itself accurately and honestly to the public.

The University of Central Oklahoma, as a public institution dedicated to the service of the people of Oklahoma, is committed to honesty and transparency in its communications with the public. To achieve this goal, the university makes its **Factbook** available at its Website¹⁰⁵. This annual volume produced by the Office of Institutional Research contains comprehensive information about the university's student body, faculty and staff, organizational structure, and other activities. The data that academic departments and schools report in their **Self-Study for Continuous Improvement (SSCI)** documents are also available for public review at the university's Website¹⁰⁶.

The University of Central Oklahoma also participates in the **Voluntary System of Accountability Program (VSA) or College Portrait**¹⁰⁷. This voluntary initiative by numerous institutions of higher learning is designed to ensure integrity and to present an accurate and honest picture of the university to the public; to provide a useful tool for students during the college search process; to disseminate to the public information that is transparent, comparable, and understandable; to demonstrate accountability and responsible stewardship to the public; and to support institutions in the measurement of educational outcomes by facilitating the identification and implementation of effective practices as part of institutional improvement efforts.

The university's **Office of University Relations**¹⁰⁸, in turn, develops **marketing and**

104 http://administration.uco.edu/portal_public/policy/print.cfm?p=273

105 <http://www.uco.edu/academic-affairs/ir/factbook.asp>

106 <http://www.uco.edu/academic-affairs/ir/ssci.asp>

107 <http://www.voluntarysystem.org/index.cfm?page=homePage>

108 <http://www.uco.edu/ur/index.asp>

branding policies, graphics standards, and a Website content management system¹⁰⁹ to ensure that the university's public statements and communications with stakeholders including the publications **Central Intelligence**, **Living Central**, and **Old North** are delivered in a clear, accessible, and consistent manner. The **Division of Enrollment Management** also contributes to clear and accurate communication with the university's stakeholders by providing an online **Tuition and Fee Estimate Calculator**¹¹⁰ for use by current and prospective students and their families. This application provides a breakdown of current costs to enroll at the University of Central Oklahoma, including tuition and fees, application charges; International Student charges, parking permits, and housing and meal plans.

Finally, every Webpage within the university's Web Content Management System includes a **link to a human contact**, usually in the form of an e-mail address, in order to assist online visitors who have questions that Web content does not answer.

Core Component 1e.8: The organization documents timely response to complaints and grievances, particularly those of students.

The university has established a variety of procedures to ensure the timely response to complaints and grievances. The **Student Grade Appeals Process**¹¹¹, coordinated by the **Board of Academic Appeals**, provides a clearly defined process for investigating, responding to, and resolving student complaints about the inconsistent, inaccurate, or unfair assignment of course grades. The **Student Conduct Appeals Process**¹¹², coordinated by the Student Conduct Office, includes the procedures that ensure the thorough and timely investigation of student conduct issues of every sort. The **Faculty Handbook** describes the process by which the Division of Academic Affairs responds to students' or staff members' complaints against faculty. The **Financial Aid Appeals Process**¹¹³, coordinated by the Office of Financial Aid, provides students with the opportunity to appeal the denial of financial aid based on mitigating circumstances. The university also encourages students to provide feedback by expressing their concerns and questions through messages and wall posts to the university's **Facebook** page¹¹⁴, while the new **Ethics Point Program (EPP)** system and **RUSO Tip Line**¹¹⁵ allow employees to make a complaint to a third party. Faculty complaints against other faculty members are addressed in the **Faculty Handbook** and may be addressed by an ombudsperson, through mediation, or through a formal investigation.

109 <http://www.uco.edu/ur/resources.asp>

110 http://broncho2.uco.edu/tuitioncalculator_web/tuitioncalculator.aspx

111 <http://www.uco.edu/academic-affairs/students/grade-appeals.asp>

112 <http://broncho2.uco.edu/conduct/images/codeofconduct.pdf>

113 <http://www.uco.edu/em/your-central-investment/financial-aid/SAP/satisfactory-academic-progress-graduate.asp>

114 <http://www.facebook.com/#!/uco.bronchos>

115 <http://www.uco.edu/resources/ethicspoint-faq.asp>



Methods of communicating a grievance or complaint are also available through the **Faculty Senate's Faculty Welfare and Development Committee**. This committee studies and makes recommendations concerning procedures for selection of faculty, chairpersons, deans, and other university employees. In addition, the committee deals with faculty job descriptions, faculty files, tenure, promotion, grievances, and development programs. The committee works closely with the Office of Academic Affairs on faculty personnel matters of mutual concern. The chairperson of this committee serves as one of the Faculty Senate's representatives on the university **Faculty Development Advisory Committee**¹¹⁶. Staff grievances against other staff members or supervisors are handled through the Office of Employee Relations and Development in Human Resources. Grievance of Termination issues are handled through the Office of Legal Counsel via processes in the Employee Handbook¹¹⁷.

UCO Today

The University of Central Oklahoma's **Mission Statement**, which was crafted by a diverse group of individuals representing both academic and support units, is articulated visually, virtually and in print media across campus and within the wider community.

The President has initiated, during the 2011-12 academic year, an **inclusive and transparent strategic planning process** that includes the establishment of the President's Council and University Planning Group.

The **Central Six tenets of Transformative Learning** have permeated the university through robust activities, transformative educational and co-curricular events and reflective decision-making. Each tenet is supported by programming in academic and support units across campus.

The institution has been recognized as a **Metropolitan University** and has established peer institution measures and performance goals.

The university has created a wide range of initiatives and policies that **promote and affirm diversity** in every area of the institution's activity.

The university has implemented **UCOment**, an anonymous online reporting system available to faculty, staff, students and the public to report both positive and negative impressions of the institution and to suggest ideas for improvement. Each of the university's academic and support units regularly checks this site in order to analyze and respond to this valuable stakeholder feedback.

Finally, the institution and its employees demonstrate **integrity in every area of the**

¹¹⁶ <http://busn.uco.edu/facultysenate/committees.html>

¹¹⁷ <http://www.uco.edu/administration/human-resources/employee-relations/files-er/employee-handbook/Employee%20Handbook%20Master.pdf>

university's operations, in compliance with federal, state and local regulations, and the university offers professional development opportunities for faculty and staff members that facilitate competence, efficiency and effectiveness in the performance of their responsibilities.

UCO Tomorrow

In the coming three to five years, the university will concentrate on the successful development and implementation of a **formal strategic planning process** that will include both continuous strategic planning and quality improvement programs.

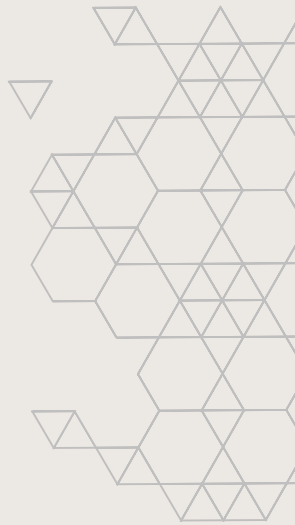
The university will also continue **developing quantitative and qualitative measures** of Central Six competencies in order to plan and budget for activities, infrastructure and events that support Transformative Learning.

The institution will **identify strategic goals and develop action plans** that support its goal of becoming a top-tier Metropolitan University.

The university will continue to refine its **Program Prioritization** process and to integrate this process at the unit level with ongoing strategic planning, assessment, and program review activities.

In order more fully to support the Transformative Learning tenet of global and cultural competencies and to enrich students' curricular and co-curricular experiences, the university will continue to develop and implement strategies to **increase the diversity of the institution's faculty, staff and student body**.

Finally, the institution will promote **enhanced compliance** practices through formalized campus relationships, will expand and enrich its **professional development and leadership programs for employees**, and will expand its **support services**, including VetHERO and the Women's Outreach Center, **to meet the needs of its diverse student body**.





CRITERION 2:

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities.



Introduction

In 2002, during the university's last accreditation visit, the site-review team recognized the university's unique position within the Oklahoma system of higher education. The team indicated that the university had largely outgrown its existing mission and recommended that it begin a process to **re-examine its mission in order to develop a strategic plan that would guide the institution in the next phase of its growth**. This recommendation was affirmed in a 2005 university-wide **Continuous Quality Improvement (CQI) process** involving nearly 150 faculty and staff from all areas of campus.

By 2006, approximately eighty percent of the goals identified in the 1998 strategic plan had been achieved, and the university's divisions were already exploring ways to **expand the scope of the university's mission** to meet growing demands from its students and stakeholders. The **President** continued to develop and expand the university's commitment to both the Edmond and Oklahoma City communities. The **Division of Administration and Finance** initiated a variety of programs to make campus operations more efficient while promoting sustainability in all work areas. The **Office of Information Technology (OIT)** improved technological facilities and made wireless networking available across campus. The **Development Office** increased the university's endowment through improved fundraising processes, while the **Division of Student Affairs** developed activities and programs to promote "high touch" student engagement in order to counteract the "commuter culture" historically associated with campus life. The **Division of Enrollment Management** significantly revised enrollment process to improve efficiency and enhance customer service, while also developing programs to improve student retention and persistence, and the **Division of Academic Affairs**, working with the other university divisions, initiated several of its emerging high-impact educational programs to promote **Transformative Learning**. These exciting new initiatives provided inspiration as students, faculty and staff members, and the university's administration prepared for the next stage of the institution's growth and development.

In October 2005, the university initiated a **formal strategic planning process** to clarify its current role and solidify its future plans. The **UCO From Good to Great (G2G)** process, drawing on the contributions of several hundred students, faculty, staff, alumni, board members, and community leaders, examined demographic shifts, socio-cultural changes, and societal expectations in order to articulate objectives and to understand the university's strategic niche. As the process unfolded, two clear and complementary objectives emerged:

The university would enhance its role in the community by becoming and achieving recognition as a **metropolitan university** that contributes to the development, social health, and cultural vitality of the Oklahoma City metropolitan area.

The university would promote student learning by developing high-impact **Transformative Learning** experiences for all of its students.



The G2G process also recognized the importance of **strengthening accountability** and promoting **continuous quality improvement** in all of the university's operations. In addition to these global objectives, the G2G process identified twenty-four "**visions for future action**" that emerged directly from student and stakeholder input. The 24 Visions described potential programs or initiatives that the university would explore as it redefined itself as a metropolitan university providing transformative learning experiences to students. Many of the Visions have since been initiated and are at various stages of development, while other Visions have been reframed as new opportunities have emerged.

In order to define its role and mission as a metropolitan university, the university first required approval from its governing boards, the **Regional University System of Oklahoma (RUSO)** and the **Oklahoma State Regents for Higher Education (OSRHE)**. In order to secure this approval, the university identified a set of peer institutions against which it could benchmark its programs and initiatives. Until this time, the university's peer group had consisted of twenty-four predominantly regional universities and colleges, many of which were located in small communities and had student populations that were significantly different from the University of Central Oklahoma's. Following two years of discussions between the university's senior leadership and state officials, a new set of ten metropolitan peers was identified and approved by RUSO in the summer of 2008 and by OSRHE in the spring of 2009.

As a metropolitan university, the University of Central Oklahoma is a member of and embraces the principles of the **Coalition of Urban and Metropolitan Universities (CUMU)**, an organization comprised of institutions with a "shared mission to use the power of their campuses in education, research, and service to enhance the communities in which they are located." Once the approval of the university's governing boards had been secured, the university was able to develop and publish new mission and vision statements. The university-level **Mission Statement**, which was inspired by the university's Academic Mission Statement, elevates the principles of **Transformative Learning** to a university-wide objective. The university-level **Vision Statement**, in turn, provides a framework for the university to continue aligning itself as a metropolitan university.

Under the leadership of newly appointed President Don Betz, UCO embarked in the fall of 2011 on a **comprehensive planning process** to guide the institution's efforts to fulfill its mission; to define and achieve short- and long-term strategic goals; to meet the challenges posed by the rapidly changing environment for public higher education, both in Oklahoma and across the country; and to improve the quality of educational opportunity and to expand the range of support services available to current and future students. The planning process will involve internal stakeholders through the newly established **President's Council**, while members of external constituencies will contribute to strategic planning through a newly established **President's Advisory Board**. This new advisory board will ensure the university and the surrounding communities will be able to work together toward a shared future.

The initiation of a new long-range strategic planning process has energized the campus community, including students, faculty, staff, alumni, and other stakeholders. The process, in turn, has enabled the university to draw together the various unit-level strategic plans in a unified vision, defined by the "Central Six" tenets of Transformative Learning, for the next decade of the university's growth and development.

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

Each of the university's units, guided by the principles of Transformative Learning, has developed **unit-level planning processes**, articulated long- and short-term goals, and worked with internal and external stakeholders to achieve its distinctive strategic objectives within the context of the university's overarching mission both to provide **transformative educational experiences to students** so that they may become productive, creative, ethical and engaged **citizens and leaders who will contribute to the intellectual, cultural, economic and social advancement of the communities the university serves**.

A major consideration in long-term planning is the **effective use of physical space**. After completing the initial, goal-setting phase of the G2G process, the university initiated a **campus facilities master planning process**. In order to address all of the factors necessary to provide a comprehensive master plan, the team collected information from a variety of sources, including questionnaires and group interviews.

After assessing the range of issues involved, the master planning group established a set of goals for the master plan. These included planning **appropriate parking for the campus** and integrating it gracefully into the campus environment; promoting a **safe and pedestrian-friendly campus**; increasing **housing in the campus core** in order to energize life on campus; **fostering community and building interdisciplinary relationships** through the interaction of green spaces, buildings and pedestrian paths; enhancing the campus environment with **landscaping and green spaces that incorporate sustainable principles**; and enhancing public perceptions of the university both on and off campus.

Divisions within the university also consider trends and future changes when developing long term plans. The **Office of Information Technology (OIT)**, for example, employs a strategic planning policy to assist students and faculty and staff members in defining goals for the coming three to five years. These strategic goals, in turn, challenge OIT to develop innovative strategies to **improve the learning environment**; to **enhance the productivity of students, faculty, and staff members**; and to ensure that the university will maintain a **competitive position in higher education** through the tactical use of technology. OIT's planning process encourages stakeholders to share their strategic goals, opportunities, hopes and dreams without reference to specific forms or applications of technology; strategic goals are then developed to help accomplish these



objectives. This process ensures that the strategic plan remains focused yet agile and transformative to respond to the ever-changing landscape of educational technology¹.

Because the university pursues an **inclusive admissions policy** in order to provide opportunities for learning and professional development of the widest possible range of stakeholders, the **Division of Academic Affairs** has also developed planning processes distinguished by their **flexibility and responsiveness to unexpected fluctuations in enrollment levels**. The Division of Academic Affairs works closely with the deans of the five academic colleges and the university's department chairpersons and school directors to project enrollment demand, to assess the capacity of the university's academic and residential buildings and parking areas, and to create new sections of high-demand courses and appoint additional faculty members as needed to meet enrollment demand. As a result of these efforts, the university has been able to maintain a **relatively stable FTE student-to-FTE faculty ratio** of between 21:1 and 19:1 during the period between 2006 and 2010². Maintaining this ratio has been possible, however, only through increased reliance on part-time faculty; in the fall of 2006 63.3%, percent of undergraduate credit-hours were taught by full-time faculty members, but by the fall of 2011 this figure had decreased to 55.4%.

The **Division of Enrollment Management's** Office of Operations and Technology Services examines demographic trends and analyzes data related to recruiting efforts, admissions yields, and enrollment and retention in order to understand changes to student enrollment and to support the university's advisement and recruiting efforts.

The **Office of Undergraduate Admissions**, in turn, uses these data to ensure every county in Oklahoma and as many states as possible are represented in the university's student population and that the racial makeup of student population reflects the racial makeup of the Oklahoma City metropolitan area. These data are also used to identify and respond to gaps in retention and graduation rates.

The university's **Office of Transportation and Parking Services (TPS)** and **Office of Architectural and Engineering Services (AES)** carefully monitor both building and parking capacity on campus and implement programs including free public transportation for students from remote parking lots to the central campus in order to make effective use of the campus's physical resources. AES, in turn, maintains and publishes comprehensive reports on both major and minor capital projects, including both status updates and projections for completion, so that faculty and staff members and administrators will be able effectively to allocate the university's living and learning facilities³.

1 <http://www.uco.edu/technology/about/strategic-plan.asp>

2 <http://www.uco.edu/academic-affairs/ir/files/factbook1011.pdf>

3 <http://www.uco.edu/administration/facilities/architectural-engineering/capital-project-reports-triad.asp>

Core Component 2.a.1:

The organizations planning documents reflect a sound understanding of the organizations current capacity.

As the university approached the completion of its 1998 strategic plan, the institution's leaders opted to pursue short-term planning initiatives in response to ongoing reduction in state support and to the difficult economic times.

UCO's most recent planning process, begun in Fall 2005 and called **Good2Great**, was thematically based on the book **Good To Great** by Jim Collins. The ideas espoused in this book have been used and discussed at several levels within the university for several years. In light of the 2002 site-visit team's observation that the university was poised to take the next step into a higher tier, **Good to Great** was a natural choice to articulate the process of that transition.

The Good2Great process had several goals, including determining how the university should **position itself in the future** within the Oklahoma system of public higher education; reorganizing the university's annual planning and budgeting cycle in order to be **more integrated, more responsive, and more transparent**; and developing a more **systematic and data-driven** approach to its continuous improvement processes.

The G2G strategic planning process consisted of **seven stages**. Faculty and staff members, students, and stakeholders were given opportunities to provide input at each stage. These contributions were made through the G2G Website as well as at a variety of public forums. The President and President's Cabinet ensured that external and internal stakeholders contributed to and fully endorsed the direction of the process.

The seven stages of the G2G process were:

Environmental Scan: This was conducted from October of 2005 until February of 2006 and involved the President, the President's Cabinet, and participants in various campus forums. The Environmental Scan assessed factors outside of the university's direct control that impacted the university's short- and long-term planning, including

- **the student market**, including such issues as the rapid changes in the ethnic mix of graduates of feeder schools, the 50% remediation rate, and the decrease in Oklahoma high school graduation rates through 2015.
- **competition**, including the large number of higher education choices available to students in the Oklahoma City metropolitan area and the impact that rising admission requirements at other state institutions will have.
- **national issues** such as reductions in federal aid, the increasing share of college costs borne by students, and the familiarity of students with distance learning experiences.
- **statewide issues** such as the decreasing levels of higher education funding provided by the state, Oklahoma City's emergence as a "Tier II" city, and the strong interest in arts and culture in the region.



Current Assessment: This assessment was conducted during the same period as the Environmental Scan and also involved the President, the President's Cabinet, and participants in various campus forums. This phase of the process reviewed university-level self-studies including those prepared for the 2002 site-visit and for Oklahoma Quality Foundation, summary reports from national benchmarking surveys, and external reviews conducted by and within various divisions. These reviews, despite their different audiences and foci, used standard self-assessment techniques to assess the university's core competencies and identify strengths and opportunities for improvement.

Hopes and Dreams: Three open forums were held on campus to allow members of the Central community to provide input on possible future directions for the university. Prior to launching the G2G process, the university also held several retreats, including several presidential retreats, and other brainstorming activities that addressed these same issues. Once the G2G process began, these results were included with materials gathered from the open forums. This campus dialogue continued through the end of February in 2006.

The Audacious Goal: In March of 2006, President Webb, the President's Cabinet, representatives from the university's governing boards, and members of the campus and wider communities began to review the materials and information gathered in the three previous stages of the G2G process in order to develop a proposal for the university's **TAG ("the Audacious Goal")** and to articulate its **campus values**. Early in this phase of the process, the concept of a **metropolitan university** infused with a culture of **Transformative Learning** began to emerge. The mission of a metropolitan university, a higher education classification new to Oklahoma but familiar in other parts of the country, is closely connected to its commitment to service to the metropolitan region that it supports. Through this commitment, the university plays an essential role in the economic development of the region, even as it fulfills its traditional role in providing disciplinary and continuing education to the region's inhabitants. As the university's TAG emerged, it became increasingly evident that the university was already tending toward this same metropolitan mission.

The second component of the university's TAG was already being woven into the university's fabric. The university defines **Transformative Learning** experiences as encompassing six areas: **discipline knowledge; leadership; research, scholarly and creative activities; service learning and civic engagement; global and cultural competencies; and health and wellness**. As at many other universities, University of Central Oklahoma students had participated in various forms of these activities for many years. Recently, several of these areas of concentration, including **leadership** and **civic engagement**, have assumed particularly prominent roles in university-level planning and resource allocation. The Action Team charged with making recommendations for mechanisms effectively to assess these areas recognized that all six areas of Transformative Learning offer **opportunities for students to transform themselves both inside and outside of the classroom**. The team also recognized that Transformative Learning, using programs and activities already established and flourishing at the university, represented an approach to learning that could set the University of Central Oklahoma

apart from other institutions. While some universities, for example, have established leadership programs and others have developed undergraduate research experiences or promoted civic engagement, few have incorporated any two or more of these activities into a single, coordinated strategy.

Scenarios of Our Future: In the next phase of the G2G process, the President and President's Cabinet engaged the campus in developing scenarios to assist the university in **anticipating and responding to future challenges**. The goal of this phase of the G2G process was to develop a nimble, agile institution that would be able to respond quickly to external forces while remaining true to the TAG. In order to provide a framework for this process, the President's Cabinet developed a list of nonnegotiable guidelines that reflected key achievements and aspirations identified in earlier discussions. All scenarios were required to demonstrate the university's shared values of Community, Character, and Civility; to provide affordable and accessible education; to promote intensive interaction between students and faculty; to ensure small class size; to include Continuous Quality Improvement; to enhance the experience of life on campus; to provide competitive compensation for faculty, staff, and administration; to increase the number of full-time faculty and staff positions to peer levels; to integrate technology; and to make conservative and strategic use of teaching assistants.

Strategy and Measures Development: The next stage of the process was to develop long- and short-term strategies to help the university achieve its TAG. Much of the 2007-08 academic year was devoted to developing initial **scorecard measures and goals** within each division. Several units and divisions already had established measures in place. The Division of Academic Affairs was already using a dashboard that included identified measures and goals, as well as a process for responding to measures that perform below goals.

Implement, Measure, Revise, Repeat: The measures and goals identified in the sixth stage of the G2G process allowed the university continuously to monitor key success indicators of progress toward short- and long-term goals. University annual planning was then to follow a cyclical pattern of improvement, as was already occurring within the Division of Academic Affairs. University-level dashboards would enable the institution to respond rapidly in meeting new market conditions and opportunities.

The university now conducts **strategic planning in five- to ten-year cycles**. These strategic planning processes are initiated by the by the President's Cabinet. This **more traditional strategic planning process**, initiated following the appointment of President Don Betz, is being developed by the President's Council and the President's Cabinet using processes derived from models provided by the **Society for College and University Planning**, and it focuses on meeting the university's current needs.





Core Component 2.a.2:
The organization's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.

In the early stages of this strategic planning process, each of the university's units initiated a **SWOT (strengths, weaknesses, opportunities, and threats) analysis** to assess its current position and progress relative to its previous strategic plan. This analysis drives the next phase of the planning cycle, which articulates goals and shapes subsequent action plans. At the university level, progress in implementing the strategic plan is monitored by the President's Cabinet as well as by the university's governing bodies, OSRHE and RUSO. Lower-level strategic plans are monitored annually by the supervising administrative unit.

Each level of the university's strategic planning process requires input from several sources. Academic planning relies heavily on **survey results and internal institutional data** that can be compared with data from peer institutions. These data, unless they are collected at the department or college level, are supplied by the **Office of Institutional Research (IR)**. Additional data collected by academic departments and colleges may include input from students, alumni, employers, and advisory groups collected through surveys and focus groups and may address such areas as student demographics, student success, enrollment, and retention.

The university's ability to respond in a period of crisis was severely tested during the state's recent economic downturn. The institution responded to significant reductions in state support by developing its **Lean University** approach to management and by cultivating an organizational spirit of doing more with less. It took advantage of lower interest rates to refinance its debt, resulting in a savings of \$0.5 million/year and a total savings of \$9.8 million. In a particularly innovative approach, surplus equipment that was once sent back to state warehouses is now sold through a **UCO Store** on eBay.

UCO's greatest challenge occurred in fiscal year 2004 when it faced a **budgetary shortfall of \$6.7 million** resulting from a cut in state funding of \$4.5 million (a 9.99% reduction and the single largest cut in university history); \$1.6 million in mandatory cost increases arising from items such as increases in insurance costs, retirement programs; and required contribution of \$0.6 million to the university's mandated reserve fund, which had been partially depleted as a result of a surprise midyear state-wide budget cut during the previous fiscal year.

Like other institutions of higher learning, the university generated the bulk of the revenue necessary to fill this budget gap through **increases in tuition and mandatory fees**, although this increase was significantly smaller than increases at institutions of similar size institutions elsewhere in the state. The rest of the shortfall was made up through **internal budget cuts** and **savings from performance contracting**, which allowed the university to reserve an additional \$1.1 million in anticipation of another mid-year budget cut.

Innovations in technology continue to enable the university to respond in a thoughtful and systematic manner to environmental and stakeholder concerns. The university was once notorious for its long enrollment lines, but with the advent of **online enrollment**, lines at Enrollment Services have decreased by approximately 90%. The class schedule, which was formerly printed on newsprint and distributed across campus each semester, is now made available in an **online-only format**, achieving a cost savings of about \$70,000 and conserving a significant amount of paper; the university's *Undergraduate* and *Graduate Catalogs* are also made available in an online-only format. The Bursar's Office, which once accepted only hand-delivered checks, now accepts credit card and on-line check payments, yielding further cost savings and supporting the institution's commitment as a "Green Campus."

The university relies on its faculty to keep up with **the latest scholarly, creative and andragogical developments** within their disciplines by attending professional meetings in their fields of specialization. The university supports faculty members in this endeavor by providing travel funding to attend these meetings and by serving as host to several professional conferences each year. The **Center for Excellence in Transformative Teaching and Learning (CETTL)**, formerly the Faculty Enhancement Center (FEC), also showcases innovative approaches to pedagogy by sponsoring seminars, speakers and workshops throughout the academic year.

In the wake of recent incidents of campus violence across the nation, the university has developed a **comprehensive security plan**. In order to catalyze a wide-ranging discussion about security practices and objectives, the university hosted the **National Campus Security Summit** in 2008 and implemented the **Central Alert** emergency notification system, which allows university officials to send simultaneous messages to members of the campus community through land phone lines, text messages, and emails. This system allows the university to disseminate critical messages and instructions in emergency situations such as weather or environmental health crises or public safety incidents⁴. The University of Central Oklahoma was also the first institution of higher learning in the state to appoint a **full-time emergency management coordinator**, both to deal with emergency situations and to coordinate campus-wide emergency planning processes including the posting of emergency instructions in every classroom and the creation of a campus "Safe Walk" program.

Any effort to plan responsibly for the future must necessarily address the **cost of institutional expansion and continuous improvement**. To ensure that the university will be able to support programs and initiatives that fulfill its short- and long-term institutional goals, the **Development Office** and **University of Central Oklahoma Foundation**⁵ began its first major campaign in 2011, and development officers have been appointed to assist the deans of each of the university's academic colleges in unit-specific fundraising activities.

⁴ <http://www.uco.edu/administration/safety-transportation/emergency-management/central-alert.asp>

⁵ <http://www.uco.edu/foundation/index.asp>

Core Component 2.a.3:
The organization's planning documents show careful attention to the organization's function in a multicultural society.

Much of the planning related to UCO's core functions have been based on the **academic plan** developed by the Division of Academic Affairs. Academic Affairs' planning processes address globalization and the ability of students and graduates to function in a multicultural society. Using the academic plan as a template, the 24 Visions developed in the G2G planning process included **Vision 12**, to ensure that all students will have global experiences. This vision was later articulated as one of the Central Six tenets of Transformative Learning: transforming students through global and cultural competencies. In order to ensure this vision would be achieved in a coherent manner UCO created the **Centre for Global Competency (CGC)**. CGC represents a new model of academic, community and corporate cooperation that engages our students, as they become globally and culturally competent individuals.

CGC, a joint venture between the Division of Student Affairs and the Division of Academic Affairs, is housed within the Division of Student Affairs' **Office of International Services**. The CGC's coordinator and Faculty Liaison, who is also housed in International Services, report to the Division of Academic Affairs. The Divisions of Student Affairs and Academic Affairs share all costs of the program.

CGC prepares students to compete in the increasingly global economy by offering opportunities through global experiences, such as the **study abroad programs** that have been established with thirteen different institutions throughout the world; through over seventy **overseas faculty exchange opportunities**, which equip faculty to address globalization more effectively in their classes at the university; and by providing opportunities for international and domestic students and families alike to build relationships through programs such **Broncho Buddies, Ignite** and **CRISP**, which are discussed in detail in the Criterion Four report. The University of Central Oklahoma is also one of only three universities in the United States to issue a **certificate in Global Competency**. The first nine students to participate in this program received their **2020 Certificates of Global Competency** on March 2011, and eleven more students were awarded certificates in April 2012.

The impact of CGC's intercultural programs continues to grow as more and more students become involved. Between the fall of 2009 and the spring of 2011, 492 students participated in the Broncho Buddies, CRISP, and Ignite programs. During the spring of 2011, 174 students took advantage of the learning opportunities provided through these programs. During the past three years, CGC has established relationships with institutions in Spain, France, Italy, Switzerland, Netherlands, Finland, Austria, Wales, Poland, Czech Republic, Mexico, China, Taiwan, South Korea, and Vietnam, and sixty-five students have earned University of Central Oklahoma credit-hours by studying at our sister universities.

In carrying out the implementation of **Vision 12**, the Division of Academic Affairs has

also created the **CaSTLE (Creating a Study Tour Leadership Experience)** program, which prepares faculty members to lead successful study tours that incorporate multiple tenets of Transformative Learning⁶, while the Dr. Joe C. Jackson College of Graduate Studies has developed a comprehensive **Exchange Agreement Plan** to facilitate student and faculty exchanges between the university and institutions of higher learning throughout the world. **CETTL**, in turn, regularly presents sessions on working with a diverse student population, while the **Passport UCO** program⁷ provides programming every fall semester that has introduced students to the cultures of a diverse group of nations from around the world. These programs are also described in greater detail in the Criterion Four report.

Core Component 2.a.4:
The organization's planning processes include effective environmental scanning.

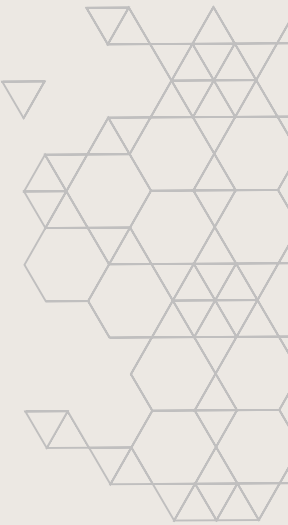
The University of Central Oklahoma engages its various constituents, including students, faculty and staff members, administrators, alumni, and external stakeholders, in its planning processes. During the recent presidential search, for example, **RUSO** consulted with vice presidents, deans, department chairpersons, faculty and student groups, and stakeholders in the wider community in order to assess the needs, desires and aspirations of the university community and of the communities that the university serves.

The university's **Budget Task Force**, chaired by the Executive Vice President, includes each Vice President or his or her designee, the Chair of Faculty Senate's Budget Committee, the President of the University of Central Oklahoma Student Association (UCOSA), and one representative of the academic college deans. This task force conducts comprehensive assessments of the university's situation and examines emerging developments relevant to public higher education in Oklahoma. The task force, which meets throughout the year, collects data and evaluates needs in every area of the university as it prepares proposals for budgets that enable the university to fulfill its mission and to respond effectively to projected changes in enrollment and funding levels.

Each year, the **Provost/Vice President for Academic Affairs and Vice Provost/Associate Vice President for Academic Affairs** meet with the faculty in each of the university's academic departments and schools in order to receive feedback from the faculty about educational issues, department and school initiatives and aspirations, and emerging challenges and opportunities within the various disciplinary and professional areas in which the faculty work. Academic departments and schools, in turn, rely upon **external advisory boards**, composed of employers, alumni, and working professionals within the department's or school's field of specialization, to evaluate the success of the curriculum in preparing students for professional activity and graduate study in their fields. Many academic departments and schools also regularly conduct **focus group**

⁶ <http://www.uco.edu/academic-affairs/faculty-staff/castle.asp>

⁷ <http://bronze.uco.edu/passport/>





discussions with current students and recent alumni to assess student satisfaction and alumni success in the professional workplace.

The **Division of Administration and Finance** carefully monitors fluctuations in the university's revenue levels due to changes both in state funding and in enrollment and responds by implementing **lean processes** that ensure that every unit on campus will operate in as efficient a manner as possible. In recent years, this initiative has resulted in the **streamlining of a variety of campus processes** including payroll operations for part-time faculty members, admissions procedures for the university's Dr. Joe C. Jackson College of Graduate Studies, scheduling and reservation protocols for campus facilities, access control procedures including key request and fulfillment processes, Information Technology access procedures, and the administration of major and minor capital projects.

The **Enrollment Management Division** engages in strategic planning processes with the support of the **Enrollment Management Team (EMT)**, an advisory group composed of representatives from each of the university's divisions and a representative from the Faculty Senate. EMT makes recommendations regarding policies, programs, and procedures that influence undergraduate student recruitment, retention, and success. These decisions are driven by environmental scans of the university's demographics and external factors that impact these numbers. EMT also conducts studies and implements new initiatives as assigned by the Vice President for Enrollment Management. Upon completion of the new university-level strategic plan, EMT will develop a comprehensive enrollment management plan for the institution and will be responsible for providing an annual assessment of that plan. EMT's subcommittees meet throughout the academic year to review assessment data and make continuous quality improvement recommendations. These recommendations are forwarded to the Vice President for Enrollment Management, who reviews and prioritizes these recommendations before forwarding them to the President's Cabinet.

Core Component 2.a.5:
The organizational environment is supportive of innovation and change.

The University of Central Oklahoma embraces innovation and constructive change in order to meet the distinctive educational, professional, and personal needs of its students, faculty, staff, alumni, and external stakeholders in a rapidly changing world. The university's newest instructional facility, the **Center for Transformative Learning (CTL)**, demonstrates the university's embrace of technological innovation and of emerging best practices in teaching and learning. Each of CTL's state-of-the-art Learning Laboratories is configured to promote interactive, experiential learning facilitated by the latest instructional technologies. Elsewhere on campus, the university's five academic colleges continue to upgrade their instructional facilities by reconfiguring classrooms to promote active interaction among students and faculty members; by increasing the opportunities for multi-media instruction; and by installing Smart Boards, document cameras, and

other new instructional technologies.

The university's Office of Research and Grants (ORG)'s **Research, Creative and Scholarly Activities (RCSA) Grant Program**, in turn, provides guidance, encouragement and financial support to faculty members and students who wish to engage in innovative projects. These initiatives include a mini-grant program that supports projects that engage students in research collaborations with faculty members, a program of andragogical grants that support educational innovations that enhance teaching and learning, a community partnership matching grant program that supports students and faculty members working in innovative partnerships with community agencies and organizations, and interdisciplinary grants that support faculty members and students whose projects cross traditional disciplinary boundaries.

The university's **Center for eLearning and Continuing Education (CeCE)** also promotes innovation and constructive change in the delivery of educational services by facilitating the design of high quality courses for synchronous and asynchronous online delivery. The Center offers technical and financial support for faculty engaged in the development of innovative online courses and provides detailed feedback to ensure the continuous improvement of the university's online courses. The university's **Technology Resource Center** and **CETTL** and annual events such as the **Heartland eLearning⁸** and **Transformative Learning⁹ Conferences** also provide faculty members, through workshops and interactive sessions, with the skills necessary to develop innovative new pedagogical techniques. The annual **Road to Greatness¹⁰** conference, organized by the **Division of Administration and Finance**, provides staff members with professional development opportunities that promote innovation and foster awareness of emerging best practices.

Within the last several years, the university's efforts to foster creativity have come to fruition in the development of innovative new programs including the **Academy of Contemporary Music (ACM@UCO)** and the **W. Roger Webb Forensic Science Institute**, as well as in initiatives including the use of bio-diesel fuels from wastes provided by Campus Dining Services and processed by the Department of Chemistry, in campus vehicles.

Perhaps the best documented example of innovation and change is the development of the university's **First-Year Experience (FYE)** programs. In an effort more fully to integrate first-year students into campus life, the university introduced **Success Central (UNIV 1012)**, a first-year student success course, in the fall of 2003. That fall, the university offered twelve sections of the course, which had a total enrollment of 268 students. This course is now coordinated by a Director of Freshman Year Experience, housed in the Division of Academic Affairs. Enrollments hover in the 300-500 range in each fall.

8 <http://www.uco.edu/heartlandconference/>

9 <http://www.uco.edu/central/tl/2012conference/index.asp>

10 <http://www.uco.edu/central/leadership/facultyandstaffleadership/road2greatness.asp>

In August of 2006, in effort to expand Success Central (UNIV 1012)'s constituency, the direction of this course was transferred from the Division of Academic Affairs to the Division of Enrollment Management, and in September of 2007, in order to promote retention through guided and intentional programming, the Division of Enrollment Management established the **Office of First-Year Experience Programs (FYE)**¹¹. Through a concerted effort by Enrollment Management personnel to communicate to students and their families the benefits of Success Central, enrollment in this course has increased more than fourfold since its initial implementation in 2003. Beginning in 2009, FYE has also offered sections of Success Central (UNIV 1012) to high school seniors in school systems throughout the Oklahoma City metropolitan area including the Oklahoma City Public Schools, the Edmond Public Schools and the Guthrie Public Schools.

The vision outlined by Enrollment Management leadership called for a comprehensive array of curricular and co-curricular initiatives intended to promote an understanding and appreciation of transformative education and to assist students as they develop strategies and attitudes that maximize academic success. To realize this goal, FYE began in 2007 a series of programmatic initiatives. In that year, FYE assumed direction of **Freshman Academic Orientation (FAO)** and redesigned and rebranded the program as **Enrollment Central**¹². FYE subsequently developed a second course, **Success Strategies (UNIV 2012)** as a companion to Success Central (UNIV 1012) in order to offer targeted support to first-year students experiencing academic difficulties. These and other FYE initiatives, including **Transfer Enrollment Days**, the **Central Advisors' Retention Effort (CARE)** program, and FYE's active **scholarship program for first-year students**, are described in greater detail in the Criterion Four report.

Core Component 2.a.6:
The organization incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.

The University of Central Oklahoma was founded as the Territorial Normal School of Oklahoma, and the **preparation of teachers** remains an essential element of the university's heritage, of its mission in the present day, and of its vision for the future. The College of Education and Professional Studies, which is one of the largest academic colleges on the campus, offers undergraduate degree programs in fields including Elementary Education, Early Childhood Education and Special Education and in teaching in secondary-level content areas, as well as graduate degree programs in these areas and in Educational Leadership, Library Media, Guidance Counseling, Speech and Language Pathology, and Reading. The College of Education and Professional Studies also sponsors important community outreach programs including the new Urban Teacher Preparation Academy.

In addition, the university values its tradition of **strong student-faculty interaction**

¹¹ <http://www.uco.edu/em/become-a-broncho/offices/fye/fye-main-page.asp>

¹² <http://www.uco.edu/em/become-a-broncho/offices/fye/enrollment-central.asp>



and remains committed to maintaining small class sizes in order to facilitate Transformative Learning for all of its students. This commitment informed the university's decision to limit the size of the classrooms in the newest academic building on campus, the Center for Teaching and Learning (CTL), and to continue to offer more rather than larger sections of high-demand classes.

The University of Central Oklahoma **Alumni Association** encourages graduates to maintain close ties to the campus community and fosters a sense of legacy and shared vision among alumni of different programs and different generations. The Division of Academic Affairs recently created an **Emeritus Faculty Association** to foster a similar sense of connection among retired faculty members. Events such as the annual **Homecoming Parade** in September and the **Winterglow** celebration in December and the university's active participation in **NCAA sports programs** provide valuable occasions for current students, alumni, current and former faculty and staff members, and members of the wider community to gather and to celebrate the spirit and traditions that distinguish UCO.

Core Component 2.a.7:
The organization clearly identifies authority for decision making about organizational goals.

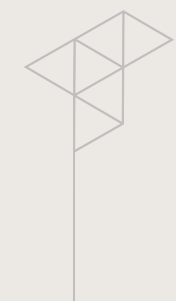
Although the university supports and implements practices of shared governance, final authority for establishing university goals rests with the university's President, under RUSO's oversight.

In all of its planning processes, faculty and staff are involved in the origination and discussion of goals. Faculty, staff, and students have also been involved in the **continuous quality improvement process** through their inclusion on action teams and university-wide groups.

The **Faculty Senate Executive Committee** meets with the Provost each month, and the Faculty Senate will often invite the President or Vice Presidents to address the Senate on issues of shared concern. Over the past two years, the Faculty Senate has twice heard presentations by the UCO President, as well as presentations by the Vice President for Enrollment Management and the Executive Vice President. During the search for a new president, RUSO's Executive Director also addressed the Faculty Senate.

Decisions impacting smaller segments of the university are also made according to the **principles of shared governance**. Representatives from across campus, for example, participated in the recent selection of new enterprise content management and learning management systems, and a Faculty Senate representative and a representative of the Office of Information Technology (OIT) co-chaired the learning management system task force.

UCO also has a strong history of seeking campus-wide input on major decisions through





the use of open forums. Recent forums have addressed the university's **intellectual property policy**, the change from a pay card to an **academic market pay model**; the incorporation of the **Program Prioritization** process into the annual planning and budgeting process; and changes to the university's **tenure and promotion documents**.

Core Component 2.b:

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

The University of Central Oklahoma engages in careful stewardship of its human and fiscal resources in order to maintain the highest academic standards in each of its programs. The university thoughtfully and responsibly allocates resources for new initiatives and programs that are consistent with the institution's vision and mission and that promote the goals of Transformative Learning while enriching the lives of students, faculty and staff members, and the university's external constituents.

Core Component 2.b.1:

The organization's resources are adequate for achievement of the educational quality it claims to provide.

The **Development Office** coordinates the university's fundraising activities. The members of the Development Office's professional staff are committed to raising private funds to support the mission and goals of the university, including the expansion of scholarship support for students and the cultivation of mutually beneficial relationships with alumni, friends, donors, and the campus community.

The Development Office provides **unit-specific development managers** for the College of Mathematics and Science and W. Roger Webb Forensic Science Institute (FSI), the College of Education and Professional Studies, the College of Business, and the Wellness Center. The Foundation began supporting a development manager for the Athletic Department in 2011, while the College of Fine Arts and Design, the College of Liberal Arts and the Max Chambers Library support their own development managers. These development managers support the goals of the units they serve by raising funds for student **scholarships, program enhancement and the implementation of innovative initiatives**, and they **coordinate alumni relations** for those units. Every unit that has a development manager has seen an increase in private donations, improved connections with alumni, greater community interest in the unit, and increased investment by major donors and companies. The College of Education and Professional Studies' development manager, for example, has worked closely with the dean to establish an Advocacy Council of emeriti faculty and community representatives that focuses on fundraising and friend development. Through these and other efforts by its development manager, the college has received \$960,000 in private gifts.

The Development Office houses the **UCO Foundation**¹³, which was established in 1972 as an **independent, Oklahoma non-profit organization** to provide scholarship assistance to deserving students and fiscal support for faculty, campus activities and vital programs at the university. The UCO Foundation serves the university by maintaining private fund accounts from one fiscal year to the next while protecting the confidentiality of donor information. In 1994, the Foundation's Board of Trustees voted to become an active university fundraiser. Since that time, the Foundation has more than doubled its assets, starting with more than \$6 million in university donations, university pledges and university estate gifts and increasing its endowment to more than \$20 million today, reflecting the university's continued growth in size, prominence and impact. These funds are especially important given the decline in state funding for public higher education.

In the past, the University of Central Oklahoma was a state-supported public university, drawing its income primarily from annual state appropriations. Over the last several decades, **state appropriations have continued to decrease** due to budget shortages and competing needs. At the present time, only about thirty-seven percent of the university's annual Education and General (E&G) budget is provided through state funding. In the past eight years, only about three and half percent of state appropriations to higher education in Oklahoma have represented new money within the budget. This small gain in state revenue has been based on major increases in enrollment at the University of Central Oklahoma, following an Oklahoma State Regents for Higher Education (OSHRE) formula that allocates new money to institutions of higher education based on enrollment.

Core Component 2.b.1.a: Comprehensive Capital Campaign

The UCO Foundation, recognizing these funding issues and the important role the University plays within the State of Oklahoma, is in the early stages of its **first comprehensive capital campaign**, with a working goal of \$40 million. This seven-year campaign officially began on campus on July 1, 2008 and is expected to conclude on June 30, 2015. The campaign will be announced to external constituents on September 20, 2012 on the UCO campus; in the meantime, the UCO Foundation has been working to secure commitments for approximately 50-60% of the campaign goal.

Feasibility studies for a capital campaign had been conducted in previous years, but this particular campaign was motivated by **two generous gifts to theu of \$3 million each**. The UCO Foundation subsequently engaged Campbell & Company of Chicago as its campaign consultant. Campbell & Company has conducted training and held meetings on campus with the President, the President's Cabinet, the academic college deans, the university's development officers, the UCO Foundation's executive committee and board of trustees, the campaign steering committee, and the staff of the development

13 <http://www.uco.edu/foundation/index.asp>

office.

The campaign goals were articulated through a two-phase process. The first phase consisted of a **campus-wide needs assessment**. Based on this needs assessment the Foundation calculated a total cost amount and then scaled back from that to a goal that appeared feasible. The final campaign goal was then determined by taking historical gift amounts and doing multiples based on number of potential donors and their capacity. The President approved these needs prioritizations and targets.

Always Central: The Campaign for the University of Central Oklahoma will provide support for **facilities**, for **academic programs**, for **students**, and for **teaching**. Although this campaign is still in its “quiet phase,” commitments are being counted, planning is being completed, and leadership gifts are being solicited. The goals, objectives, and procedures for conducting the campaign are aligned to meet the university’s priorities and strategic requirements. Campaign priorities include:

Support for Facilities:	\$12 million
<i>Old North Renovation, Central Boathouse</i>	
Support for Academic Programs	\$ 9 million
Support for Students	\$ 7 million
Support for Teaching	\$ 2 million
Fund for the Future	\$10 million
Working Goal	\$40 million

The campaign’s two major priorities in the area of **facilities** are the **renovation of Old North**, the university’s oldest building and visual signature, and the **completion of the Central Boathouse**. Each project will require approximately \$6 million.

The campaign will raise \$9 million to support **academic programs**. As the only metropolitan university in the state, the university continues to build collaborative partnerships that enhance student’s learning and actively contribute to the community. Innovative programs such as the internationally acclaimed and rapidly expanding **W. Roger Webb Forensic Science Institute (FSI)**, and the **Urban Teacher Preparation Academy (UTPA)**, which is the first program of its kind in the state, are only two examples of programs that the **Always Central** campaign will support.

The **Always Central** campaign has set a goal of \$7 million for **student scholarships** in order to relieve students of the financial burden associated with earning a college degree. Over the last five years, the university has increased its endowed and cash scholarships for students from \$5,160,035 to \$7,193,676, and this increase has impacted 33,788 students¹⁴. The university continues to **support first-generation college students** and to **enrich the Oklahoma workforce** by conferring one of every six college degrees awarded in the state. 62% of the university’s students receive financial aid,

14 <http://www.uco.edu/em/your-central-investment/scholarships/index.asp>

in the amount of \$92 million each year, through loans, Pell grants, tuition waivers or donor-driven scholarship support. Without financial support from the university, many of these students would be unable to complete their degree programs because of the cost of higher education and unforeseen financial circumstances. Increasing the funding available to support students is a priority for the university, and the **Always Central** campaign has the potential significantly to impact student success by making it possible for students to obtain college degrees.

The **Always Central** campaign has set a goal of \$1 million to support **teaching**. The university takes great pride in providing its students with an excellent, forward-thinking and engaging, transformative education and has witness an impressive increase in **undergraduate research activity** across disciplines. Attaining and retaining excellent faculty members, including a 2008 United States Professor of the Year, who lead student-focused undergraduate research projects is crucial component of the university’s continued growth. During the 2009-2010 academic year, the university allocated \$420,438 to research activities involving 110 students working with faculty mentors, and more than 275 students presented research at the 2011 Oklahoma Research Day. Funds raised through the **Always Central** campaign will enable the university to increase funding in support of these initiatives and of the faculty members whose leadership makes them possible.

The **Fund for the Future** is a final component of the **Always Central** campaign. The \$10 million goal that the university hopes to raise for this fund will be available for future projects and initiatives

In connection with the **Always Central** campaign, the UCO Foundation has also implemented the first annual university-wide **Faculty and Staff Campaign**, which was launched on September 21, 2011. The mission for the campaign is “to demonstrate UCO’s shared values of Community, Character and Civility through the creation of a culture of philanthropy across campus¹⁵.”

The **Always Central** campaign’s financial summary at the end of the 2011 fiscal year indicates that total commitments at that point amounted to \$21,703,425.66. The total reported in gifts, pledges, and non-foundation gifts was \$20,043,416.66, which represents 66.811% of the campaign’s \$30 million goal in that area. The reported total for planned giving is \$1,665,009.00, which represents 16.65% of the \$10 million goal in that area. The success of the campaign during the 2011 fiscal year augurs well for the future success of the campaign in meeting its fundraising targets.

Although UCO has experienced record enrollment in recent years, state funding has not kept pace. This is due in part to a funding formula used by the Oklahoma State Regents for Higher Education (OSRHE) that only uses increases in state funding for higher education to fund increased enrollment. As increased funding to higher education has represented less than three percent of the total appropriation over the past eight years,

15 <http://www.uco.edu/foundation/fac-staff/index.asp>



there has been very little new state funding available to cover the increased number of students.

**Core Component 2.b.1.b:
Student-Faculty Ratio**

In order to provide students with transformative experiences in small classes and to foster a learning environment characterized by close student-faculty interaction, the university is committed to maintaining a **student-to-faculty ratio consistent with averages for its peer institutions**. In 2011, the University of Central Oklahoma’s student FTE was 12,721, with a FTE student to FTE faculty ratio of 21:1 and a FTE staff to FTE student ratio of 16:1. The average FTE student to FTE faculty ratio within the university’s peer group was also 21:1, while the peer group’s average FTE student to FTE staff ratio of 15:1 was only slightly lower than the University of Central Oklahoma’s ratio.¹⁶

The university has managed to maintain a **“high-touch” reputation** through its traditionally small class sizes. During the 2010-2011 academic year 97% of undergraduate classes had fewer than 50 students, with 66% of the classes having fewer than 30 students¹⁷. The university has been able to some degree to compensate for decreasing levels of state support through increased **academic service fees**, commonly referred to as course fees. These fees have enabled the university to achieve and maintain the high level of educational quality necessary to realize the institution’s vision and mission. Ten years ago, the revenue from course fees amounted to approximately \$3.5 million; in the 2011-12 academic year, course fees generated approximately \$10 million.

The university divides course fee expenditures into four categories. **Classroom and laboratory supply fees** are generally assessed for courses such as science labs and art classes that require large quantities of consumable supplies. **Facility and equipment utilization fees** support the rental or purchase of equipment used for instruction including laboratory equipment, software licenses, instructional technology, kilns, and classroom furniture. These fees may also be used to enhance rooms used by students, to rent off-campus instructional space, and to construct instructional space. **Special instruction fees** help to pay tutors, teaching assistants and studio assistants; to support student engagement with the Central Six tenets of Transformative Learning; to provide additional tuition-waiver scholarships; to pay guest speakers; to fund fine arts productions as well as student travel for presentations or performances; to pay when necessary for student background checks and liability insurance as well as for standardized competency examinations or surveys; and fully or partially to fund salaries for staff members such as technical assistants and lab assistants who directly support student learning. **Other special fees** support transformative learning by funding research, scholarly and creative activities including tutoring and supplementary instruction programs, as well as assessment and accreditation efforts.

16 <http://www.uco.edu/academic-affairs/ir/files/factbook/factbook1112.pdf>

17 http://www.collegeportraits.org/OK/UCO/campus_life

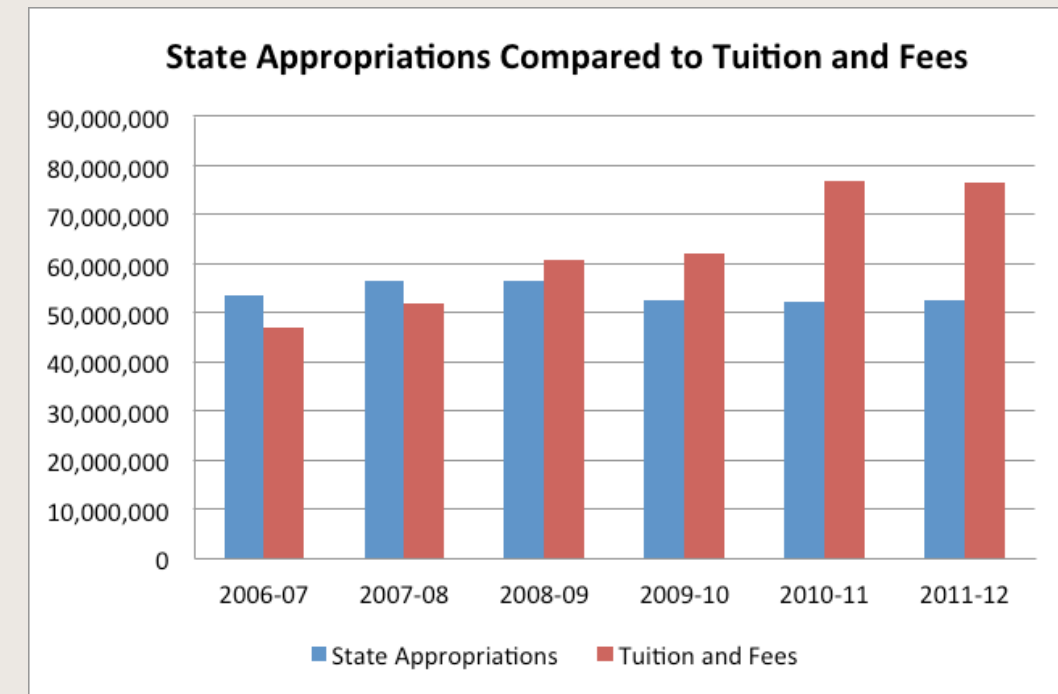
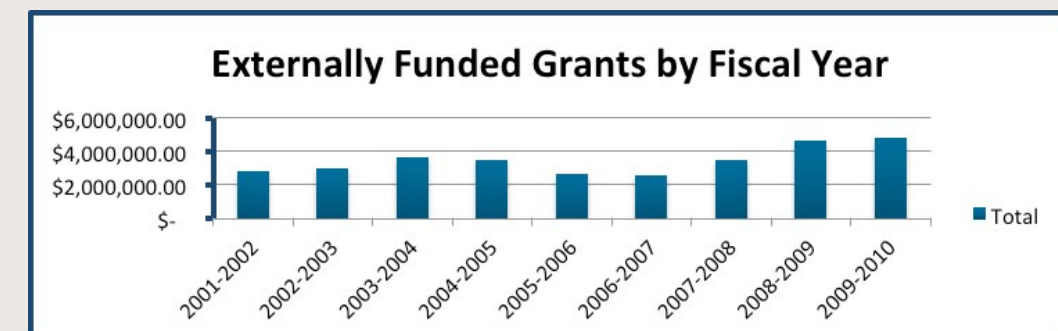


Figure 2.1 – Source: UCO Factbook 2010/2011 & 2011/2012

Increased support from **grants and awards** helps to fund faculty and student-centered research. Over the past five years, external grant funding for research for both on-campus and off-campus research has increased from \$2,794,319.00 in 2001-2002 to \$3,414,919 in 2010-11. Internal **Research, Creative and Scholarly Activity (RCSA) grants** and **on-campus faculty grants** have also increased substantially over the past nine years; in 2003-04, the university funded Research Assistants to assist in ten projects, while in 2011-12 the university funded 142 graduate and undergraduate students. This increased level of internal and external support for scholarship, research, and creative activity has enhanced students’ problem-solving skills, thereby fulfilling one of the key tenets of Transformative Learning.

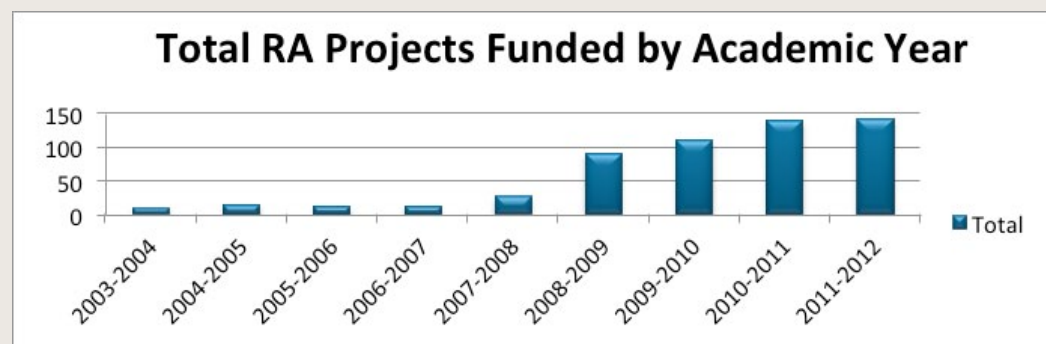
UCO faculty work diligently year-round to secure **private and government support for its classrooms and research activities**. In 2010-2011, faculty secured over \$5.5 million to support its efforts to provide the most interactive and transformative teaching in the state and nation.



FPO
FOR POSITION ONLY:
NEW CHART TO COME IN THE DESIGN STYLE OF THE BOOK.
INFORMATION IN THE CHART WILL REMAIN THE SAME.



FPO
FOR POSITION ONLY:
NEW CHART TO COME IN THE DESIGN STYLE OF THE BOOK.
INFORMATION IN THE CHART WILL REMAIN THE SAME.



Core Component 2.b.1.c:
Technology

The Office of Information Technology (OIT) budget for academics indicates adequate resources to support educational quality. Each year, three OIT operational and personnel budget accounts totaling over \$4 million are designated for support of academics. In addition, a separate budget account totaling \$1.2 million is used to fund direct costs for **specific infrastructure projects in support of the University mission** including **campus-wide wireless implementation** and **instructional technology for new classroom construction**.

Core Component 2.b.2:
Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education it provides.

The University of Central Oklahoma takes seriously its responsibility as a steward of the finances entrusted to it by the state and its other stakeholders. The university allocates funding to support its program through a **budgeting process** that is carefully and intentionally designed to protect and promote the educational activities of the institution, even during difficult fiscal times. As the managers of university’s assets and resources, the administrative and academic personnel of the University are committed to responsible planning and management of those resources.

Core Component 2.b.2.a:
The Budget Process

The university’s **operating budget** is the university’s annual operating plan, expressed in financial terms. While the budgeting process is fundamentally administrative, the budget emerges from the active collaboration of many individuals throughout the university. As an academic institution, the University of Central Oklahoma attempts to broaden participation in this process without compromising the final exercise of judg-

ment by those responsible and accountable for the university’s fiscal resources.

Ultimate responsibility with respect to the budgeting lies with the President, who reports directly to RUSO and OSRHE. The university’s **Budget Task Force** provides a venue for wider campus involvement in the budgeting process and provides advice and makes recommendations on allocations for the general operating budget. The President functions as the university’s key budget policy agent in making allocation recommendations to the university’s governing board. The members of the Budget Task Force include each Vice President or his or her designee, the Chair of Faculty Senate’s Budget Committee, the President of the University of Central Oklahoma Student Association (UCOSA), and one representative of the academic college deans. The Executive Vice President chairs the Budget Task Force.

The budget process is comprised of three distinct phases that, although they occasionally overlap, are operationally separate activities.

Phase I – Request Phase: The State of Oklahoma, through the OSRHE, provides a set funding allocation to the university, and any new funds that become available are distributed based on a funding formula. This allotment, along with funds collected through tuition and fees, comprises the university’s **Education and General (E&G) Funds**, also called “290 funds.” The use of these funds is regulated by the Oklahoma Office of State Finance (OSF) and OSRHE. **Special Agency Funds**, also called “702 funds,” are additional revenues collected by university organizations and units for special or specific purposes. The use of these funds is generally less restricted. **Federal Restricted Funds** are usually received through a federal or state grant and are restricted by the terms of the grant and by university policy; these are also referred to as “430 funds.”

OSHRE’s appropriation allocation system is based on a peer group concept that establishes a funding “need” for each institution. This calculation is the basis for distributing appropriations provided by the Legislature. Tuition-rate increases are limited based on peer tuition averages, and tuition cannot be raised to more than 100% of peer averages. For the 2010-11 year, the university’s undergraduate resident tuition rate was at 75.5% of peer averages. There is also a political cap on tuition that fluctuates from year to year based on the economic and political climate.

The University of Central Oklahoma, like each other Oklahoma institution of higher education, presents a list of fixed costs and budget priorities to OSHRE in September of each year. In January, the university submits a request for Academic Service fees to OSHRE, which then presents higher education’s funding and fee requests to the Legislature in February. The Legislature appropriates funds to state entities before adjourning at the end of May. The university’s administration diligently monitors the legislative process and compiles and updates internal budget scenarios throughout the process to aid in its internal budget planning and allocation process. The Budget Office prepares an official University of Central Oklahoma E&G Fiscal Year Budget, which is submitted to RUSO and OSHRE for approval. RUSO and OSHRE approve these budgets in June.



Phase II – Budget Planning and Allocation: The budget planning process is a comprehensive budget development process for all university funds and is based on the University mission to provide a transformative learning experience for all UCO students and to support the Central Six18. Except for designated line-item funding from the state, the internal allocation of most of the university's funds to specific departments and programs is theoretically discretionary. Numerous fixed costs in both personnel and operating activities, however, substantially reduce amount of money available for discretionary allocation. Some opportunities, however, for discretionary allocation, reallocation, reduction and/or elimination remain during the budget planning and allocation process.

The university's future depends upon the prudent and responsive management and careful stewardship of its general fund resources. The budget allocation process provides a recurring annual opportunity to redirect basic resources to support necessary programmatic change. Appropriate changes in annual allocations during this phase help to keep the university fresh and responsive in fulfilling its mission.

In preparation for the budget allocation process, executive officers gather unit budget requests. This request process stimulates unit-level reviews and is coordinated by each executive officer. In the Division of Academic Affairs, academic departments, schools and colleges engage in a strategic planning and budget planning processes. Academic department-, school- and college-level planning involves decisions as to whether to request increases in student fees and/or to request new faculty positions. These proposals and needs are shared at the Division of Academic Affairs retreat each fall, at which the Academic Affairs strategic plan and budget request are determined. A similar process happens in administrative departments. The Academic Affairs budget plan and the Administrative and Finance budget plan play a crucial role in the development of the university-level budget plan. The university-level budget plan is then presented to the Budget Task Force, which makes final fiscal year budget recommendations. All budget priorities and requests are ultimately reviewed by the President's Cabinet, consisting of the university's Executive Officers and the President. The internal budget scenarios provided by the Budget Office are used throughout the process so that the university will remain "on target" in its planning. The approved operating budget is then allocated to the appropriate areas across the university.

Phase III – Budget Monitoring: The budget monitoring phase of the budget process is an essentially administrative function that ensures the proper expenditure of budgeted and allocated funds. Primary expenditure control is, of course, the responsibility of unit-level administrative officers. The Executive Vice President is responsible for accounting for all funds spent by the university each year and for ensuring that the university maintains a balanced budget. The Division of Administration and Finance maintains a rigorous set of policies regarding the ways in which funds are allocated, encumbered, spent, and ultimately accounted for. Much of the day-to-day financial tracking takes place within Banner, the university's online records-management system,

and unit offices can access statements and records of expenses related to their budgetary accounts. The university submits a **Year-end Financial Report**, summarizing the previous fiscal year (July 1 through June 30), to OSRHE each October

The chief activity of the Budget Office and Financial Services during this phase is the **continuous monitoring of the expenditures** to ensure conformity with allocations and to identify problem areas. Operating and student activity funds are also monitored throughout the fiscal year. A salary projection file is maintained to track employee information, FTE, funding, projected expenditures and projected fund balances. Changes to the projection file are entered as needed and checked regularly to verify data accuracy and ensure agreement with other files.

A secondary purpose of this budget monitoring phase is to **recommend budget adjustments and reallocations** during the fiscal year, including the transactions necessary for year-end budget closing. Before the close of the fiscal year, the Budget Office and Financial Services begin estimating end-of-year expenditure balances and revenue receipts. After year-end closing, these balances are identified at the account level. General revenue and general university balances as well as balances from other funds available for expenditure are tabulated by the Budget Office to address one-time university needs. A list of one-time and immediate priorities and commitments is compiled, and the status of these balances is tracked throughout the year. The Budget Office, through its monitoring procedures, assesses the successful management of all university accounts.

Funds allocated for a particular purpose are tracked to ensure proper usage. The university, for example, collects Academic Service fees from students for specific purposes and closely monitors these revenues to ensure that the monies generated by these fees are spent on the purposes for which these fees were collected. Funds collected from fees are allocated at the university, college, and department levels depending on the nature of the fee. In addition, in order to be respectful of stakeholders, student input is sought when new or additional mandatory fees are considered.

The Budget Office and Financial Services review monthly all accounts to ensure compliance with the UCO's deficit policy as well as other university financial procedures. In all cases, account sponsors have ultimate responsibility for the financial management of their accounts and are accountable to the university for the proper use of all funds. Future budget planning is directly affected by the proper administration of university resources.

Internal and External Audits: The university conducts **regular internal audits** related to financial expenditures and equipment. The university's Administrative Services unit, for example, conducts periodic reviews of the university's credit card expenditures (the **ProCard Program**), and unit account sponsors are required to supply documentation supporting reported ProCard purchases. OIT, in turn, conducts periodic software compliance audits. The Inventory and Receiving Department maintains the university's fixed assets inventory database and conducts annual inventory checks of items costing



more than \$2,500.

State statutes require that RUSO annually secure the services of an **independent accounting agency** to perform a complete financial audit of the university and the other institutions in the Regional University System of Oklahoma. This process is monitored by a RUSO audit committee. The auditor reports problem areas to RUSO, the State Auditor and Inspector, the Legislative Services Bureau, and OSRHE. The State Auditor and Inspector then initiate a special compliance audit, if needed. The results of this audit, including responses from the President and the RUSO Audit Committee, are reported to RUSO, OSRHE, and the Legislative Service Bureau for additional action.

RUSO also contracts with an auditing firm that uses risk assessments to identify university functions for internal audits. These audits are conducted once each year and ensure that university funds and resources are being managed in a manner consistent with federal, state, and university policies. This office also assists the President, RUSO, and the various units of Oklahoma’s Regional University System in identifying and addressing financial, procedural, and managerial situations that need improvement.

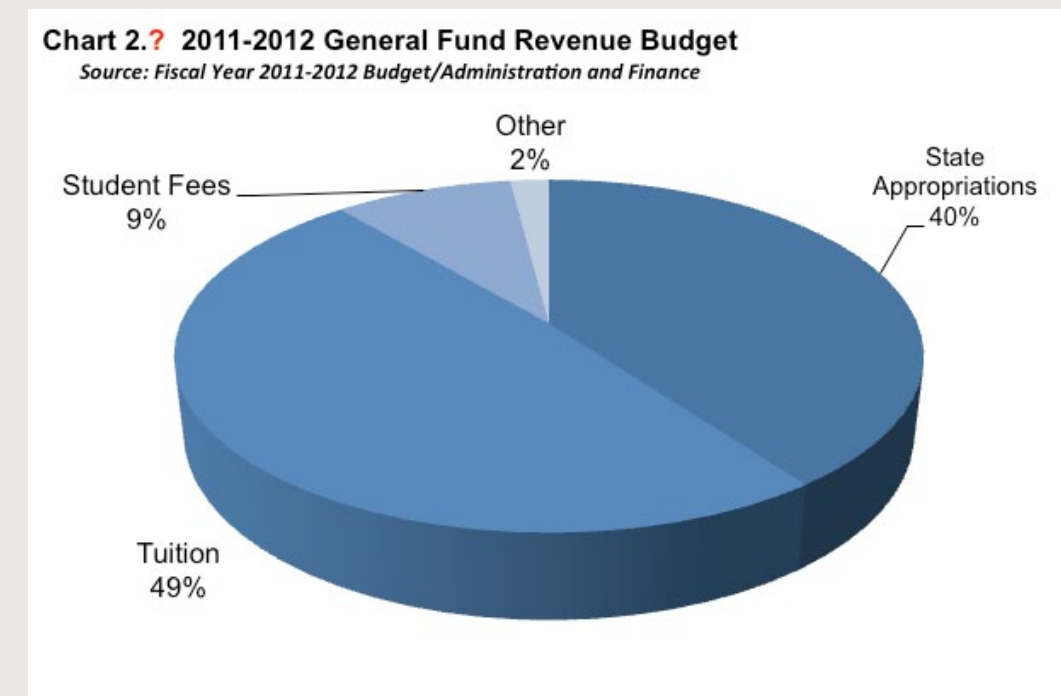
General Operating Budget: As noted above, the past several years have seen a significant change in state appropriations funding. In 2004, the state appropriated \$40,274,667 to the university, and student tuition and fees totaled \$31,890,006. These two revenue sources have been changing in proportion, with tuition and fees now the largest source of revenue for the university. From 2004 until 2011, student tuition and fees increased by \$47,137,478, while state appropriations only increased by \$21,456,530. In 2004 and 2011, tuition and fees accounted for 33% and 45% of the university’s operating revenue, respectively. State appropriations accounted for 42% in 2004 and 45% in 2011. The university’s total general operating budget has increased from \$95,493,205 in 2004 to \$159,409,625 in 2011, a total increase of \$63,916,420. **Appendix 2.1 [University of Central Oklahoma Operating and Non-Operating Revenues, 2004-2011]** compares the university’s fiscal year operating and non-operating budgets from 2004 to 2011, while **Appendix 2.2 [Report of Education and General Revenue, Expenditures, and Unobligated Reserve]** shows the university’s projected revenues for the 2011-12 fiscal year. The projected state appropriation is \$52,120,399, which is 39.5% of the total projected E&G budget. Student tuition is projected to be \$64,517,046, or 48.9% of the total E&G Budget, and student fees are projected to be \$12,124,018 or 9.2% of the E&G budget.

It is important to note that the State, OSRHE and RUSO, when annually setting new tuition and fee rates, have been mindful of the **potential economic hardship being placed on students and their families**. The university is also conscious of the financial cost of achieving a degree and approaches such decisions in a thoughtful manner while attempting to assist students in completing their degrees by providing scholarships. One of the goals of the UCO Foundation’s **Always Central** comprehensive campaign is to provide scholarships for half of the university’s students.

According to OSRHE’s financial year 2011-12 tuition and fees report, UCO ranks sixth in

the state in undergraduate resident tuition and mandatory fees in comparison to the eleven public supported regional universities¹⁹. UCO is ranked first in the state among regional universities in graduate resident tuition and mandatory fees; this rate, however, is comparable to other institutions in the university’s peer group. The 2011-12 tuition and fee structure is available for review online²⁰.

The general operating budget is allocated to support the Transformative Learning of each student. The proposed 2011-2012 Education and General budget allocates 25% of the revenue to teaching salaries, 15% to professional salaries, 18% to supplies and other operating expenses, 7% to property, furniture, and equipment, and 5% to scholarships and other assistance. All of these expenditures support the university’s commitment to transforming students so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community. UCO contributes to the intellectual, cultural, economic and social advancement of the communities and individuals it serves.



Source: 2011 Auditor’s Report²¹

University Debt and Investment: The university’s total debt on June 30, 2011 was \$76,205,614. The non-blended total long-term debt on June 30, 2011 was \$68.4 million. Expressed in a percentage, the university’s **viability strength factor ratio** is 0.87. The university monitors the viability ratio annually to assess the changes in debt and when

19 <http://www.okhighered.org/studies-reports/fy12-tuition-fees.pdf>

20 <http://www.uco.edu/em/registrar/tuitionandfees.asp>

21 <http://www.uco.edu/administration/financial-services/financial-services%20forms/UCO%206-30-11.pdf>

FPO
 FOR POSITION ONLY:
 NEW CHART TO COME IN THE DESIGN STYLE OF THE BOOK.
 INFORMATION IN THE CHART WILL REMAIN THE SAME.



planning new initiatives. The university's viability has steadily increased since 2004. The overall change to this ratio over the past 8 years has been 263%.

Figure 2.2: Total Debt - Blended

(In Thousands)	2011	2010	2009
Revenue Bonds	\$ 45,600	\$ 47,635	\$ 49,545
Capital Leases	24,536	25,377	26,176
Notes Payable	6,070	6,475	6,865
Total Debt	\$ 76,206	\$ 79,487	\$ 82,586

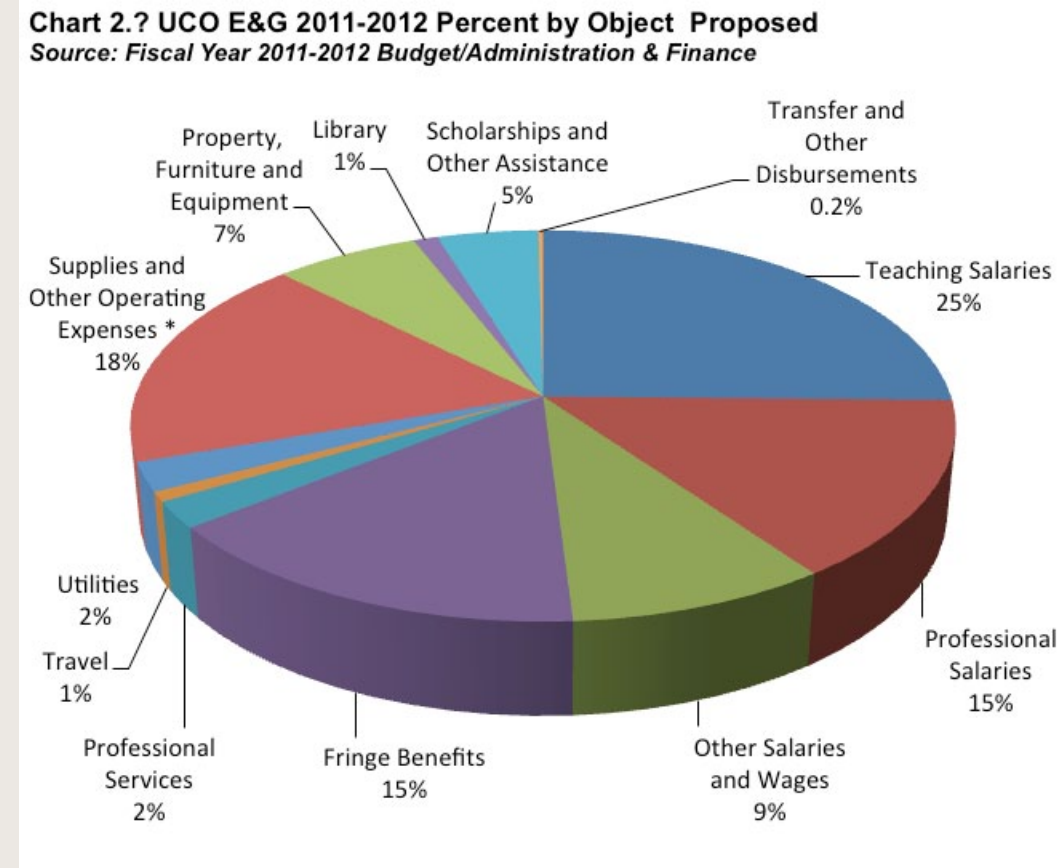
The university invests its funds with **Oklahoma's State Treasurer**. The State Treasurer's Office has its own investment policy, which is available at its Website²². The university is only permitted to invest funds outside of the Treasurer if we can obtain more favorable rates than those obtained by the Treasurer, the debt is fully secured, and the investment vehicles are limited. The Treasurer's Office does not operate under these restrictions, and its assets are much more diversified. The university could not invest its funds outside of the Treasurer's Office while meeting these requirements and obtain better rates. Only non-Education and General funds may be invested with the Treasurer, as the interest from E&G funds accrues to the State. All other investments are through the UCO Foundation.

Core Component 2.b.3:
The organization uses its human resources effectively.

The university draws upon the rich and varied expertise of its faculty and staff members, including administrators at the department and school, college, and division levels and a corps of highly trained Human Resources personnel, to ensure **the effective allocation, deployment and continuing professional development of its faculty and staff members**.

The Divisions of Academic Affairs (AA) and Administration and Finance (AF) oversee the processes which determine faculty and staff development and improvement. Faculty promotion and development is contingent on the university-level **Tenure and Promotion (T&P) criteria** found in the Faculty Handbook. Each college and department determines written criteria specific to the disciplines it teaches and establishes guidelines that align with those established by the university. Key factors in tenure and promotion decision include engagement in the classroom through effective teaching; engagement with the institution, college and department or school; and engagement with the discipline through active research and scholarly and creative activity. Faculty members develop professional goals through T&P and post-tenure review processes, while staff members identify professional goals through the **Individual Performance Plan (IPP)**

22 <http://www.ok.gov/treasurer/>



Source: 2011 Auditor's Report¹

¹ <http://www.uco.edu/administration/financial-services/financial-services%20forms/UCO%206-30-11.pdf>

process.

The procedures for faculty review, tenure and promotion are fully described in the *Faculty Handbook*²³. The process is reviewed at least every five years by a university-wide **Tenure and Promotion Task Force** to determine whether it is performing as expected and to recommend changes if it is not. The review process includes open forums with faculty, which enable the task force to gather information regarding the process and the identified criteria for evaluation. The annual Collegium on College Teaching Practice and other programs sponsored by the Center for Excellence in Transformative Teaching and Learning, in turn, provide a wide range of faculty development resources to enable faculty members to meet the expectations for tenure and promotion.

In 2006, the Division of Administration and Finance hired a consultant to analyze each current staff position and to craft **clear descriptions of each staff position and of**

23 <http://www.uco.edu/academic-affairs/files/OFFICIALFacultyHandbook11-12.pdf>



the education and special skills that it requires. These descriptions identify expectations of the employee's engagement and provide a career path for those in staff positions. Supervisors and employees have input into these descriptions as well.

Core Component 2.b.3.a: Faculty Review, Tenure and Promotion

Faculty performance evaluation and development begins at the time of appointment. For most faculty members, this T&P process follows **promotion steps through three academic ranks**. New faculty with terminal degrees are hired into tenure track positions as Assistant Professors and, after five years, they are eligible to be tenured and promoted to the rank of Associate Professor. After another five years they are eligible to be promoted to the final rank of Full Professor²⁴. Frequent exceptions occur in this process. For example, some faculty members are hired into their positions while still completing their doctoral studies, while others come to the university with sufficient prior experience to warrant appointment at a higher rank than Assistant Professor. The process starts when a faculty mentor is assigned to help integrate the new faculty member into his or her department or school. With the help of the mentor and the chairperson or school director, the new faculty member negotiates a performance contract that divides his or her time among the three areas of teaching, research, and service. At the University of Central Oklahoma, the teaching category always carries the most weight (50%-60%). This contract becomes the basis for the new faculty member's annual evaluation and, after four years, his or her tenure and promotion reviews.

Annual evaluations of tenure-track faculty are performed by both the department chairperson or school director and by the dean of the faculty member's college; during his or her third year, the faculty member is also reviewed by all of the tenured faculty members in his or her department or school, who offer feedback on his or her progress toward tenure.

After four years, the tenure-track faculty member produces a dossier describing his or her achievements since being hired. Separate tenure and promotion committees are then formed by the members of the department or school to review and to vote to approve or deny tenure and/or promotion. If tenure and promotion are approved, the faculty member completes a second dossier four years later describing accomplishments since his or her promotion to the rank of Associate Professor. This is submitted to a promotion committee to determine whether the faculty member should be promoted to the rank of Professor. Each promotion in rank carries a financial incentive step. This process, from start to finish, ensures that the university's faculty members demonstrate a sufficiently high level of performance and that they will remain effectively engaged in promoting the university's mission and goals.

²⁴ Faculty hired prior to January 2011 can be promoted after serving for four years at the rank of assistant or associate professor. This policy was changed in 2011 in order to comply with Regents' policy.

As required by RUSO policy, tenured faculty members are reviewed at least every three years in a **post-tenure review** process. These reviews are conducted by the chairperson or school director, by a committee of faculty peers, and by the dean. Non-tenured faculty members are reviewed annually by the chairperson or school director and by the dean. The procedures for these processes are outlined in the **Faculty Handbook**. Student input on faculty classroom performance is included through the **Student Perception of Instructional Effectiveness (SPIE)** surveys, which are used in annual, tenure, pre-tenure, post-tenure, and promotion reviews.

Core Component 2.b.3.b: Administrative and Support Staff Performance Evaluation

The university has adopted an approach to performance evaluation of staff that provides an equitable process for rewarding staff performance. This approach, called the **Individual Performance Plan (IPP)** was piloted, reviewed, and subsequently revised to produce the system that is now in place. This system, which requires a mutually agreed upon employee development program, encourages greater communication between supervisors and employees.

The first phase of the IPP process is the **Performance Planning Phase**, during which the employee and his or her supervisor agree on the employee's key job responsibilities, the major goals and objectives to be achieved in the coming year, the most important characteristics that the employee must display, the employee's development plan, and any resources that the employee will need in order to meet those objectives. Over the next year, **two intermediate performance appraisals take place**. The IPP can be adjusted during these meetings to reflect changes in the employee's responsibilities or the unit's need. At the end of the academic year, the supervisor makes a final evaluation of the employee's performance, and the process is repeated for the following year.

The IPP process was initiated during the 2005-06 academic year. In 2006-07, a **promotion and merit pay system** based on IPP evaluations was implemented. In 2007-08, the IPP process was simplified in response to feedback received from staff and supervisor participants in the process. Newly hired staff members must go through a 6-month probationary period before beginning the IPP process.

The Academic Vice Presidents and deans are also evaluated through the staff IPP process. As a first step toward developing formal **360° feedback evaluation process for administrators**, the institution has developed a survey that allows faculty to evaluate their academic deans. This survey aligns with the official description of the dean's roles and responsibilities and was administered by the Office of Planning and Analysis for the first time in 2007. The Provost, Vice Provost and academic college deans are also evaluated by the entire faculty through the IDEA evaluation process.



Core Component 2.b.3.c: Faculty Orientation and Staff Training

Newly hired faculty members are assigned a mentor in their department or school who serves as a guide and “go to” person for them. The mentor is available to help the new faculty member with course planning, teaching, university processes and procedures, and any other issues with which the new faculty member may require assistance. Prior to the beginning of their teaching year, new faculty members attend a **new faculty orientation**, a program sponsored by the **Center for Excellence in Transformative Teaching and Learning (CETTL)** that introduces them to the university’s goals and traditions and that presents the latest innovations in effective teaching, the promotion of diversity, and classroom management. Many of the sessions in this orientation program are conducted by more experienced faculty. CETTL has also recently introduced a new interdisciplinary mentorship program for new faculty members. In addition, new department chairpersons and school directors and assistant chairpersons and school directors are encouraged to attend a new chairpersons’ orientation and the **Educator’s Leadership Academy (ELA)’s Higher Education Chairs Academy**.

All newly hired non-faculty employees are required to attend **New Employee Staff Training**, which is held during the first three days of their employment. The Office of Human Resources provides this training, which ensures that all new staff members will receive comprehensive information about the university’s culture, programs and services. The goal of this training is to enable the new employee to be prepared to engage in his or her work on the first day at his or her assigned station. As a part of the training, the new employee meets with his or her immediate supervisor for lunch on the first day. By the time the new employee begins his or her work, he or she will have an e-mail address, access areas in Banner needed for his or her work, and training in the areas in which he or she will be working. This training also assists in integrating new employees into the university community and models strategies for creative adaptation in the rapidly changing professional world of public higher education²⁵.

Core Component 2.b.3.d: Support for Faculty Travel

Faculty members are encouraged to attend professional meetings to present papers or serves as officers and directors of professional associations. **Financial support for faculty travel** is provided by the Division of Academic Affairs, the colleges, and other areas. Academic Affairs makes \$40,000 in supplemental funds available to support faculty travel. Faculty members apply for funds when they request permission to travel. In addition, each college receives an allocation of funds to support faculty travel, which they distribute according to college policy. The need for increased support for faculty development has been identified in several self-studies and action team recommendations, and this was the highest priority issue to emerge from the 2006-07 academic plan-

²⁵ <http://www.uco.edu/administration/human-resources/employee-relations/net.asp>

ning process. As a result, \$350,000 in new funds were allocated directly to the colleges to support faculty travel and training opportunities. The Office of Research and Grants (ORG) also offers the **Research, Creative and Scholarly Activities (RSCA) Presentation Grant Program** that funds air travel for faculty members and students to present their research and creative and scholarly activities at professional meetings and conferences²⁶. The opportunity to travel to make professional presentations allows faculty members to connect with faculty from other institutions across the nation, to continue to learn and grow in their academic fields, and to engage in the scholarship of their fields.

The university creates **action teams** composed of faculty and staff members to address specific issues related to the use of human resources, including the services of department chairpersons and school directors, the employment of student workers in a variety of roles, the assignment and scheduling of teaching responsibilities, and the appropriate means for recognizing meritorious performance by faculty and staff members²⁷. Faculty and staff members also regularly conduct **in-house professional development sessions** in programs including Leadership UCO, the Educators’ Leadership Academy (ELA), and programs and seminars sponsored by CETTL, as well as a variety of professional development Webinars and teleconferences. These sessions allow faculty and staff members to share their insights and experiences in order to help colleagues better to understand and accomplish their assigned duties.

At the same time, the university encourages **collaboration among units, departments, and areas** in order to respond in a holistic and flexible manner to the needs of the university’s diverse community of stakeholders. Recent collaborations have involved the Center for eLearning and Distance Education (CeCE), CETTL, the Office of Information Technology (OIT), and the Divisions of Student Affairs and Academic Affairs.

Core Component 2b.4: The organization intentionally develops its human resources to meet future changes.

The university sponsors a wide variety of activities and programs that help faculty and staff members to meet the challenges of Transformative Teaching and Learning in the twenty-first century.

The **Center for Excellence in Transformative Teaching and Learning (CETTL)** offers programs, services, and resources to encourage, enhance, and support the **Scholarship of Teaching and Learning (SoTL)**. It also provides support and confidential consultations for individual faculty members. CETTL hosts “lunch and learn” sessions, Webinars, forums and faculty study groups throughout the year to assist faculty members in developing new skills in the areas of teaching and learning. CETTL also conducts the uni-

²⁶ <http://www.uco.edu/academic-affairs/research-grants/travel-grants/index.asp>

²⁷ <http://www.uco.edu/academic-affairs/cqi/action-team.asp>





versity's annual **Collegium on College Teaching Practice**, which occurs each fall prior to the beginning of the fall semester; the **Teaching and Learning Institute** for new faculty members; and the **Transformative Learning Conference**. The Collegium on College Teaching Practice follows a conference-like format with a keynote speaker and break-out sessions for faculty development. CETTL is currently working with the CeCE and OIT to develop similar professional development programs in an online format for part-time faculty members.

The Vice President for Information Technology established the **Academy for Leadership Excellence in Information Technology (ALEIT)** in order to ensure continuous quality improvement through effective management and leadership within the OIT. This academy, which is designed to build bonds within the Information Technology leadership team and to provide professional development for supervisors, meets once a month and hosts guest presentations, facilitated discussions, field trips and group activities.

OIT serves the University in multiple ways including enhancing learning and increasing access to information through the application of technology. OIT offers many development opportunities for faculty and staff. The **Technology Resource Center (TRC)** is the university's resource for learning technologies, multimedia, application training, and support. TRC, in partnership with CETTL, supports faculty and others involved in the academic mission of the university by helping to integrate information technology and instruction. TRC and CETTL offer classes, workshops, orientations, and one-on-one sessions for faculty to enhance their use of technology such as Desire to Learn (D2L), Smart Board, computers and various software applications. They also provide in-class training sessions for students per faculty requests and needs. TRC also provides technology resources for students and staff. In addition, OIT supports the Central Tech Store and offers online technology resources that allow faculty, staff and students to attain some technology hardware and software at reduced rates²⁸.

OIT maintains the many technological products used across the campus and provides updates to ensure that campus technology is up to date. For example, in fall 2012 Microsoft Windows 7 will be installed on faculty and staff computers and in student computer labs. In the summer and fall of 2011, all computers on campus were upgraded to Microsoft Word 2010. All classrooms in the Education Building and the Center for Transformative Learning have Smart Boards. To support faculty development, OIT offers courses on Smart Board for faculty so they can become competent with this educational technology and enhance their instruction in ways that promote student engagement and learning.

The Division of Administration and Finance sponsors the annual **Road to Greatness** conference for staff members from every division and unit of the university. This onsite professional development conference offers focused training to increase staff members' discipline knowledge and to broaden their perspectives on higher education in the

twenty-first century. The conference promotes adaptability and encourages university employees to formulate and implement innovative projects to meet the ever-changing demands of our workforce.

The Division of Student Affairs' **Student Personnel Academy**, which is currently in its sixth year, provides a professional development series designed to meet the ongoing educational needs of members of the Division of Student Affairs. Leaders in the Division of Student Affairs had observed that many members of the Student Affairs staff, who come from a variety of educational backgrounds and experiences and are often quite young, have little formal training in the discipline of Student Affairs. The Student Personnel Academy meets six times each academic year for sessions that focus on topics selected each year by members of the Student Affairs Leadership Team; topics range from current trends in the profession to new processes and training programs that could enhance the division's performance. Presenters include members of the Division of Student Affairs staff; members of other divisions, departments or units across campus; and knowledgeable guest speakers from across the state and region.

The **Administrative Support Professionals' Academy**, in turn, offers administrative support professionals the tools to enhance their performance and to understand more clearly the significance to their roles. This academy provides participants with a better understanding of self and others and presents strategies for dealing effectively with supervisors and colleagues²⁹.

Core Component 2.b.5:
The organization's history of financial resource development and investments documents a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities).

The **faculty and staff development programs** described in Section 2b.4 reflect the university's commitment to cultivating its human resources, while the **comprehensive capital campaign** described in Section 2b.2 demonstrates the university's commitment to developing the resources necessary to enhance the quality and to expand the scope of its educational programs. The university has also displayed a consistent commitment to improving its physical and technological infrastructure in order to meet the needs of students in the twenty-first century. The construction of the **Center for Transformative Learning (CTL)** and the **W. Roger Webb Forensic Science Institute (FSI)**, as well as the numerous major and minor capital projects tracked by the university's Office of Architectural and Engineering Services (AES) are all results of this dynamic and deeply felt commitment.

Among other forward-looking initiatives, the university has invested in the infrastructure necessary to become a **wireless campus** so that students and faculty and staff

28 <http://www.uco.edu/technology/index.asp>

29 <http://www.uco.edu/cpde/Professional-Education.html>



members will have convenient access to online resources, and it is working on implementing an enterprise content management system that will streamline workloads across campus and allow the university to move toward becoming a paperless campus.

In order to better support its rapidly expanding program of online education, the university has just selected Desire to Learn (D2L) as the **new learning management system (LMS)** for the university. D2L will offer students and instructors the technology and services necessary to carry the institution to the next phase in online teaching and learning. OIT, which coordinated the selection process, conducted a campus-wide survey of students and of faculty and staff members, and invited vendors to campus to demonstrate the potential features and functionality of LMS systems. Feedback from the survey and from this demonstration assisted the twenty-member LMS Task Force, which included student, faculty and staff stakeholders from every area of the university, in establishing criteria for selecting a new, easy-to-learn LMS that will allow active learners to participate in a virtual environment that will be available anytime, anywhere, and through any computer or mobile device. The D2L system will be piloted in summer 2012. Orientation sessions for the faculty piloting the project were held in February and March 2012.

The **Center for eLearning and Continuing Education (CeCE)** was established in response to the university's 2007 **eLearning Strategic Plan**. In 2007 UCO hired an eLearning consultant who came to campus and worked with the UCO Distance Education Committee³⁰. CeCE is a self-sustaining division of the university that provides high-quality educational opportunities in the areas of Professional Development, asynchronous learning, and eLearning. CeCE's mission is to support and enhance the university's learning environment; to promote excellence in critical thinking, communication, and a passion for life-long learning; to empower individuals through educational opportunities; and to recognize and serve a diverse community of learners. CeCE offers workshops, design support, course development, technical training, on-call support, hardware and software incentives, and financial incentives designed to enhance distance education. CeCE also collaborates with other campus groups on technical projects. All new online and hybrid courses must be approved through the **UCOnline Quality Process**³¹. Newly developed courses are evaluated by the **UCOnline Quality Rubric** and must meet quality standards in order to be opened for student enrollment. All online and hybrid courses must be re-evaluated every three years and must continue to meet quality standard³².

Faculty members are offered financial incentives to develop online or hybrid classes. Since 2008, 225 faculty members have completed the CPDE course design workshop and more than 150 courses have been developed that meet the UCOonline quality criteria. CeCE Pulse is a resource of ideas for building, teaching and connecting with other online educators. CeCE also plans and implements the **Heartland eLearning Confer-**

30 <http://www.uco.edu/cpde/files/PDFs/elearningstrat.pdf>

31 <http://www.uco.edu/academic-affairs/files/policiesandguidelines/3academicadminprocesses/3.8Online%20Course%20Quality%20PolicyOFFICIAL.pdf>

32 <http://www.uco.edu/cpde/files/PDFs/evaluationSummaryMaster.pdf>

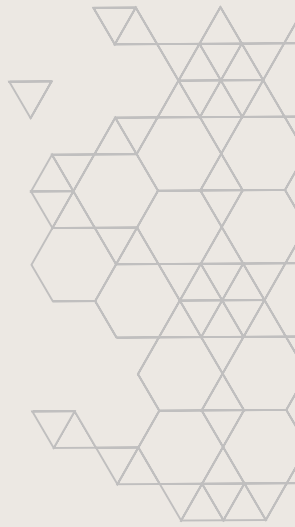
ence and provides professional education for staff members in areas including change management, correction, mentoring, professional imaging, emotional intelligence, time management, and the requirements of the Family Educational Rights and Privacy Act (FERPA)³³.

The vast array of programs for students provided by the Division of Student Affairs also demonstrates the forward-looking thinking and resource development of the university. The following Student Affairs departments demonstrate the many support services available to students to ensure that students are able to fully experience a transformative education. The **Alcohol and Drug Abuse Prevention Office** was launched in January 2009 with a grant from the Oklahoma Department of Mental Health and Substance Abuse Services; this office serves students who are seeking support and services in dealing with alcohol and substance abuse issues. Group and individual counseling, resources for faculty and classes, and referrals are available through this office. **Disability Support Services (DSS)** works with students with disabilities on the accommodations necessary for students be successful in the higher education classroom. DSS works with students, faculty and staff to schedule testing accommodations and to provide interpreters and adaptive technology. DSS also offers events and programs throughout the year, from an orientation program to Disability Awareness Week. **Testing Services** administers and manages a variety of tests for prospective and current students, including instruments such as the ACT, TOEFL GMAT and GRE. Test proctoring for make-up examinations is also available to faculty through this office.

The **Student Counseling Center** is staffed by counselors who provide individual and group personal counseling. The center responds to psychological emergencies on campus and provides consultations for faculty and staff members seeking advice about students. Chief counselors also lead practicum student training and management sessions. Preventative mental health seminars are provided throughout the year within academic classes. Programs on stress release and similar topics have also been offered on occasion to the entire campus community. The **Violence Prevention Project (VPP)** opened in 2008 with the support of a Department of Justice grant. VPP offers support, resources, services and referrals for students who have survived domestic abuse and/or sexual assault. This office connects its clients with support resources on and off campus and sponsors programs such as National Domestic Violence Awareness Month. The **Office of Student Conduct** produces and enforces the **Code of Student Conduct**. This office receives reports, investigates and sanctions students who violate the Code. The Office of Student Conduct also responds to behavioral emergencies and serves as primary member of the **Campus Awareness, Response and Evaluation (C.A.R.E.)** team, and it sponsors seminars such as **Managing Classroom Disruption** for faculty members.

Career Services provides career counseling and exploration, oversees a university-wide internship program, and connects students to employers seeking University of Central Oklahoma graduates. Career education programs are offered throughout the year, and job-matching opportunities are available through **HireBronchos.com**, on-campus

33 http://www.uco.edu/cpde/pdf/Professional_Education_Course_Listing_FALL_2011.pdf





interviews, and job fairs in the fall and spring. To meet the needs of the university's large population of commuter students, **Commuter Student Services** offers support services, programs and referrals; roommate matching services; rideshare software; and scholarships. Commuter Student services also sponsors a student organization for single parents, as well as annual events such as Local Alternative Fall Break. The **Volunteer and Service Learning Center (VSLC)** promotes community service and service learning by serving as a one-stop site for finding volunteer service opportunities in the metropolitan area and beyond and by connecting community agencies to students and offering faculty resources for promoting service learning in the classroom. Alternative Fall Break, The Big Event, and the MLK Day of Service are among the department's signature events.

The university's continued support of and investment in the **Centre for Global Competency (CGC)**, discussed previously, demonstrate a forward-looking concern for the education of students in a global and multicultural society. The **Office of International Services**, in turn, engages in global recruitment, promotes student exchanges, oversees compliance with SEVIS regulations, and supports international student success. Several Global and Cultural Competency programs such as the International Fest, Broncho Buddies, Ignite and Merge originate in International Services. The University of Central Oklahoma continuously ranks in the top fifteen institutions in the United States for enrollment of international students studying at a master's-degree-granting institution.

Many student organizations, events and services are made available through the university's **Campus Life** programs. **Campus Activities** sponsors New Broncho Orientation, Stampede Week, Homecoming, the Presidents' Club Children's Christmas Party, and WinterGlow. The **Student Programming Board** works in conjunction with Campus Activities to organize and fund events that enrich the co-curricular experience of the university's students. The **Office of Diversity and Inclusion (ODI)** supports the personal and academic success of students from underrepresented backgrounds while promoting awareness of social justice topics to the campus at large. ODI also hosts numerous cultural celebrations including the Asian Moon Festival and Black Heritage Month each year.

Fraternity and Sorority Affairs is comprised of five Panhellenic Council sororities, six Inter-Fraternity Council fraternities, four National Pan-Hellenic (historically African American) sororities, four national Pan-Hellenic fraternities, and two Multicultural Greek Council sororities. Fraternity and Sorority Affairs oversees recruitment, membership development and student learning within the university's Greek letter community. Emphasizing scholarship, service and leadership, Fraternity and Sorority Affairs fosters commitment to campus and community. **Parent Programs**, in turn, offers programs such as Parent Orientation to Mom's and Dad's Day that create a parental support network to support student success. Parents Programs also administers scholarship program, publishes a monthly newsletter and provides a "Parent Hotline" to keep parents connected to UCO.

The **Student Organizations Office** coordinates the work of more than 250 student

organizations on campus, manages the OrgSync database, publishes the **Student Organizations Handbook**, provides training for student organization members and advisors, and organizes special programs such as the **Broncho Corral Leadership Institute**. **Spirit Teams** support the university's award winning cheer and pom teams, who perform at athletic events each year and represent the university with Bronco Pride at national competitions. Central's mascot, Buddy Broncho, is also a member of the spirit squad.

Two of the newest innovative departments within Student Affairs are the **Women's Outreach Center** and the **VetHERO** office. The Women's Outreach Center, which opened in March of 2012, provides programs and services to support the success of women pursuing their educational dreams at the university. The Center will offer seminars on issues related to safety, health, academic excellence and social matters, and it will also offer referrals to various support programs both on- and off-campus. The VetHERO office, opened in April of 2012, provides resources and support for student veterans who have returned to campus pursue their educational goals. VetHERO will sponsor annual events and seminar and will provide student veteran peer staffing and referral services to connect student veterans to the answers they need in order to achieve their educational and personal goals.

The university has also made a significant investment in developing and expanding the facilities and services of the **Max Chambers Library**³⁴ in order to support Transformative Learning environment on the UCO campus. The Max Chambers Library is a single, multistory facility that houses both print and non-print resources. The library's Special Collections include the **Oklahoma Collection**, consisting of state, county, city and family histories, biographies, geological and archaeological reports, as well as works on various American Indian tribes and the development of education in Oklahoma; the **Memorial Book Collections; Manuscript Collections**; and the university's **Archives** and **Photograph Collections**. The library's extensive microfilm holdings include unique collections such as the **Oklahoma Townsite Case Files**, with reproductions of approximately 100,000 documents from land disputes following the settlement of Oklahoma; **Census Records** including the first Territorial Census of 1890, covering seven counties in Oklahoma and Indian Territory; **Federal Population Census Reports** including indexes for 1900, 1910, and 1920; the **Dawes Rolls** for the five Civilized Tribes of Oklahoma; and **The Indian Pioneer History Collection** of oral histories collected by the Works Progress Administration (WPA) during the Depression. Other digitized collections are **The Bray Scrapbooks**, an online collection of scrapbooks made by Oklahoma school children between 1942-1943 to document their schools' metal scrap drives in aid of World War II armory and ammunition, and **The Illustrated London News**, the first illustrated newspaper in the world. Other special collections include personal histories, organizational histories, family histories, audio visual histories, and other primary sources.

The library is now a **wireless facility**. Fifty laptops and ten iPads are available at the Circulation Desk for check-out by currently enrolled UCO students, and faculty and staff. These items can be checked out for four hours with the possibility of one two-hour

34 <http://library.uco.edu/>

renewal. Recently the library implemented a new and quicker search system, **Central Search**, for online access to library data bases and catalogs. This resource is available to students, full-time faculty and staff members, and adjunct faculty members. Central Search allows patrons to search all books, media, course reserves, and most articles using a single interface. **Inter-library loan** is available to faculty members and students with options to receive materials online or in hard copy. The library also offers **Films on Demand**, a repository of thousands of streaming videos. The library annually allocates substantial funds to each academic college for use for the purchase of library resources specific to the disciplines taught within the college. Academic departments and schools also provide input to the library regarding periodical purchase and deletion.

Library personnel understand that information literacy is an increasingly important skill and that the ability to find relevant information and apply it appropriately is essential in educational contexts and in the workplace. With this in mind, the library has implemented a **Library Instruction Program** that offers general orientation classes to familiarize students and faculty members with the resources and services of the library and that teach the critical thinking skills necessary to find and filter information. Advanced classes focus on specific disciplines and offer assignment-oriented instruction. Classes are most often scheduled for a single session; however, faculty members often find that two class sessions result in better retention of the instruction. The **Library Instruction Classroom** is a hands-on learning environment equipped with thirty student computers and an instructor's computer. Online tutorials are also available to help students with research and paper writing.

The library has, in addition, instituted a **multiple communication system** enabling patrons to reach the library staff by e-mail, text messaging, or online chats as well as by phone and in person. The library has also extended its hours at the request of the university's student government and has created more relaxing student spaces with furniture groupings of couches, comfortable chairs, and coffee and end tables. A coffee shop is located just inside the main doors of the library. In order to support student collaborative learning, the library provides spaces for groups to study or work together on a project; each of these spaces is equipped with white boards and electrical outlets to support students in their group endeavors.

Core Component 2.b.5.a: Cost Cutting and Efficiency Measures

The University of Central Oklahoma has been proactive in creating an atmosphere that fosters innovative efforts to decrease **expenses, raise revenues, and provide a greener environment**. Several years ago, for example, the university entered into an innovative twenty-year performance contracting partnership with **Johnson Controls (JCI)**. The arrangement involved issuing state bonds to finance the roughly \$15 million needed for HVAC improvements, and paying for those bonds with savings accrued from future utility and maintenance cost reductions managed by JCI. The university also saved \$10 million through strategic refinancing of debt. In September of 2009, the

university entered into a campus-wide, sole-source contract with **Standley Systems** for multifunction printers. All faculty, staff, and administrator printers were removed and replaced with departmental multifunction machines. The university also has a contract with **OfficeMax**, the preferred vendor for office supplies. This campus-wide contract includes a core item list that has been priced at the greatest discount to the university, and it provides that items will be delivered the day after an order is placed. Purchases can be made online and paid by the employee's ProCard. Custodial work on campus, in turn, has been outsourced to **GCA Custodial Services**³⁵. After a year-long Request for Proposals (RFP) process, the university in October of 2009 selected Mercy Health Services to manage the Student Health Center which was renamed **Mercy Clinic at UCO**. This partnership allows for extended services at the health clinic, including a new x-ray room and urgent care capabilities³⁶.

Core Component 2.b.6: The organization's planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing or growth.

The university allows individual departments, schools, units, and divisions the autonomy necessary to respond in a nimble and effective manner to rapid changes within their fields, while the university-wide **Program Prioritization** process provides a set of standard measures for evaluating and responding to changes in program productivity within the context of the university's wider mission and vision. The university also responds tactically to unanticipated needs through measures such as the reduction of travel funding and the ninety-day hiring freeze imposed in response to a recent mid-year budgetary shortfall.

The Program Prioritization process was the result of a university task force. The task force submitted its report in November 2010 and the process was initiated in the spring of 2011. The Task Force developed a program prioritization process that requires each operational unit on campus to provide information and data about itself and the programs that it manages from its office. This information is vetted through the unit's administrative division before being scored by a university **Program Scoring Group (PSG)**. Depending on the results of that scoring, a program may be removed from consideration for elimination, required to undergo additional review, or be considered for elimination. The Office of Institutional Research produces program review templates that each administrative unit uses to provide information and data. Data is collected in the four categories of **Mandate, Need, Demand, and Cost**. All operational units completed the program prioritization as the beginning phase of the program prioritization process, and all were scored. This process will continue on a five-year rotation that will allow academic and support programs to be prioritized in the event of an emergency budget situation.

35 http://www.uco.edu/administration/pur-pay-trav/_current-uco-contracts/index.asp

36 <http://www.ucowellnesscenter.com/>

In 2010, the Division of Academic Affairs reconfigured the Office of Planning and Analysis to create the **Office of Academic Effectiveness (AE)**. The Associate Vice President for Academic Effectiveness also oversees the Office of Assessment and the Office of Institutional Research. AE's responsibilities include managing the academic program review process, specialized accreditations, and the academic continuous quality improvement process and helping to manage the development of the program prioritization process. The university's Continuous Quality Improvement (CQI) process is being reevaluated as a part of the reorganization associated with the creation of AE. AE is exploring the possibility of developing **Action Team Processes** that will rely more heavily on faculty and staff suggestions. In this plan, which may be implemented in the coming academic year, the **Continuous Quality Improvement Team (CQIT)** would meet initially to select projects and would receive status updates and final reports from individual action teams. In this process, the individual action teams would operate quickly and efficiently.

Core Component 2.b.7: The organization has a history of achieving its planning goals.

As noted above, the university's **Good2Great (G2G)** planning process yielded **24 Visions** for the future that have helped to define Transformative Learning at the University of Central Oklahoma. Each vision involves areas in which the university can move to promote Transformative Learning among its students. These 24 Visions may be grouped into four broad areas derived from the university's mission: **Student Life, Academic and Experiential Learning, Public Service, and Internal Excellence.**

Participants in the G2G process recognized from the outset that this planning document would need to function in a dynamic and ever-changing way in order to be responsive to new opportunities and challenges. Many of the **24 Visions** have been achieved in whole or part since the start of the G2G process. Most of the programs and services described elsewhere in this document result from the work undertaken to fulfill the university's mission and are in alignment with the 24 visions. Selected achievements are described in this section, although a more complete vision plan progress report is also available³⁷.

In achieving the vision of becoming a **Leadership University**, the University of Central Oklahoma has established **Leadership Central** to coordinate faculty, staff, and student leadership development programs and has created an innovative **Leadership minor**. In order to achieve the vision of dynamic **Living/Learning Communities**, the university has created the **Compass Living/Learning Community**, which has supported the retention of almost twice as many at-risk students as were retained among their non-learning community peers. In order to make a University of Central Oklahoma education more **Accessible and Affordable**, the UCO Foundation has increased its endow-

³⁷ Include link to electronic copy of "President's Retreat Good To Great Vision Plan Progress Report, Prepared Feb. 2010"

ment by more than twofold in the past ten years and has increased the dollar amount of university-sponsored scholarships to \$5 million. The establishment of the **Office of First-Year Experience (FYE)** in fall 2007 and the creation of **Enrollment Central** support the vision of an improved **First-Year Experience**. In order to realize the vision of a **Healthy Campus**, the university has launched the **Healthy Campus Initiative** and **Campus Health Report**. In addition, the university has been recognized as a **Certified Healthy Business** on multiple occasions and in 2010 became a **tobacco-free campus**. Finally, in the fall of 2011 the university extended free Wellness Center membership to the all full-time faculty and staff members. The institution also improved the **Nigh University Center** experience for students by working with Chartwells and Barnes & Noble to improve the food court menu and to renovate student spaces in the Nigh University Center. The university has also created new lounges throughout the Nigh University Center in order to increase social interaction among students.

The university has also made great strides in achieving those visions that involve academic and experiential learning. The **W. Roger Webb Forensic Science Institute (FSI)** is now located in a new 30,000 square foot facility on the south side of campus, and is ideally positioned to facilitate interactions with the Oklahoma State Bureau of Investigation (OSBI) located across the street. The institution has also made progress toward the vision of developing **Executive, Corporate, and Distance Education** programs by establishing the **Center for eLearning and Continuing Education (CeCE)**. With the participation of faculty members and Division of Academic Affairs staff, CeCE has implemented the **UCOnline Course Quality** policy in order to ensure that online and hybrid courses meet the same rigorous standards applied to face-to-face courses.

In order to become **Arts Central**, the University of Central Oklahoma launched the **Academy of Contemporary Music (ACM@UCO)** during the 2011-12 academic year and also renovated the Mitchell Hall performance facility. The university has also developed or restructured academic programs to create **Featured Academic Programs**, including the undergraduate and graduate **Forensic Science** programs, as well as new Associate of Applied Science programs in **Music Production, Music Performance and Music Business** and the baccalaureate programs in **Dance Education and Jazz Performance and Production**. The **Centre for Global Competency (CGC)**, discussed earlier, supports the vision of **Global Experiences for all students**. A renewed focus on **Graduate Education** has produced new programs and options including the Master of Fine Arts program in **Creative Writing**, the Master of Science program in **Athletic Training** and the Master of Science program in **Nursing**, and graduate-level credit-hour production has increased markedly. The vision of **Undergraduate Research** has been realized with the establishment of the **Office of Research and Grants (ORG)**, which administers the **Student Research, Creative, and Scholarly Activities (RCSA) Grant Program**, described above. The creation of the **Volunteer and Service Learning Center (VSLC)**, coupled with an increase in the number of service hours provided by students, demonstrate the university's success in achieving its vision of **Community Engagement**.

The university has also achieved many of its visions related to **public service**. The uni-



versity has strengthened its ties to the **U.S. Olympic Committee and Disabled Sports**. The University of Central Oklahoma is now both an **Olympic and Paralympic training site** and has recently hosted the **Sitting Volleyball World Championships** and the **International Paralympic Committee Powerlifting Championships**. **Lean University** (formerly the Center for Strategic Improvement) has provided Lean Government services to the Oklahoma Department of Tourism, OSBI, and OSRHE, among other entities. The university has also received multiple awards from professional organizations for lean programming.

The university has achieved its vision of **Metropolitan Area Educational Alliances** through the creation of **UCO@Rose** and the **Oklahoma Higher Education Employee Insurance (OKHEEI) group**, and it has renewed its focus on **Environmental Sustainability** through over \$7.6 million in infrastructure improvements through five phases of performance contracts; becoming 100% wind powered; and implementing a campus-wide recycling program.

In the area of **internal excellence**, the university recently sought and was granted approval for a new **Peer Group** to correspond to its new classification as a metropolitan university. The university has also made significant savings through the implementation of **Strategic Improvement Systems**. These include the completion of more than fifty Lean Projects resulting in savings of \$300,000; outsourcing the operation of the Student Health Center to Mercy Health Services for \$300,000 per year; and undertaking a managed campus printer/copier project that has yielded savings of \$500,000 per year. The university has also made progress toward its vision of **Image, Branding, Pride, and Beautification** by implementing a branding and marketing strategy for the university and created a new tagline, "Live Central." The university has also been accepted into the **Oklahoma Botanical Gardens and Arboretum Association (OBGA)**, and was the winner of Keep Oklahoma Beautiful's **Vanguard Award** for its efforts in the areas of campus beautification and sustainability.

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

The University of Central Oklahoma has developed a **comprehensive culture of assessment** that guides the work of faculty and staff members in every unit of the university as they strive to fulfill the university's mission and to realize its vision. Specific activities, including annual assessment procedures, the academic **Self-Study for Continuous Improvement (SSCI)** process, and the university-wide **Program Prioritization** process, vary according to the specialized missions and goals of individual academic, administrative and support units. The university's **Offices of Academic Effectiveness and Institutional Research** coordinate the collection and review of these various kinds of assessment data and provide technical and logistical support to academic, administrative, and support units in implementing, interpreting and responding to assessment measures. A more detailed account of the university's assessment processes is included in the Criterion Three report.

Core Component 2.c.1:
The organization demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.

The University of Central Oklahoma continuously gathers, reflects on and responds to assessments of its success in meeting its goals at the department and school, college, unit, division, and university levels. The mission and practice of the institution centers on student learning, and the process of continuous improvement has therefore centered on the curriculum. In the early 1990s the demand for transparency in these curricula improvement processes manifested itself in "program assessment" and "program review."

Each of the university's academic departments and schools engages in assessment of student learning outcomes on an annual basis and participates every five years in a comprehensive **Self-Study for Continuous Improvement (SSCI)** and **Quality Benchmark (QB)** processes to evaluate its success and to identify opportunities for improvement in achieving its stated goals. These processes provide for periodic review of the effectiveness of every academic unit in contributing to the University's mission and goals.

The **Office of Academic Effectiveness (AE)** (formerly the Office of Planning and Analysis) is responsible for facilitating the academic and university planning and improvement processes. The Office of Assessment and the Office of Institutional Research also report to AE.

The SSCI and QB processes involve **in-depth self-studies** completed by academic departments or schools. These processes include all of the undergraduate and graduate programs within a department or school. AE specifies the procedures for conducting the SSCI, and both SSCI and QB processes are conducted in compliance with OSHRE policy and in conformity with the principles of the Academic Planning and Resource Allocation (APRA). SSCI and QB reports are reviewed by internal and external reviewers, and the academic college dean uses their reports to complete an **Opportunity for Improvement (OFI) Recommendation Support Feedback** for the department or school. The faculty of the department or school then meets with the dean and Provost to discuss the reviewers' findings and recommendations. Information required by the SSCI and QB processes includes data on faculty, students, credit-hour production, class size, budget, strategic planning, program articulation agreements, and peer school information such as degree plans. The final SSCI or QB report is submitted to OSHRE. The department chairperson or school director is responsible for facilitating the implementation of OFI recommendations to achieve recommended improvements. Special accreditation processes may, with the approval of the Division of Academic Affairs, replace the SSCI and QB processes for individual departments or schools³⁸.

38 http://www.uco.edu/academic-affairs/pa/files/process_guidelines/SSCI%20Guidelines%202-11-10.pdf

http://www.uco.edu/academic-affairs/pa/files/process_guidelines/Quality%20Benchmark%20



The university, which has a long history of program assessment, created an action team on **Learning Centered Processes** in September 2008 to explore the possibility of creating a single reporting format for assessment results; to enhance the assessment of key learning processes, as had been recommended in the university's Oklahoma Quality Feedback Report; and to improve assessment practices and to move the university toward becoming a best-practice institution. At the recommendation of this action team, the university created an assessment process in which all majors develop major-level and university-level outcomes aligned with the university's mission. In addition, a more formal review process was established in which assessment reports are reviewed using a standard rubric by a department or school-level assessment committee, the college assessment committee, and the University Assessment Committee. In the fall of 2010 all major programs were required to specify their learning outcomes and the measures they would use to assess the outcome for both **Key University Identified Program Outcomes** and for major-specific outcomes. These assessment reports are now completed annually and enable programs to identify trends and determine recommendations.

Many academic departments and schools also engage in **specialized assessment and self-study activities required by external accrediting agencies**. Examples of specialized accreditations for campus units are National Council for the Accreditation of Teacher Education (NCATE) accreditation for the College of Education and Professional Studies' teacher education unit, Accreditation Board for Engineering and Technology (ABET) accreditation for engineering programs, and National League for Nursing Accrediting Commission (NLNAC) and Oklahoma Board of Nursing (OBN) accreditation for accreditation for nursing. The many specialized accreditations earned by campus units reflect the university's commitment to high performance standards and expectations for institutional effectiveness³⁹.

Core Component 2.c.2:
The organization maintains effective systems for collecting, analyzing and using organizational information.

UCO's performance improvement systems are the **Continuous Quality Improvement Team (CQIT)** and **Lean University** processes. The Provost manages the CQIT process in order to identify and correct performance problems in both academic and support areas. Whereas the Lean University tends to focus on process-improvement issues, the Action Projects that emerge from the CQIT process are wider in scope and require longer action plans to address.

The CQIT is a cross-functional group of professional staff who use a five-step process to identify and correct performance problems across campus. The five steps in the CQIT process are annual self-studies using either external reviews or a faculty and staff forum

identifying strengths and opportunities for improvement; the synthesis and prioritization of the self-study results by CQIT and the President's Cabinet; the formation of Action Teams to recommend corrective improvements to senior leaders; the approval or rejection of the recommendations by the President's Cabinet and, if necessary, the assignment of a budget; and the performance of the recommended actions. CQIT monitors results, which form the basis of the subsequent self-study process⁴⁰.

In order to ensure that the university would have sufficient personnel to facilitate its CQI processes, the Office of Planning and Analysis (now the Office of Academic Effectiveness) sponsored a **Continuous Improvement Facilitators (CIF)** group that met monthly for training in CQI facilitation skills. The members of this group have served as facilitators for the campus's CQIT projects and, upon request, assist unit areas in strategic planning. The Office of Academic Effectiveness (AE) regularly sponsors additional day-long CQI training activities featuring renowned speakers from off-campus as well as sessions presented by CIFs on such topics as creative problem solving, root cause analysis, focus groups, and mind mapping.

In addition to evaluating processes and performance in multiple areas across campus, CQIT also coordinated the university's **Oklahoma Quality Award Foundation (OQAF) applications**. The University was first recognized by the OQAF in 2005 with an award at the "Commitment" level, which acknowledged that the institution had begun to embrace the Baldrige quality process as a means of driving continuous performance improvement. The Division of Academic Affairs and CQIT immediately began working with faculty, staff, students and administration to take advantage of opportunities for improvement identified during that recognition process. In 2007, the university submitted its "Achievement" level application and a team of examiners visited the campus in August.

As a result of that visit, UCO received another round of feedback that identified more opportunities for improvement. The effect of that feedback is evident in the work of the action teams established to pursue on projects such as identifying campus-wide key performance indicators aligned with the university vision, data collection of student satisfaction and student complaints, revising the language of Individual Performance Plans (IPPs) to align with the university mission and goals, and defining on a campus-wide basis the roles, responsibilities and requirements of student workers. The work of the action teams on these issues closed the feedback loop supported a process of continuous quality improvement to ensure that the goals of Transformative Learning are effectively accomplished⁴¹.

Lean University, in turn, offers a systematic means to identify and eliminate waste through continuous improvement. This process is managed by the Division of Administration and Finance, and several divisions use internal CQI approaches. The Council for the Advancement of Standards in Higher Education (CAS), for example, provides the

Draft%203-2-10.pdf

39 <http://www.uco.edu/academic-affairs/excellence/accreditations.asp>

40 <http://www.uco.edu/academic-affairs/cqi/index.asp>

41 <http://www.uco.edu/academic-affairs/cqi/index.asp>



self-evaluation tool that is currently employed by the Divisions of Student Affairs and Enrollment Management.

Lean University provides a means to **reengineer key support processes to accomplish more work in less time with increased customer satisfaction**. This approach, adapted from “Lean Management” business practices, begins by identifying “Critical to Quality” (CTQs) points that are essential to the success of the process.

Most Lean University projects are brought to the facilitators by nominators who feel the need to address a systemic problem, complication or delay. Initial discussions with the nominator and process owner allow the facilitators to determine whether a review is recommended. Once the process is in the queue for review, a facilitator will work with the people involved to create a charter that will define the scope of the process, the problems experienced, the team members to help in completing the review, and the measurable outcomes for the review. This charter is signed by the process owner as his acknowledgement of the process review and affirmation of support of the solution developed by the review team.

The facilitator calls the team members together to create a **value stream map (VSM)** of the process and collects information about each step in the process (i.e., cycle time, people involved, data needed, action required, time delays, or methods of communication). The next step in the process review is to discuss and look for opportunities to improve the current state of the process; this is called defining the “**future state**.” During this time ideas are brainstormed and solutions are explored. The facilitator will lead these discussions and guide their natural flow to maintain healthy and productive conversations that allow people to share openly and the team to plan for progress. An action plan is developed, to be followed up by the next meeting time.

Once a solution for improvement has been defined and explored, the team will present its solution to the process owner. A process improvement solution should only be denied in the event that the proposed improvement is cost prohibitive, negatively affects other people and their work, or violates an ethical or legal boundary. Improvement solutions that move forward begin the development of the approved solution (i.e., technology purchased or developed, teams realigned, or process steps moved or eliminated), and the facilitator acts as the project manager to ensure follow through, communication and action toward the goal are completed. Measurements of the improvement are taken at designated intervals to monitor progress and allow for adjustments as needed.

In addition to the SSCI, QB, Program Prioritization and Lean University processes, the University of Central Oklahoma participates in the **Voluntary System of Accountability (VSA)**, which makes assessment information publicly available in a Voluntary System of Accountability portrait. VSA is a collaborative effort among the American Association of State Colleges and Universities (AASCU), the National Association of State Universities and Land-Grant Colleges (NASULGC), and the public higher education community. VSA’s **College Portrait** provides consistent, comparable and transparent information on the characteristics of institutions, cost of attendance, student engagement,

and educational outcomes. The information is intended for students, families, policy-makers, campus faculty and staff, the general public, and other stakeholders⁴².

The university has recently participated in the beta test group of institutions piloting a new model for tracking student progress and success. This model, the **Student Learning Progress Model**, is sometimes referred to as the **Alaska-Anchorage Model**. It provides a more holistic picture of the academic success and progress of all students who take courses at an institution, rather than only the first-time, full-time cohort that is often used. This approach will provide a more detailed and accurate picture of the progress and success of students taking courses at the university. A more extensive discussion of this student success model is provided in Criterion Three.

Core Component 2.c.3: Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement.

The **Self-Study for Continuous Improvement (SSCI)** process requires departments and schools to examine current and emerging trends within their areas of specialization and to respond to areas of need identified in assessment results. SSCI reports are reviewed by internal and external stakeholders including the academic college dean and the Provost, who meet with the department and school faculties to review these reports and to develop strategies for implementing their recommendations.

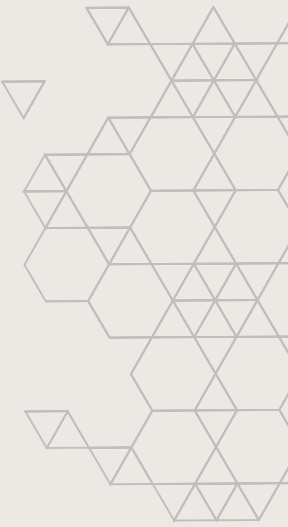
Continuous Quality Improvement Action Teams (CQITs), which are established to respond to specific recommendations, deficiencies and emerging trends documented in self-study reports, make recommendations to the vice presidents so that necessary planning and budgeting can take place. A recent action team recommendation, for example, resulted in the adoption of a set of key university-wide objectives for use in all unit-level assessment plans. Other action team recommendations have resulted in the development of the university-wide Program Prioritization process, the establishment of an Emeritus Faculty Association, and a review and restructuring the student complaint process.

The university’s **Office of Assessment** implements program-focused assessments in all areas of university life. By supporting units in the collection and analysis of information on student satisfaction and performance the Office of Assessment enables senior leaders and all decision-makers to systematically implement changes which ensure that students achieve a Transformative Learning experience and reach their goal of degree completion. Multiple student assessments are conducted by the Office of Assessment from entry-level students through graduation⁴³.

Entry-level assessment is used to determine whether students applying to the uni-

⁴² http://www.uco.edu/academic-affairs/ir/college_portrait.asp

⁴³ <http://www.uco.edu/academic-affairs/assessment/surveys-reports.asp>





versity have the skills to succeed in college-level English, mathematics, and science courses, as well as courses with heavy reading requirements. Students with an ACT score below 19 or no college-level courses in the subjects listed above are required to complete a secondary placement test in the subject in which their student records indicate that they are deficient based on their student records. The university uses the College Board’s **Accuplacer Computerized Placement Tests (CPT)** for this purpose. Students found to be deficient in a subject area are required to take one or more developmental courses. Students are given three attempts to demonstrate proficiency in each subject area and are provided the **ComFit** study software free of charge to help them acquire the needed competence in the various subject areas. The online program customizes the study program to accommodate student needs. Research is ongoing to ensure the effectiveness of the study program.

CPT Score Levels for Determination of College Placement					
	English	Reading	Algebra Track-Elementary Algebra CPT	Arithmetic Track-Arithmetic CPT	Arithmetic Track-Elementary Algebra CPT
College Level Credit Courses	≥77 English Composition	≥75 Freshman level	≥92 College Algebra	≥90 Math for General Education	≥75 Math for General Education
Pre-College Level Non-Credit Courses	<77 Reading and Writing for College	<75 College Reading and Study Skills	65-91 Fundamentals of Algebra II	<90 Fundamentals of Arithmetic	
			<65 Fundamentals of Algebra I		

The University also administers the **Cooperative Institutional Research Program (CIRP)** Freshman Survey to incoming first-year (FY) students before they start classes. The data from this freshman survey provides a snapshot of what incoming students are like prior to the college experience and aids various offices throughout the institution to determine needs specific to the university’s students. An annual report of the survey results and trends over several years is published by the Office of Assessment and placed on that Website. The university also recently began using the CIRP Senior Survey.

The **National Survey of Student Engagement (NSSE)** is administered every three years to first-year (FY) students and seniors and is an important part of the university’s continuous quality improvement processes. NSSE is designed to measure the extent to which students participate in important educational practices and what they gain from

their college experience. The Office of Assessment produces an **Institutional Report-UCO: Executive Summary** of NSSE data after each administration. The most recent summary reported that NSSE questions corresponding to the university’s Transformative Learning Categories show a significant change from previous surveys. This latest NSSE survey indicated that

- more FY students participated in a community service project as part of a class.
- more FY students participated in co-curricular activities.
- more FY students were encouraged to have contact with students from other ethnic groups.
- more FY students attended campus activities.
- more FY and senior students voted in local, state, and federal elections.
- more FY students were encouraged to develop a personal code of ethics and values.

NSSE data illustrate that the university’s educational environment provides a learning experience that supports student success. In the area of **Academic Challenge**, 82% of FY students feel that the university places substantial emphasis on academics; 61% of FY students frequently work harder than they thought they could to meet faculty expectations; 25% of FY students spend more than 15 hours a week preparing for class; and 49% of FY students report that their exams strongly challenge them to do their best work.

In the area of **Active Learning**, 56% of FY students frequently work with other students on projects in class; 45% of FY students report that they make frequent presentations in class; and by their senior year, 45% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

In the area of **Student-Faculty Interaction**, 48% of FY students say their faculty are available, helpful and sympathetic; by their senior year, 12% of students have done research with a faculty member; 59% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members; 80% of seniors at least occasionally discuss career plans with faculty; and 47% of FY students at least occasionally spend time with faculty members on activities other than coursework.

In the area of **Enriching Educational Experiences**, 64% of FY students say they frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs; 64% of FY students frequently have serious conversations with those of a different race; By their senior year, 7% of students have studied abroad.

In the area of **Supportive Campus Environment**, 53% of FY students report that their peers are friendly, supportive, and help them feel as if they belong; 35% of FY students find the administrative personnel and offices helpful, considerate, and flexible; 73% of FY students feel that this institution has a substantial commitment to their academic success; and 51% feel well-supported by the institution regarding their social needs.





NSSE data has been instrumental in facilitating institutional **changes at the college level** as well. Many colleges use this nationally normed survey to guide changes within their colleges, and each college uses information obtained from the NSSE differently. College specific data are distributed to the colleges and college assessment committees analyze the data and institute any college improvements needed as indicated by the data.

Over a period of years, the university's leaders have used the NSSE data continuously to improve student learning through enhanced student engagement and active, transformative learning experiences. Because of this commitment, several positive changes, including the following, have been documented:

More FY students talked with an instructor about grades or assignments outside of class.

More FY students discussed ideas outside of class with a professor.

More FY students received prompt feedback on course work.

The process of administering, reporting, and using the NSSE data is way in which the university demonstrates its commitment to closing the feedback loop as it pursues continuous improvement to help students learn.

The General Education Core Curriculum is assessed annually using the **Educational Testing Service Proficiency Profile (ETS-PP)**. ETS-PP assesses four areas: critical thinking, reading, writing, and mathematics. The university has used this measure since 2009 to assess the effectiveness of the core curriculum. ETS-PP results are reviewed by the Core Curriculum Committee, which makes recommendations for changes to the Core Curriculum to the Academic Affairs Curriculum Committee. A more detailed discussion of the ETS-PP is provided in the Criterion Three report.

Another assessment tool used for continuous quality improvement is the **Graduating Student Survey (GSS)**, which is an online survey attached to the online graduation application. GSS has been used for several years and includes questions about the student's experience at the university. In a major revision during the 2007-2008 academic year, questions aligned with the long-term goal to engage students in Transformative Learning were added. GSS assesses the areas of student life, transformative learning, learning environment, life skills, preparation for the future, student satisfaction, and the likelihood of future involvement with the university.

The 2010-2011 GSS included a graduation year question to track student groups more effectively and to increase the usefulness of the results. 2,314 students participated in the 2010-2011 survey. 90% of respondents strongly agreed or agreed that they would recommend the university to a friend, 93% indicated that they strongly agreed or agreed that they felt safe on campus. Both of these results were up 3% from the previous year's data. Finally, students were asked whether they would choose the University of Central Oklahoma if they had it to do over again, and 84% strongly agreed or agreed, which represented a 4% increase over the previous year. Similar results were found in the other areas. In 2011-2012, at the request of several department chairper-

sons, questions were added to determine respondents' department or school identification. This will provide the university with the ability to break down information by college and department or school. As with all programs and processes, the development and use of GSS has been an evolving process designed to help departments, schools and colleges acquire information that will enable them more effectively to help students learn.

The Max Chambers Library administered the **LibQual+** survey in 2009. This survey measures patrons' perceptions and expectations of the library's quality of service in three important domains: Affect of Service, Information Control, and Library as Place. The assessment was completed by 593 respondents, including undergraduate (70.32%) and graduate (10.46%) students, faculty (12.98%), library staff (0.51%), and staff members from other areas (5.73%). The library's staff has reviewed this data and used it to make decisions regarding changes in the library services. These changes are described in Section 2.b.5, above.

The university's faculty members have been surveyed three times in the last twelve years. **UCO Faculty Surveys** were conducted in 2000, 2004, and 2008. This national survey, created by the **Higher Education Research Institute (HERI)** gathers data from 176 institutions (16,918 participants) in the four-year-institution category and 38 institutions (4,566 participants) in the public-four-year group. In the most recent survey email invitations were sent to 1,005 full-time and part-time faculty members. A total of 403 (40%) faculty (76% full-time, 24% part-time) responded to the survey, which included twenty questions created specifically for the university to address specific areas of interest to UCO administrators. The survey questions focused on academic activities in the past two years, time spent in a series of events throughout the semester, the number of academic or professional publications completed, beliefs regarding high priority areas for the university, the types of professional development in which faculty members have engaged, undergraduate goals that faculty members believe to be essential, the university's institutional attributes, job satisfaction, diversity, sources of stress, and teaching methods and practices. The findings from the survey were presented to various working groups and was analyzed and presented to campus decision makers.


In alignment with the university's long-term goal for student health and wellness included as one of the Central Six, the university also administers the **American College Health Association - National College Health Assessment (ACHA-NCHA)** every two years. The national research survey is designed to assist college health service providers, health educators, counselors, and administrators in collecting data about their students' habits, behaviors, and perceptions on the most prevalent health topics.

Core Component 2.c.4:

Periodic reviews of academic and administrative subunits contribute to improvement of the organization.

Each of the university's academic departments and schools engages in an ongoing pro-





gram of assessment and submits an **annual assessment report** and also participates in a major program review using the **Self-Study for Continuous Improvement (SSCI)** or **Quality Benchmark (QB)** process, every five years. Many departments and schools also complete self-study reports required by **outside accrediting agencies**. Administrative and support units use **Lean University** processes for improvement in efficiency and participate in the **Program Prioritization** process, in which academic units also take part, in order to gauge their efficiency and cost-effectiveness. The university's **Office of Institutional Research** uses these data to prepare university-level reports that are reviewed by senior administrators and by RUSO and to generate the comparative data necessary to identify and track major trends affecting the university and its constituents and to motivate needed changes for improvement.

Core Component 2.c.5:
The organization provides adequate support for its evaluation and assessment processes.

The university's **Office of Institutional Research** provides technical support, data analysis, and specialized reporting services to academic, administrative and support units as they complete reports required for SSCI, QB, Program Prioritization, and specialized accreditation processes. In some larger academic units, faculty members may receive reassigned time for coordinating unit-level assessment and strategic planning activities.

Funding to support specialized accreditation and program assessment is provided through various college-level fees. The colleges continuously monitor the assessment needs of the departments and can propose fee increases if warranted.

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

The University of Central Oklahoma's Mission and Vision provide the overarching structure for all unit- and division-level assessment plans, and the "Central Six" tenets of Transformative Learning define the key university-level objectives that each school and department measures in its assessment activities.

Core Component 2.d.1:
Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the organization.

Academic planning is coordinated through the **Provost's Cabinet** (formerly known as the Academic Affairs Leadership Team) and the Office of the Provost/Vice President for Academic Affairs. The framework for the planning process is the **Institutional Effec-**

tiveness Model, which follows a continuous improvement approach. The Institutional Effectiveness Model "closes the loop" by incorporating assessment, SSCI and QB reports, specialized accreditations and input from other stakeholder, such as advisory and advocacy groups, into the planning and budgeting process. It also emphasizes a long-range planning process of three to five years.

Core Component 2.d.2:
Planning processes link with budgeting processes.

Department, school and college **strategic plans**, which define and prioritize unit-level objectives, provide a basis for the allocation of funds to support existing programs and to develop new initiatives, while department, school and college **assessment reports** provide the evidence necessary to evaluate and, as necessary, to increase, decrease, or reallocate funding in order to support programs and initiatives that have proven to be especially effective or ineffective in realizing the unit's and the university's goals.

The **Program Prioritization** process plays a similar role on a university-wide basis by documenting the productivity of academic, administrative, and support programs and providing the comparative data necessary to determine relative cost-effectiveness of units and programs in different areas. Vice President for Development Ann Holzberlein, who directs the University of Central Oklahoma Foundation and serves as a member of the President's Cabinet, acts as a liaison between the university's administration and the Foundation by coordinating fundraising activities in such a way as to support the initiatives prioritized by the divisional vice presidents.

Core Component 2.d.3:
Implementation of the organization's planning is evident in its operations.

The university has relied on short-range strategic planning for the past three years in order to respond more effectively to an uncertain and unstable funding situation, numerous major long-term goals, including the creation of the **Academy of Contemporary Music (ACM@UCO)**, the **W. Roger Webb Forensic Science Institute (FSI)**, and the **School of Criminal Justice**, have been achieved, and the university has realized its long-term goal of attaining recognition by OSHRE as Oklahoma's first **metropolitan university**. At the same time, the university has received approval for a new, metropolitan peer group and has achieved successes in meeting its academic long-term goals.

Core Component 2.d.4: Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.

The creation of a campus-wide **Program Prioritization** process in the spring of 2011 and the initiation of a **new university-level strategic planning process** under the leadership of the President Don Betz in the fall of 2011 will once again allow the univer-



sity to articulate and pursue a comprehensive strategic plan, as it did so successfully during the ten-year period following the university's last major strategic planning process.

Core Component 2.d.5:
Planning documents give evidence of the organization's awareness of the relationships among educational quality, student learning and the diverse, complex, global and technological world in which the organization and its students exist.

The university's **Vision and Mission statement**, which articulates the institution's commitment to provide transformative education experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community, underscores the institution's obligation to foster a complex and holistic learning environment in order to achieve the objectives of Transformative Learning.

Department assessment reports and strategic plans are aligned to this Vision and Mission in their emphasis on the "Central Six" tenets of Transformative Learning: Discipline Knowledge, Leadership, Research, Scholarly and Creative Activities, Service Learning and Civic Engagement Activities, Global and Cultural Competencies, and Health and Wellness. These shared values, which clearly express the importance of academic excellence, global awareness, and engagement with the diverse communities that the university serves, provide a basis, in turn, for evaluating ongoing programs and for identifying new areas of outreach and innovation.

Core Component 2.d.6:
Planning processes involve internal constituents and, where appropriate, external constituents.

Department, school and college strategic plans are reviewed by external evaluators as well as by peers and administrators within the university as part of the **Self-Study for Continuous Improvement (SSCI)** and **Quality Benchmark (QB)** processes. Many units, including the College of Liberal Arts, the Department of Engineering and Physics, the Department of English, the W. Roger Rensic Science Institute, and the Centre for Global Competency, also have **external advisory boards** that participate in planning processes, while other departments such as Design incorporate into their planning processes **focus group discussions** with recent graduates. **Task forces and action teams** also include representatives from different units and divisions across campus, while the university's **Budget Task Force** includes representatives from each of the university's divisions. Although the current university strategic planning process is just getting beginning, one component of the process will involve the **President's Advisory Board**, which is comprised of external stakeholders.

UCO Today

The University of Central Oklahoma engages in **wide-ranging analyses of student trends** in planning for the future. These environmental scans will play an important role in the **on-going strategic planning process** initiated by President Don Betz.

UCO Tomorrow

The university's new strategic planning process will include an analysis of the **proper capacity for an institution with the University of Central Oklahoma's resource base**, which will include a better understanding of staffing levels and potential benefits of pursuing certain student markets. In addition, continued refinement of the Program Prioritization process will help **align resource distribution with a mission-based focus on key programs and priorities**.

As state support continues to decline, the university will look toward the expected success of its first **comprehensive capital campaign** and the start of a new campaign with a significantly larger goal. At the same time, a larger portion of the university's overall budget will come from **external grants**.

At the state level, the new **Vice President for Public Affairs** will advocate for the university and build collaboration relationships with its partners in business, industry, government, the non-profit sector and PK-16 organizations. The Vice President for Public Affairs will also serve as an institutional liaison to Oklahoma's Congressional delegation and to the Legislature, as well as to tribal and local governments, advancing the university's public policy positions and funding initiatives.

Reporting to the vice president is Leadership Central, which coordinates student development activities for the President's Leadership Council and Leaders of Tomorrow Council. Achieving this goal will allow the university to develop a reliable source of funds for **merit-based compensation programs for faculty and staff**.

As the President's planning group continues its work, it will propose means more directly to **tie resource allocation to established planning processes**.





CRITERION 3:

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

Introduction:

The University of Central Oklahoma pursues its mission of “helping students learn” by providing students a wide variety of transformative curricular and co-curricular educational experiences that foster a life of learning and that enrich the communities that the university serves. In order to assure the quality and efficacy of these transformative experiences, the university employs a wide variety of assessment techniques, and it uses the data gathered through assessment activities continuously to improve its academic and co-curricular programs. The **Office of Assessment**¹, working with the **University Assessment Committee**, which is composed of Assessment Directors and representatives from each of the university’s five academic colleges, coordinates the university’s assessment activities and promotes a culture of assessment both by facilitating the exchange of ideas and methods among colleagues from different disciplines and by sharing with the campus best practices presented at specialized accreditation meetings.

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

Each academic department and school at the University of Central Oklahoma develops student learning outcomes for each of its degree and certificate programs, as well as course-level objectives for each class that it offers. Program-level outcomes are described in the annual program assessment reports that departments and schools submit, though their colleges, to the Office of Assessment. Departments, schools and colleges proposing a new major or a new program submit a **New Major Request** or **New Program Request**² proposal that includes descriptions of the learning objectives and assessment plan for the proposed program. Course-level objectives, including student learning outcomes, are developed within academic departments and schools and are identified in **New Course Request**³ proposals. Program, major, and course proposals, including changes, are reviewed by faculty curriculum committees at the department or school and at the college level and by the elected **Academic Affairs Curriculum Council (AACC)**⁴ in the case of proposed undergraduate courses, majors or programs, or by the elected **Graduate Council (GC)**⁵ in the case of proposed graduate courses, majors or programs. Proposals for new teacher education courses and programs are also reviewed by the university’s **Council on Teacher Education**⁶, while courses proposed for inclusion

1 <http://www.uco.edu/academic-affairs/assessment/>

2 <http://www.uco.edu/academic-affairs/files/policiesandguidelines/3academicadminprocesses/3.5ew%20Major%20ProcdOFFICIALrev2.pdf>

3 www.uco.edu/la/files/2011curriculum/AY11-817.doc

4 <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#Academic%20Affairs%20Curriculum%20Council>

5 <http://www.uco.edu/graduate/faculty/council.asp>

6 <http://ceps.uco.edu/Standard%206%20-%20Unit%20Governance%20and%20Resources/6.A%20>



in the university's General Education Core Curriculum are reviewed by the **University Core Committee (UCC)**.

Course syllabi for each section are collected by academic departments and schools every semester and are stored collectively on a Department of Assessment share-drive.⁷ This allows department chairpersons and school directors to insure that individual syllabi meet academic policy requirements.⁸ Beginning in the 2012-13 academic year, faculty members are asked to describe the ways in which their course-level objectives align with the Central Six tenets of Transformative Learning. In addition to other requirements, syllabi must include in print form or include a link to the **Student Information Sheet and Syllabus Attachment**⁹, which provides valuable information about policies, procedures, and expectations that apply to all courses offered by the university.

Core Component 3.a.1: Academic units develop student learning outcomes tailored to degrees and certification offered

The site visit team that helped to conduct the university's most recent reaccreditation visit, in 2002, recommended that the university review and make changes to the structure of its General Education Core Curriculum and that it develop effective assessment measures and a process for implementing changes based on the result of these new assessments. In response to this recommendation, the Provost charged a **General Education Task Force** with developing a **revised General Education Core Curriculum and assessment measures and protocols**¹⁰ to ensure the continuous improvement of this crucial area of the university's curriculum. This committee, working in collaboration with faculty, staff, and students from across campus, developed the university's new General Education Core Curriculum, which was implemented in the fall semester of 2005.¹¹ The University Core Committee, which includes representatives from all five of the university's academic colleges, the Division of Enrollment Management, and the Max Chambers Library, coordinates the assessment and continuous improvement of the Core Curriculum.

UCO currently maintains over twenty specialized academic accreditation¹², which are awarded according to the mandates of their accrediting bodies. Depending on the guidelines of the accrediting bodies, specialized accreditations may be awarded at the

Unit%20Leadership%20and%20Authority/Institutional%20Report%20Artifacts/Artifact%206.1/CTEb-ylaws.PDF

7 [Link to syllabi storage](#)

8 <http://www.uco.edu/academic-affairs/files/policiesandguidelines/2instructionandcoursework/2.2REVISYllabusReqOFFICIAL3.pdf>

9 <http://www.uco.edu/academic-affairs/files/aa-forms/faculty/StudentInfoSheet.pdf>

10 <http://www.uco.edu/academic-affairs/assessment/gen-edu.asp>

11 <http://broncho2.uco.edu/nca/Gen%20Ed%20Report.pdf>

12 <http://www.uco.edu/academic-affairs/ir/files/factbook1011.pdf> (Accreditations table, p. 120)

program, department or college levels and will employ a variety of faculty-developed direct and indirect measures to assess their effectiveness. The university's only non-degree certificate program, the certificate in funeral service, is assessed annually along with the university's degree programs. Minor programs are not currently assessed, but plans are being developed by the Office of Assessment to ensure that they are assessed as part of the university's program assessment process, which is described in detail below.

The university also conducts institution-wide assessments of student learning, both by participating in **national assessments** and by creating and implementing **local assessments** that address the institution's specialized needs. National assessments in which the university participates include the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program's Freshman Survey (CIRP-TFS), the Educational Testing Service's Proficiency Profile (ETS-PP), the American College Health Association (ACHA)'s Health Survey, and surveys administered by the College and University Professional Association for Human Resources (CUPA-HR) and the **Chronicle of Higher Education**. Local assessments administered on a campus-wide basis include the UCO Graduating Student Survey (GSS) and the UCO Future Plans Survey. Assessment findings from these surveys guide faculty and administrators at the university, college, and department or school levels in implementing changes to strengthen and enrich the curriculum and co-curriculum.

Faculty and administrators also review the results of **professional and state proficiency and licensure examinations** as part of the university's comprehensive assessment program, and the data gathered from these review guide revisions to the curriculum at the program and course levels. Proficiency and licensure examination cited in department, school, and college assessment reports and discussions include the Oklahoma Subject Area Test (OSAT) for teacher education programs; the Educational Testing Service (ETS)'s Major Field Test (MFT) in business programs; American Council on the Teaching of Foreign Language (ACTFL) assessments in modern language education courses; the National Athletic Trainers Association Board of Certification (NATA BOC) examination in athletic training programs; the Area Concentration Achievement Test (ACAT) in programs in biology, criminal justice, and political science; the Certified Public Accountant (CPA) examination in the university's accounting program; the Fundamentals of Engineering (FE) examination in the engineering program; the Oklahoma Board of Nursing (OBN) examination in the nursing program; and the International Conference of Funeral Service Examining Boards (ICFSEB) National Board Examination in the funeral service program.

Core Component 3.a.2: Formal Assessment Processes

The Oklahoma State Regents for Higher Education (OSRHE) require that each public institution in the state evaluate students at four levels and allow for an optional fifth



level assessment¹³. OSHRE mandates an **Entry-Level Assessment and Course Placement**, which is conducted prior to enrollment and which assists faculty and advisors in determining each student's academic preparation and appropriate course placement, so that students will have best possible chance of achieving their academic goals. The **General Education Assessment** measures the competencies gained through the General Education Core Curriculum, while the **Program Outcomes Assessment**, which focuses on a student's major field of study, evaluates students' success in meeting institutionally determined program objectives and goals. The **Assessment of Student Satisfaction**, in turn, elicits student perceptions of their educational experiences at the university. Finally, the optional **Graduate Student Assessment** assesses graduate student learning and satisfaction. The University of Central Oklahoma submits to OSHRE an annual report that indicates the number of students assessed at each level, the results of the assessment, and detailed plans for institutional and instructional changes made as a result of assessment data.¹⁴ OSHRE publishes summary assessment reports from all of Oklahoma's public institutions on its Website.¹⁵

Core Component 3.a.2.a: Entry-Level Assessment and Course Placement

The university's Office of First-Year Experience (FYE)¹⁶ oversees the entry-level assessment process as it determines whether and how incoming students will need to address academic subject deficiencies. All students under twenty-one years of age who are identified as having a subject deficiency, and all students over the age of twenty-one who are entering college for the first time, are required to undergo secondary placement testing. Academic subject deficiencies include performance deficiencies in the case of students who have sub-scores of less than 19 in any ACT subject areas, and curricular deficiencies in the case of students who have not taken the necessary college-preparatory courses at the secondary level.

Students may complete required secondary placement testing either by taking a **residual ACT**¹⁷ administered on campus, which yields scores that are valid only at the University of Central Oklahoma, or by taking the **Accuplacer College Placement Test (CPT)**¹⁸, which has four components: reading comprehension, sentence skills, elementary algebra, and arithmetic. Students whose CPT scores do not demonstrate the required level of proficiency in the deficient area may request to retake the test two times provided that they wait four weeks before retesting, complete mandated study hours in the FYE Office or online using Advancer Software, or use free Comfit software programs to

13 <http://www.okhighered.org/state-system/policy-procedures/part3.shtml>

14 **NEED INTERNAL LINK TO THESE REPORTS**

15 <http://www.okhighered.org/studies-reports/assessment/>

16 <http://www.uco.edu/em/become-a-broncho/offices/fye/fye-main-page.asp>

17 http://broncho2.uco.edu/testing_services/residual.html

18 <http://www.uco.edu/academic-affairs/assessment/entry-level.asp>

complete within two weeks a prescribed plan of study that targets their specific needs¹⁹. Students who elect not to undergo secondary placement testing or whose scores do not demonstrate proficiency in the area of deficiency are required to take non-credit-bearing remedial courses that will prepare them for their required college-level coursework. Students are required to remediate both curricular and performance deficiencies or to be enrolled in courses to complete that deficiency by the time they complete twenty-four college credit-hours in order to enroll in additional courses.

During the 2011-12 academic year, the University of Central Oklahoma resumed offering **on-campus remedial courses**, which had been transferred to Rose State College in 1994 in a statewide effort to place the responsibility for remediation in two-year colleges. Although remedial courses are offered in both English and mathematics, the majority of students pursuing remedial coursework do so in the area of mathematics. The established remedial track in mathematics includes courses in developmental and intermediate algebra, in order to prepare students for the College Algebra course. Because College Algebra is no longer a required General Education Core Curriculum course for students in every major, the university has developed alternative remedial mathematics sequences that will prepare students for the General Education Core Curriculum mathematics courses required for their major programs.

The Office of Assessment administers to first-year students the **Cooperative Institutional Research Program's Freshman Survey (CIRP-TFS)**²⁰, which was developed by the Higher Education Research Institute (HERI). This survey gathers important information about the demographics, attitudes, beliefs, and plans of incoming first-year students. The CIRP Freshman Survey is administered once each year, and the information it provides has been particularly valuable to the university's Division of Student Affairs in meeting the needs and supporting the objectives of incoming students.

Core Component 3.a.2.b: General Education Assessment

All entering first-year students are required to complete between forty-two and forty-four hours of General Education Core Curriculum courses.²¹ The University of Central Oklahoma's General Education Core Curriculum includes both those courses mandated by the State of Oklahoma and by the university's Boards of Regents and institution-specific courses that engage students in a wide range of transformative creative, scholarly, and research activities. The university's General Education Core Curriculum currently requires students to complete nine credit-hours of coursework in written and oral communication, ten to eleven credit-hours of coursework that focuses on quantitative reasoning and the scientific method, six credit-hours of coursework in the areas of critical inquiry and aesthetic analysis, six credit-hours of coursework in American history

19 <http://www.uco.edu/em/files/PDFs/fye/ComFit-handout.pdf>

20 <http://broncho2.uco.edu/ssvp/wo/catalog.htm>

21 http://www.uco.edu/academic-affairs/files/2011_catalog/UG_2011-12_DegreeList.pdf



and political analysis, three to four credit-hours of cultural analysis or language, three credit-hours of coursework in social and behavioral analysis, and five credit-hours of life skills coursework.

The university assesses its General Education Core Curriculum using the **Educational Testing Service's Proficiency Profile (ETS-PP)** to make summative measures in the core skill areas of critical thinking, reading, writing and mathematics. The ETS-PP, formerly known as the Measure of Academic Proficiency or Progress (MAPP), is one of three instruments approved for use under the terms of the **Voluntary System of Accountability (VSA)** initiative, and it has been administered at UCO since 2009. In order to assess a representative selection of students in every discipline who have completed most or all of their General Education Core Curriculum courses, the ETS-PP is administered in upper-division courses selected by the deans of each of the university's five academic colleges.

Course-level learning outcomes for several core courses are assessed by the departments, schools and colleges that offer those courses. The College of Liberal Arts (CLA), for example, has employed a very detailed approach to its course-level Core Curriculum assessments for several years. The Office of Assessment is working with the university-level Core Curriculum Committee to develop a process that will ensure that these course-level core assessments are referred to the university-level committee for review and recommendations. Over the past year, the university-level Core Curriculum Committee identified the tenets of Transformative Learning emphasized in each core course as the first step toward assessing Transformative Learning outcomes within the Core Curriculum.

Core Component 3.a.2.c: Program Outcomes Assessment

Academic programs report their direct and indirect assessment measures, their assessment findings, and their responses to those findings in the **Annual Assessment Reports**²² that they submit each spring to their academic college's Assessment Directors. These reports, which are submitted for each academic major, include the student learning objectives for the major program, the measures used to assess the program's success in meeting those objectives, a summary of assessment outcomes for the previous three years, an analysis of this data from the department or school's perspective, and plans for making improvements to the program based on the assessment data. In response to recommendations made by the university's **Learning Centered Processes Action Team**,²³ each of the university's academic departments and schools has identified major-level measures for eight **Key University Academic Major Objectives** that align with the Productive, Creative, Ethical, and Engaged components of the university

²² <http://www.uco.edu/academic-affairs/assessment/program-outcomes.asp> THESE ARE TEMPLATES. ALSO NEED INTERNAL LINK TO ACTUAL REPORTS.

²³ LINK to this report

and academic mission statements. All department- or school-level learning objectives, measures, analyses, and improvement plans are developed by the faculty who teach in the major program.

Assessment reports are reviewed by the college-level assessment committee, by the dean of the academic college, and by the Office of Assessment and are incorporated into the annual assessment report that the university is required to submit to OSRHE. The college-level assessment committee reviews and scores the assessments for the eight Key University Academic Major Objectives for each department and school within its college. The university-level assessment committee reviews and discusses the results of this college-level scoring and makes recommendations to the Provost's Cabinet for use in the annual academic planning process.

External advisory boards, convened and facilitated by department chairpersons and by school and program directors, may also review assessment reports and formulate recommendations for program improvements based on this data. The majority of academic programs, departments, and schools at the university have external advisory boards, and the remaining programs, departments and schools are in the process of developing such boards. These boards consist of professionals, alumni, current students, and other stakeholders who meet on a monthly, semester-by-semester, or annual basis to assess curriculum goals, provide information on industry trends and employment, and develop internship opportunities.

The Office of Assessment, in its review of annual assessment reports, has noted that, despite significant progress in program outcomes assessment over the past five years, some departments and schools are still struggling to develop meaningful learning outcomes and measures. To assist these units, the university in spring 2011 organized an **Academic Assessment Workshop** facilitated by a Vice Chancellor from OSRHE. The goal of this workshop was to assist program faculty in identifying major-level student learning objectives and measures. Department, school, and college assessment coordinators worked in mixed groups to review each other's objectives and measures, to offer suggestions, to share ideas, and to revise their assessment plans. This workshop was planned and developed as an Academic Leadership Fellows (ALF) project in conjunction with the Office of Assessment. Future assessment workshops will provide forums for presenting and sharing ideas using a variety of assessment tools and featuring nationally and regionally prominent assessment facilitators. In another important initiative to promote and expand the culture of assessment, the associate deans of the university's five academic colleges recommended in 2009 that **capstone courses** be required in all majors as a site for summative assessments of graduating students. Programs that do not currently have capstone courses have until 2013 to create such courses and will develop them as part of their scheduled program review processes.²⁴

OSRHE requires all academic programs to complete periodic program reviews. Academic departments and schools at the University of Central Oklahoma may choose

²⁴ Capstone inventory link





among three mechanisms to conduct this intensive self-study process.²⁵ The **Self-Study for Continuous Improvement (SSCI)** process is the primary mechanism selected by departments undertaking a program review. Some department and schools choose, as an alternative to the SSCI, a **Quality Benchmarks (QB)** process based on an approach of the same name widely used in reviewing undergraduate psychology programs. A department or school may also choose to present a **specialized accreditation report** as its program review document if such a specialized process exists for the program undergoing review. During the 2010-11 academic year, the university developed and implemented a **Program Prioritization Process**²⁶ that will be incorporated, beginning in 2011-12, in the university's program review process as this process is expanded to include support programs as well as academic programs.²⁷ The university also anticipates consolidating the SSCI and QB processes into a single review process that will be used by all academic programs without specialized accreditation.

The university's academic colleges, schools, and departments also collect, analyze, and engage in continuous improvement activities based on assessment data. Faculty in the **College of Business**²⁸, for instance, review assessment data during a day-long assessment retreat. This faculty-driven assessment process ensures that graduates of the college will meet established learning and performance goals that derive from the college's mission, which is "to provide students knowledge of business administration, to promote ethical practices, and to enrich the intellectual and economic vitality of our stakeholders through teaching that is supported by scholarly activity and service." The **Department of Engineering and Physics**²⁹, in the College of Mathematics and Science, also holds an annual day-long retreat to review assessment data gathered from those programs in the department that are accredited by the Accreditation Board of Engineering and Technology (ABET). The **College of Education and Professional Studies** incorporated a half-day program-specific assessment planning retreat into its 2011 "back-to-school" activities. This gave program faculty members additional time to review their assessment plans from 2010-2011 and to engage in planning activities for the 2011-2012 academic year.

Each spring, the **College of Liberal Arts' Academic Continuous Improvement Council (ACIC)** gathers for a day-long retreat to review assessment data, write reports, and craft a list of recommendations for consideration and/or implementation by the college's Chairpersons' Council. ACIC is composed of two faculty members from each department and school in the college, the college assessment coordinator, and the assistant dean, who chairs the council. The purpose of crafting recommendations to the Chairperson's Council is to "close the feedback loop."

25 NEED LINK TO SSCI INFO. ALSO NEED INTERNAL LINK TO SSCIs.

26 <http://busn.uco.edu/facultysenate/downloads/documents/2010-2011/902-program-prioritization-final-report-dated-november-12-2010.html>

27 NEED INTERNAL LINK TO PROGRAM PRIORITIZATION REPORTS

28 <http://busn.uco.edu/>

29 <http://www.uco.edu/cms/engineering/index.asp>

Faculty members in the **Department of Design** collect and evaluate student portfolios in order to assess the effectiveness of the department's foundation courses and to ensure that its upper-division courses are aligned with department's common objectives. Graphic Design I (DES 2122) students assemble portfolios that are reviewed at the end of a foundation course in order to gain non-punitive feedback regarding their work. At the end of the program, Graphic Design I students submit a portfolio as an application for admittance into Graphic Design II (DES 3293)³⁰. Student assessments in the **School of Music** take the form of performance juries at the 1000-, 2000-, 3000-, 4000- and 5000-levels. Three to five faculty members listen to students play repertoire, etudes, and basic performance material for each level. Faculty members in the School of Music have recently completed a two-year review and revision of the required repertoire at each level that was informed by several semesters of juried outcome assessments.

Students who are teacher education candidates maintain electronic **Teacher Candidate Portfolios**³¹ to document individual student learning, as well as the candidate's progress toward and competency in achieving his or her personal goals. Teacher Candidate Portfolios also help faculty to measure candidates' progress in achieving departmental program goals, developing relevant Oklahoma competencies, and meeting national standards. The portfolio consists of an edited collection of documents that demonstrate each teacher candidate's professional growth and that document his or her reflections on the progress he or she has demonstrated in the General Education Core Curriculum, in his or her major field, and in the courses that compose the professional teacher education sequence.

Information from student portfolios is also used to guide the revision of the curriculum and to make program improvements. The following curricular changes have been made as a result of the faculty's careful review of and reflection on Teaching Candidate Portfolios:

In order to improve students' scores on the constructed response section of the Early Childhood Education Subject Area Test, the Early Childhood Education Program revised its curriculum by adding assignments to Science and Social Studies in Early Childhood (ECED 4133) that require students to plan appropriate language arts activities centered around a work of children's literature.

Instructional Designs (PTE 4852) was changed to Classroom Management and Instruction (PTE 4853) as a result data regarding student-teachers' needs. Teacher Work Samples were added to Social Studies in the Elementary School (ELED 4463) and Science and Social Studies in Early Childhood (ECED 4133) to prepare teacher-candidates better to plan instruction and assessment and to consider contextual factors in the classroom. This comprehensive assignment requires students to respond to contextual factors as they complete an instructional design, an assessment design, and

30 NEED A LINK TO THE 150+ page book that chronicles graphic design student work over 3 years (Amy Johnson)

31 Who Ellis can build a digital showroom link for Teacher Education eportfolio

instructional materials such as lesson plans and assessments.

The Early Childhood Education, Elementary Education and Bilingual Education/TESL Programs added the course Teachers as Researchers (ELED/ECED/TESL 5883) to improve the research skills of graduate students and to engage them in an actual research project. This course is required for graduate students in Early Childhood and Elementary Education and is an elective for students in the Bilingual Education/TESL Program.

Core Component 3.a.2.d: Assessment of Student Engagement

The University of Central Oklahoma assesses student satisfaction through the **National Survey of Student Engagement (NSSE)**³², a nationally recognized survey that gauges first-year (FY) and senior (SR) students' levels of engagement with the institution. The survey is administered annually by Indiana University's Center for Secondary Research, although most universities participate in this assessment on a staggered schedule. UCO participated in NSSE for the first time in 2001 and moved in 2003 to a three-year cycle for administering the survey.

One of the challenges in addressing NSSE results involves determining how and in what order to begin responding to the wealth of data that the survey provides. To meet this challenge, the university in 2003 charged an action team with identifying critical items within the NSSE survey. The team used dashboards to identify those areas in which the university's results were both above and below national averages and employed Pareto charts to sort the items by level of performance. The members of the action team then convened and facilitated focus groups of students, faculty, staff, and administrators to develop a process to identify the root causes of the university's lowest scores on the survey. Finally, the members of the action team used the results of these focus group discussions to develop recommendations to the Provost to address these deficiencies. **NSSE scores improved dramatically in 2006** as a result of the implementation of these recommendations, and the action team pursued its work, resulting in **comparable improvement in the university's 2009 NSSE results**³³. The work of the action team, in turn, provided the basis for a standard process, which will be used to analyze and respond to the results of other nationally normed and local surveys that lend themselves to longitudinal and/or peer comparisons.

Core Component 3.a.2.e: Graduate Student Assessment

Graduate program assessment is **included in the annual major level assessment process discussed above**. The Dr. Joe C. Jackson College of Graduate Studies has no

³² <http://nsse.iub.edu/>

³³ **NEED LINK TO UCO NSSE RESULTS**

additional role in managing graduate student assessment, although a graduate faculty member serves as a representative from that college on each master's thesis defense to help ensure consistency in the assessment of thesis projects among the university's graduate programs.

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

The University of Central Oklahoma fulfills its mission of helping students learn by supporting effective teaching in every area of the curriculum; by recruiting, retaining, and rewarding highly qualified faculty members; by establishing procedures that ensure the thoughtful and thorough development and review of the curriculum; and by providing the resources and training that faculty members require in order to continuously improve and expand their pedagogical skills both within and outside the traditional classroom.

Core Component 3.b.1: Faculty Qualifications

The university's academic departments, schools, and colleges collaborate with the Office of Academic Affairs to uphold the highest academic standards in the recruitment of full- and part-time, tenure- and non-tenure-track faculty. The **UCO Factbook**³⁴ and the university's *Undergraduate and Graduate Catalogs*³⁵ provide information about the credentials of faculty members in each of these groups, and the Provost's Office, the Dean's Offices in the five academic colleges, and the majority of the university's academic departments and school maintain detailed records of faculty members' credentials, accomplishments, and specialized certifications. The university's **Digital Measures**³⁶ online **curriculum vitae** management system allows faculty regularly to update information about their current activities in the areas of teaching, scholarly and creative activity, and service and enables department chairpersons, school directors and academic college deans to access this information in a convenient and efficient manner. The Office of Human Resources is also required to keep on file official transcripts for faculty and staff members.

The university monitors and assesses faculty members' qualifications and accomplishments in the areas of teaching, scholarly and creative activity, and service through a **comprehensive faculty review process**³⁷ conducted according to the university-level criteria and protocols described in the *Faculty Handbook* and to the college- and department- or school-level criteria and protocols described in the corresponding college and

³⁴ <http://www.uco.edu/academic-affairs/ir/factbook.asp>

³⁵ <http://www.uco.edu/academic-affairs/forms-links/catalog.asp#Undergraduate Catalog>

³⁶ **NEED A LINK TO DIGITAL MEASURES**

³⁷ <http://www.uco.edu/academic-affairs/files/OFFICIALFacultyHandbook11-12.pdf> Sections 2.4 to 2.7





department or school policies. Every three years, all tenured faculty members undergo a comprehensive review by their tenured colleagues within their department and school, by their department chairperson or school director, and by their academic college dean. All untenured full-time faculty members, whether tenure-track or non-tenure-track, are reviewed on an annual basis by their department chairperson or school director and by the dean of their academic college. Part-time faculty members are evaluated by their department chairperson or school director or by the director of the specific program in which they teach, according to policies and schedules determined by the department, school, or college. Students contribute to the evaluation of both full- and part-time faculty members by completing the **Student Perception of Instructional Effectiveness (SPIE)** survey at the end of each fall and spring semester. Grievance processes related to faculty evaluations are outlined in the *Faculty Handbook*.³⁸

Due to rapid growth in enrollment, the university has been compelled to rely on the services of an **increasing number of part-time faculty members**. The Office of Academic Affairs, the academic colleges, and the academic departments and schools work to hire well qualified adjuncts. The *Faculty Handbook* directs that part-time faculty members “must meet the same academic and/or professional qualifications as their full-time counterparts teaching in the same disciplines.”³⁹ Part-time faculty members are required to participate in the SPIE evaluation process, and department chairpersons and school directors review the results of these surveys with the part-time faculty members in their departments. Part-time faculty are also eligible participate in the **New Faculty Teaching and Learning Institute**, which is conducted the Center for Excellence in Transformative Teaching and Learning (CETTL) and is described in Core Criterion Four. A new **online orientation program for part-time faculty** is nearing completion.

In order to ensure that students receive instruction from **highly qualified professionals** in their fields of study, full- and part-time faculty members in undergraduate degree programs are required to hold a degree one level above the degree for which the students they teach are studying. Faculty who teach master’s-level classes are required to hold terminal degrees; in most instances this is a doctorate, although in some areas of the fine and performing arts, the Master of Fine Arts (MFA) is the recognized terminal degree. The Office of the Provost makes exceptions to this policy on an occasional, case-by-case basis for instructors whose professional, scholarly, or creative accomplishments meet or exceed the level expected of faculty members with advanced degrees in their field. In a few cases, master’s students serve as teaching assistants under the supervision of a terminally degreed full-time faculty mentor.

Core Component 3.b.2: Pedagogical Support and Training

In addition to establishing procedures to ensure a highly qualified instructional faculty,

38 <http://www.uco.edu/academic-affairs/files/OFFICIALFacultyHandbook11-12.pdf> Appendix G

39 <http://www.uco.edu/academic-affairs/files/OFFICIALFacultyHandbook11-12.pdf> p. 2-2

the university provides resources to assist faculty members in expanding their pedagogical expertise in both traditional and innovative settings.

The university’s **Center for Excellence in Transformative Teaching and Learning (CETTL)**⁴⁰, formerly the Faculty Enhancement Center (FEC), supports both new and continuing faculty members by offering programs, services, and resources to encourage and enhance faculty teaching and the scholarship of teaching and learning at UCO. CETTL’s **Lunch & Learn Series**⁴¹ consists of fifty-minute presentations on teaching and learning by UCO faculty and staff, while its **Book Discussion Groups**⁴² bring faculty and staff together to discuss aspects of teaching and learning centered on important publications in the field. At the annual **Collegium on College Teaching Practice**, formerly known as Faculty Enhancement Day⁴³, the Center brings faculty together for concurrent sessions that support faculty teaching and learning; the day begins with a keynote address by a nationally recognized speaker who is invited to campus specifically to support the university’s commitment to Transformative Learning.⁴⁴ The **Faculty Teaching and Learning Institute**⁴⁵, in turn, is a three-day program that assists faculty members in making their teaching more effective and increase student learning. The Institute is preceded by a one-day **New Faculty Orientation**⁴⁶. All new full-time faculty members are asked to attend both the Institute and the orientation. CETTL’s Director also holds **Individual Confidential Consultations** with faculty members to assist them with issues including class organization, teaching and learning.

In addition to these university-level initiatives to support excellence in teaching, the university’s academic colleges, departments and schools provide a variety of **faculty mentoring programs** to assist new faculty members in learning about the specific objectives, pedagogies, and programmatic needs of the faculty member’s discipline. Academic colleges, departments and schools also provide **funding for faculty members to travel to and participate in conferences, workshops, and seminars** that contribute to their professional development in the areas of teaching, scholarly and creative activity, and service. For example, faculty members in the College of Mathematics and Science have an opportunity to participate in the Center for Undergraduate Research and Education in Science, Technology, Engineering and Mathematics (CURE-STEM), which supports travel by students and their faculty mentors to a professional meeting where the student presents as an author. The Office of Research and Grants (ORG)⁴⁷ also supports faculty and students who are presenting at a professional meeting through its Faculty and Student Research, Creative and Scholarly Activity (RCSA) Presentation Grant

40 <http://www.uco.edu/academic-affairs/fec/index.asp>

41 <http://www.uco.edu/academic-affairs/fec/events.asp>

42 <http://www.uco.edu/academic-affairs/fec/events.asp>

43 <http://www.uco.edu/academic-affairs/fec/fec-day.asp>

44 **NEED LINK to a List of FE Day Speakers**

45 **Need CETTL Faculty Teaching and Learning Institute Link**

46 <http://www.uco.edu/academic-affairs/fec/events.asp>

47 <http://www.uco.edu/academic-affairs/research-grants/index.asp>

program⁴⁸ and through its Faculty On-Campus Grant Program⁴⁹.

Finally, the university offers a variety of **awards that honor outstanding teaching**⁵⁰ and that encourage faculty members to aspire to the highest levels of andragogical excellence. These awards and honors include the Vanderford Faculty Awards, which recognize faculty members for excellence in teaching, in promoting “Central Six” tenets of Transformative Learning, and in supporting undergraduate research, scholarship and creative activity; the Neely Excellence in Teaching Award; the Provost’s Modeling the Way Award; the Herbert S. Dordick Award, which honors faculty members for their work in mentoring students; and the university’s annual Faculty Merit-Credit Awards in the areas of teaching, scholarly and creative activity, and service. The majority of these awards are presented in the university’s annual Fall Forum by the President and Provost. The Vanderford faculty teaching awards are presented by the Provost in each academic college’s fall “back-to-school” meeting. A detailed account of these awards can be found in **Appendix ? [Internal Honors and Awards Programs]**.

Core Component 3.c: The organization creates effective learning environments

Guided by assessment data and by research in best practices in higher education, the University of Central Oklahoma has developed and continuously improves the programs, services, and initiatives that create effective learning environments in both traditional and innovative academic settings.

The thoughtful review of assessment data, for instance, has guided the university’s academic programs, departments, and schools in revising their curricula to help students successfully to complete certification and licensure examinations within their fields of study. The **Department of Funeral Service**⁵¹, for example, learned from its review of assessment data that the average pass rate for its students who took national board certification examinations for the first time in 2010 fell below the department’s goal of 80% and below their accrediting agency’s standard requirement of 60%. In response, the department increased the rigor in its Board Review (FNRL 4522) course, altered its program requirements to mandate that all students earn a grade of “C” or better in all courses, and added microbiology review topics in other courses within the major. The **Department of Nursing**⁵² had a similar experience in their licensure exams, which also resulted in significant revisions to its curriculum.

Assessment data also guides faculty members at the department or school level in

48 <http://www.uco.edu/academic-affairs/research-grants/travel-grants/index.asp>

49 <http://www.uco.edu/academic-affairs/research-grants/faculty-oncampus-grants/index.asp>

50 <http://www.uco.edu/administration/human-resources/benefits/advantage-benefits/awards-recog/index.asp>

51 <http://www.uco.edu/cms/funeral/>

52 <http://www.uco.edu/cms/nursing/>

identifying and implementing new pedagogies that facilitate students’ mastery of crucial but complex course materials. The **Department of Mathematics and Statistics**⁵³, for instance, assessed the ability of its students in its Discrete Mathematics (MATH 2123) class to make a successful transition to advanced mathematics courses by measuring their capacity to construct proofs and solve problems in advanced mathematics courses. When the department discovered that only 33% of their measures exceeded their threshold, it created a new course, Foundations of Advanced Math (MATH 3113) that includes a greater emphasis on proofs. In the subsequent two years, 66% of the measures on the department’s assessment exceeded the threshold.

The **Professional Golf Management Program** in the College of Business Administration, after carefully reviewing the learning competencies required for PGA accreditation, partnered with the Nutrition Program in the College of Education and Professional Studies to add a new section of Institutional Food Management (NTRN 4674) to the course schedule and to expand the services at the Central Station food-service laboratory to three days per week

In addition, assessment results guide the institution on every level in determining which **new instructional resources** will provide the most benefit to the widest range of learners within the university’s diverse student population. Because assessment results have revealed, for example, that lecture-based instructional styles do not engage students with active visual and kinesthetic learning styles, the university selected an interactive, student-centered configuration for the classrooms in its newest academic facility, the Center for Transformative Learning (CTL). Assessment results from academic programs are also used by departments, schools and colleges to guide annual planning for which additional funding may be requested. This past year, for example, in the College of Education and Professional Studies, resources were reallocated to support **the development of new and or remodeling of existing learning spaces** for college programs. This initiative began in response to suggestions made by faculty members during the departmental planning processes. The College of Liberal Arts, in turn, utilizes the department and school assessment reports to request **funding for tutors, study abroad experiences, and student travel**.

The Division of Student Affairs, in conjunction with the Office of Assessment, administers the **Cooperative Institutional Research Program Freshman Survey (CIRP-TFS)** each fall semester to incoming first-year students. Trends noted from the data analysis have guided the allocation of resources for additional support services, programming, and other resources. These assessment-driven initiatives include:

Commuter Student Services: The Office of Commuter Student Services was created to support the very large population of students who commute to and from campus on a daily basis. The Division of Student Affairs has also used assessment data to develop programs focusing on non-traditional students and students with children.

53 <http://www.math.uco.edu/>





Alcohol and Drug Abuse Prevention: The Office of Alcohol and Drug Abuse Prevention (ADAP) was established in January of 2009 to coordinate educational initiatives related to alcohol and drug use, in response to survey data indicating a need for more extensive and better coordinated services in this area. The office provides educational support, training, and resources to the campus community.

UCOIN: UCOIN, established in the fall of 2011, is a Financial Literacy Initiative that provides educational programming, individual counseling, and a resource library to meet the needs, documented in assessment results, of students who have to assume significant debt loads in order to pursue their studies.

UCO Stress Lab: The UCO Stress Lab was created in September of 2007 to address CIRP results that showed that students experiencing increasingly high levels of stress. This program is an initiative of the university's Student Counseling Center.

Women's Outreach Center: The Women's Outreach Center, which opened on March 1, 2012, was established in response to CIRP data that indicated a need for more coordinated programming to address and celebrate the achievements of women from diverse backgrounds and to assist students in meeting the unique challenges women experience.

Core Component 3.c.1: Support Services for Student Learning

In order to promote and sustain an effective learning environment for all of its students, the university has created **outreach and support programs** that affirm and support the diversity of the student population and that promote learning and personal growth through the exchange of experiences and ideas on campus as well as between the campus and the local, regional, and global communities that the university serves.

The university's **Max Chambers Library**⁵⁴ supports the students, faculty, staff, and the wider community by providing access to information in all its forms. The library strives to meet its mission of "Supporting Academic Success" by meeting the specialized needs of each individual who passes through its doors or uses its services online. The library provides personalized assistance, state-of-the-art teaching, and a cutting-edge online information gateway. Original artwork on all four floors of the library building inspires contemplation and creativity, while designated group and quiet study areas accommodate different styles of learning. The Friends of the Library sponsors film showings, speakers, and other events that bring the university and the broader community together to support intellectual inquiry and to build a sense of community.

The Max Chambers Library houses almost 1,000,000 volumes; maintains 1,100 current journal subscriptions, both paper and electronic; and provides access to over 270 data-

bases, which in turn provide access to individual journal articles numbering in the tens of thousands. The library's **Archives and Special Collections** include information on the history of the university and other unique materials. The library is in the process of digitizing many of these materials and making them available online⁵⁵. The library is also home to the Murrah Art Collection, consisting of works that survived the bombing of the Murrah Federal Building in 1995, to a significant collection of African art, and to the George Calvert Collection of paintings, drawings, and prints, which were presented as a gift from the Melton Art Reference Library.

In 2008, the university's students forcefully communicated the importance the library has for them, as the University of Central Oklahoma Student Association (UCOSA) passed a resolution requesting **longer library hours**. The library rearranged personnel and schedules to accommodate the students' needs, and the library is now open for an extended number of hours each week and does not close until 2:00 a.m. on Sundays through Thursdays during the fall and spring semesters.

On average more than 600,000 individuals visit the library each year, and a similar number of patrons visit the library Website. Approximately, 65,000 items are checked out each year, and 1,727,149 searches were conducted in the library's databases in the 2009-10 academic year, an increase of 49.54% over the number of database searches during the 2008-09 academic year. Librarians answered 12,241 reference questions in 2011, a 1.1% increase from the 2009-10 academic year, and taught 322 library instruction sessions, an 8.78% increase over the same period. On average, library instruction programs serve over 7,000 individual students each year.

The library uses the **LibQual+ Survey** for assessment and develops a new **Quality Improvement Plan** every four years; the next new Quality Improvement Plan will be implemented in Spring 2013. Library Assessment Reports and Improvement Plans are available online⁵⁶.

The Center for Undergraduate Academic Advisement's **Office of First-Year Experience (FYE) Programs**⁵⁷ also provides a variety of support services⁵⁸ that ensure students will have successful learning experiences during their first year at UCO. FYE's **Enrollment Central** program⁵⁹, for example, hosts half-day sessions during which newly admitted students receive an academic orientation, complete necessary course-placement testing, visit with an academic advisor, and enroll in classes. These Enrollment Central sessions take place throughout the months of May, June, and July.

FYE also offers **Enrollment Central Online**⁶⁰ for newly admitted students who are

55 http://library.uco.edu/archives/digital_collections

56 <http://library.uco.edu/about/reports>

57 <http://www.uco.edu/em/become-a-broncho/Offices/fye/fye-main-page.asp>

58 http://www.youtube.com/watch?v=RtzyO9oUI_4&feature=player_embedded&noredirect=1

59 <http://www.uco.edu/em/become-a-broncho/Offices/fye/enrollment-central-signup.asp>

60 http://broncho2.uco.edu/advisement/enrollment_central_online_transfer/index.html

54 <http://library.uco.edu/>

unable to travel to the UCO campus to participate in a scheduled Enrollment Central program. Enrollment Central Online provides a twenty-minute academic orientation that includes a ten-minute video overview of the enrollment process. After completing Enrollment Central Online, students are required to make an appointment for a one-on-one conference with an academic advisor before enrolling in courses. The Office of Undergraduate Academic Advisement also offers special **Transfer Enrollment Days**⁶¹, which include sessions similar to those included in Enrollment Center but adapted to the special needs of incoming transfer students.

To provide a network of support to students who are pursuing specialized studies or who may require additional assistance in adjusting to life on a college campus, the university has also established several **Learning Communities**⁶². The Biomedical Learning Community provides an integrated academic and social support structure for students who plan to pursue careers in one of the biomedical professions. The Compass Learning Community provides a similar environment of support to first-generation college students, to students who are unsure which major to choose, and to students who seek additional support in their schoolwork. The Global Learning Community offers a variety of curricular and co-curricular programs for first-year students who wish to develop their global competence and to interact with students from other nations and cultures.

Another campus initiative that promotes student academic success is **Tutoring Central (TC)**⁶³, which provides one-on-one tutoring for English, Math and Biology. TC also houses the **English and Writing Lab**, which provides students with tutoring programs designed to help them improve their writing skills and understanding of English mechanics. TC English and Writing tutors lead conversation and pronunciation groups to support international student needs. TC also provides tutoring to support students in introductory mathematics and biology courses. Math tutoring for College Algebra and below is offered in TC along with help with Biology. In addition, TC provides information about department- and program-based tutoring options as well as about the university's new online tutoring program, **Tutor.com**⁶⁴, which is available to students twenty-four hours a day, seven days a week.

Two additional programs targeted to aid in student success are also part of Tutoring Central: **Supplemental Instruction**⁶⁵ and the **Residential Tutoring Program**⁶⁶. Supplemental Instruction is a peer-facilitated support program for classes in which large numbers of students (25% or more) earn grades of D or F or withdraw before the end of the semester. These may be particularly large classes or classes that present especially challenging material. Students who have successfully completed these courses serve as Supplemental Instructors, conducting study sessions for currently enrolled students.

61 <http://www.uco.edu/em/become-a-broncho/offices/fye/enrollment-central.asp>

62 <http://broncho2.uco.edu/learningcommunities/>

63 <http://www.uco.edu/academic-affairs/students/tutoring-central/index.asp>

64 **Need a link to tutor.com usage stats**

65 <http://www.uco.edu/academic-affairs/students/tutoring-central/supplemental-instruction.asp>

66 **Need a link to this.**

The College of Mathematics and Science also manages a separate Supplemental Instruction program⁶⁷, originally funded by an external grant but now institutionalized, for courses in STEM disciplines. The Residential Tutoring Program makes tutors available during evening hours to students living in campus housing.

Several of the university's academic department and schools also provide their students with opportunities to pursue **field experiences** that directly support their professional development and career goals. Students pursuing teacher certification, for example, participate in student teaching experiences coordinated by the College of Education and Professional Studies, while the university's Nursing, Funeral Service, Clinical Lab Science - Medical Tech, Speech Language Pathology, and Athletic Training programs provide their students with opportunities to participate in clinical experiences. The university's Office of Legal Services reviews affiliation agreements with the agencies at which these clinical experiences take place, and these agreements are executed in the Office of the Provost⁶⁸.

All teacher education candidates complete a minimum of 66 hours of field experience prior to student teaching. Elementary Education and Early Childhood Education majors complete classroom teaching field experiences in the majority of their methods classes. These pre-student teaching field experiences, which last for approximately 110 to 150 hours, require students to teach reading and math, and some students teach other content areas as well.

The university also provides students with **hands-on professional experiences on campus** through programs such as the College of Fine Arts and Design's Inktank,⁶⁹ Clocktower, and Charles Evans⁷⁰ design studios, where students engage in professional design work for internal and external clients, and the Department of Mathematics and Statistics' Project SCHOLAR, in which faculty members, graduate students, and undergraduate students analyze data for internal clients using advanced statistical methods and software. Faculty and students in the Department of Kinesiology and Health Studies partner with the university's Wellness Center to provide wellness coaches for participating employees. Students in the Industrial Safety program recently worked with a faculty member on a grant from the National Highway Traffic Safety Administration to collect data and serve as field observers. These students gained practical field experience, engaged in original research, and interacted with safety professionals from the state and federal levels.

Many programs use off-campus sites for clinical, field study or practicum courses. These programs include Nursing; Funeral Services; Kinesiology; Nutrition, Dietetics and Food Management; Educational Sciences, Psychology; Criminal Justice; and Family and Child Studies. **University personnel, including the Career Services Internship Coordina-**

67 **Need a link to this.**

68 **Need a link to a listing of these**

69 <http://portfolio.uco.edu/inktank/index.asp>

70 <http://portfolio.uco.edu/clocktower/index.asp>



tor, the Internal Internship Advisory Board, the Office of Academic Effectiveness, and the Center for Professional and Distance Education are in the process of enhancing the current reporting system for credit-bearing experiential education.

This new system is a direct response to the new federal regulations and state authorization requirements for distance education. The processes are slated to take effect by the fall of 2012.

The university supports student learning by providing social and academic assistance to students from underrepresented backgrounds. The Division of Student Affairs' **Office of Diversity & Inclusion**⁷¹, for example, designs and implements programs that promote academic success, encourage retention, and enhance graduation rates. These programs complement such programs offered by the Division of Academic Affairs as tutoring, mentoring, and learning communities. The Division of Academic Affairs' **Office of Student Support Services (SSS)**⁷² helps manage several US Department of Education funded TRiO programs including the traditional SSS program⁷³; the Science, Technology, Engineering, and Mathematics (STEM) SSS program known as CURE-SSS-STEM⁷⁴; the McNair Scholars Program⁷⁵; and the Upward Bound Program⁷⁶. The university also offers **interdisciplinary minors** in Ethnic Studies⁷⁷, American Indian Studies⁷⁸, and Women's Studies⁷⁹. The College of Education and Professional Studies sponsors an annual **Multi-cultural Education Institution**⁸⁰, which promotes awareness and appreciation of the rich social and ethnic diversity both of the university community and of the communities that the university serves.

The **Office of Disability Support Services (DSS)**⁸¹, in turn, provides students with disabilities with support services, auxiliary aids, and accommodations that enable them to achieve their academic and personal goals at the university, and it serves as a resource to the entire university community by promoting the full participation by students with disabilities in all facets of university life.

Finally, the university's **more than 200 co-curricular organizations**⁸², coordinated by the Division of Student Affairs' Student Organizations Office in collaboration with the Office of Greek Life, the University of Central Oklahoma Student Association (UCOSA)

71 <http://www.uco.edu/student-life/diversity/index.asp>

72 <http://www.uco.edu/academic-affairs/students/sss/>

73 <http://www.uco.edu/academic-affairs/students/sss/> Need a link that describes this program. This is mixed up in the SSS Office site.

74 <http://www.uco.edu/academic-affairs/students/sss/stem/index.asp>

75 <http://www.uco.edu/academic-affairs/students/mcnair/index.asp>

76 <http://www.uco.edu/academic-affairs/students/upward-bound/index.asp>

77 <http://www.uco.edu/em/explore/minors/minor%20descriptions/ethnic%20studies.asp>

78 Need a link for Am Indian Studies minor

79 <http://www.uco.edu/la/womens-studies/index.asp>

80 <http://www.uco.edu/ceps/dept/cni/mei/index.asp>

81 <http://www.uco.edu/student-affairs/dss/index.asp>

82 <http://www.uco.edu/student-life/orgs/index.asp>

and numerous academic offices, support and enrich the learning community by providing academic, experiential, and service-learning opportunities for students. Student participation in these political, religious, honorary, professional, cultural, social, recreational, and special interest organizations promotes success outside of the classroom by fostering active engagement with faculty, staff, and peers who share common interests.

Core Component 3.d: The organization's learning resources support student learning and effective teaching

The University of Central Oklahoma's mission is to help students learn by offering them transformative educational experiences so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community. The university's learning resources, including its physical plant, are designed, maintained and expanded in ways that directly support this mission.

Core Component 3.d.1: Facilities

To ensure that the university is able to coordinate the renovation and development of its facilities, a comprehensive multi-year facilities planning process was implemented by the university's **Office of Architectural and Engineering Services (AES)**. AES provides the professional and administrative services required to manage and direct the planning, design, construction and renovation of physical facilities to support student learning and effective teaching. AES staff, working with professional consultants, coordinate planning, architectural design, engineering services, landscape design, construction administration, and project management for major capital improvement projects as well as for minor renovations or improvements. AES also provides space analysis and manages the university's building and property inventory processes.

AES maintains up-to-date lists of recent facilities constructions and renovations. In recent years, Architectural and Engineering Services has coordinated large bond- and donation-funded campus projects including the construction of the **Center for Transformative Learning (CTL)** and the **W. Roger Webb Forensic Science Institute (FSI)** in addition to the renovation and expansion of **Old North**; these projects have increased the amount of instructional space available on campus while providing new, technologically sophisticated learning laboratories as well as office space for services that directly support teaching and learning. The university's five academic colleges contract directly with AES to renovate classrooms, laboratories, and offices; to complete necessary maintenance projects; and to construct additions to existing facilities. These college-level projects are funded primarily through student course fees and donations as guided by each college's strategic plan. Capital project updates are maintained through the





Physical Plant and are kept up to date through their capital project reports Website.⁸³ The university maintains and continuously updates its **campus facilities master plan** to ensure that needed new facilities will be added to the campus in a timely and coherent manner.⁸⁴ Additionally, AES works with DSS to ensure desks, chairs and classroom space are appropriate for learning environments for any student with special needs. Together, they work on all guidelines for accessibility entailed in the Americans with Disabilities Act.

Campus Housing and Dining makes academic success a primary component of the residence life experience. To this end, this office provides numerous programs and activities designed to make the on-campus living experience a component of student success including. Campus Housing, for example, sponsors a minimum of eighty-four **academic programs in the university's residence halls** each year, including guest speakers, studying programs and hall displays on studying effectively. Beginning in January of 2012, a staff member will work on a full-time basis to develop and implement academic success initiatives in the university's residential facilities. The **Tutoring After Dark** program is a collaborative effort of the Office of Housing and Dining and the Division of Academic Affairs that provides tutoring in Mathematics, Biology and Writing in the residence halls five nights per week in order to provide academic assistance to our students where they live.

Results gathered over the past three years from the university's **Graduating Student Survey (GSS)** illustrate the success of the university's efforts to provide facilities that support effective teaching and student learning. Roughly ninety percent of the graduating seniors surveyed either agree or strongly agree that the university's classrooms are conducive to learning, and more than eighty percent of the students surveyed either agree or strongly agree that the university's laboratory equipment and instructional technology meet their needs.

In order to ensure that the university's facilities for teaching and learning are used in the most efficient and effective manner, the university pays careful attention to the **scheduling of instructional facilities**. The scheduling of individual campus classrooms is managed by the academic department, school, or college to which the classroom has been assigned. To enable students to complete their degree programs in a timely manner, the departments, schools, and colleges plan course schedules carefully to avoid possible conflicts among required courses for which single or limited numbers of sections are offered each semester, and this scheduling is reflected in the four-year⁸⁵ degree plans that most major programs make available online to students. The university's decentralized approach to scheduling gives departments, schools, and colleges the flexibility to meet the challenge of scheduling additional sections of courses in program areas that are experiencing considerable growth. In cases in which departments, schools, or

83 <http://www.uco.edu/administration/facilities/architectural-engineering/capital-project-reports-triad.asp>

84 **INTERNAL LINK TO MASTER PLAN**

85 <http://www.uco.edu/em/explore/majors/index.asp>

colleges are unable to locate needed instructional space within the facilities assigned to their unit, the Division of Academic Affairs' Office of Academic Policy and Curriculum is able to provide assistance in identifying available instructional space in other areas of the university.

Core Component 3.d.2: Technology

The **Technology Resource Center (TRC)**, a department of the Office of Information Technology (OIT), supports the university in ensuring adequate technology and training is available on campus. TRC offers a variety of training opportunities that support teaching, learning, and student preparedness. TRC is charged with providing eLearning technologies and technology training on a university-wide basis for students, faculty and staff.

In support of Transformative Learning, TRC conducts instructional **technology training programs for faculty** focusing on such applications as the learning management system, collaborative and active learning tools, and plagiarism detection tools. This holistic training focuses on ways to use technology as well as on best practices, acceptable use, and compliance. TRC also provides **classroom technology orientations** for faculty members who teach in CTL, FSI, and the College of Education and Professional Studies. TRC develops workshops such as the **iPad Academy** that present innovative uses of technology. In partnership with CETTL, TRC prepares new faculty to use technology at UCO through the **New Faculty Technology Orientation** as part of the annual Teaching and Learning Institute, and it conducts lunch-and-learn sessions and hosts Webinars that focus on teaching and learning with technology.

TRC also plays an active role in preparing students to use technology for learning. TRC offers **in-class presentations** to students on the technologies that will be utilized in their courses. Throughout the semester, TRC conducts student training sessions on applications commonly used by students such as the learning management system, word processing and presentation software. The training focuses not only on how to use the tools but also on effective uses and best practices. In partnership with the Division of Student Affairs, TRC conducts **technology orientations each semester for non-traditional and transfer students**. For group projects, students can check out multimedia equipment from TRC and receive training on how to use the equipment and post-production tools. TRC also prepares students for the safe use of technology through a variety of **CyberSecurity training and awareness programs**.

Core Component 3.d.3: Class-Size and Full-Time Equivalency Ratio

In addition to providing flexible mechanisms for scheduling classes to meet the needs of its diverse student population, the university realizes its commitment to providing



a **student-centered learning environment** by maintaining **small class sizes**, which help to promote **strong faculty-student interactions**. In spite of diminishing public resources during a period of record enrollment, the university has succeeded over the past five years in keeping enrollment levels in individual sections steady.

Graduate-level sections have, on average, an enrollment of between ten and fifteen students, while sections with mixed undergraduate and graduate enrollment average between twenty and twenty-five students. Average enrollment in undergraduate-only sections has dropped from between twenty-five and thirty students to fewer than twenty-five students over the course of the past five years, as the university's **student-to-faculty Full-Time Equivalency (FTE) ratio** has declined significantly.

While Division of Academic Affairs policy specifies minimum required enrollment levels for various categories of classes, it also identifies circumstances in which exceptions may be granted for low-enrollment sections in order to support student learning.

The university's faculty and its administrative and student support personnel share responsibility for ensuring the success of students' learning experiences. National Survey of Student Engagement (NSSE) data from the past decade demonstrates that **students' perceptions of their interactions with faculty members, among both first-year students and graduating seniors, are consistently more favorable than at the university's urban peer institutions**; NSSE data also demonstrates a consistent pattern of **improvement in student relationships with administrative personnel and offices** among both first-year students and graduating senior students.

UCO Today

The University of Central Oklahoma fulfills its mission of helping students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve. **Transformative Learning** is a holistic process that places students at the center of their own active and reflective learning experiences. A student's major field is central to the learning experience and is a vital part of the Transformative Learning experience.

The university has identified **Student Learning Objectives tied to the university's Mission**, and its academic units now measure these **Program Outcomes** and report their findings and actions in a single, unified assessment document.

The university's new state-of-the-art **Center of Transformative Learning (CTL)** includes eleven learning laboratories furnished with Huddleboards, desks and chairs that are easily moved to cluster students in collaborative groups. CTL also includes a recital hall, faculty offices and an outdoor classroom and several "unassigned spaces" for students designed and furnished to encourage collaboration outside the classroom in support of the Transformative Learning Process.

Through its partnership with Tutor.com, the university is able to support student learn-

ing by offering **free online tutoring in Mathematics, English and History** on a twenty-four-a-day, seven-day-a-week basis.

UCO Tomorrow

The university is engaged in the **Partnership for Assessment of Readiness for College and Careers (PARCC)**, which is working to develop a set of K-12 Common Core Standards and assessments to determine high school students' college and career readiness in the areas of English and Mathematics. Academic leaders from multiple areas of campus will participate in the development of these new assessments, which will guide the placement of students into credit-bearing or developmental courses during their first year at the university. The university's Teacher Education faculty, in turn, will ensure that the Teacher Education curriculum addresses these new Common Core Standards.

The Core Curriculum Committee continues to discuss opportunities for **expanding and enhancing the assessment of the General Education Core Curriculum**. The committee is exploring the possibility of creating or revising existing course-specific rubrics to assess the Transformative Learning experiences embedded in Core Curriculum courses, as well as of using the university's new Desire to Learn (D2L) online learning platform as a vehicle to measure Core Curriculum competencies. The committee is also exploring the possibility of adopting additional or different standardized assessments that provide comparative data on a national basis. The Office of Assessment has already developed an innovative "Toolkit" for measuring key areas of Transformative Learning within the Core Curriculum and is exploring the possibility of including data from graduating seniors and alumni within the Core Curriculum assessment program.

The Center for Transformative Learning (CTL) was designed to create learning **spaces that encourage group work and promote collaboration among students and between students and faculty members**. Classrooms in other campus buildings have also been redesigned to promote experiential learning, following the CTL model. The university plans to redesign additional campus learning spaces to promote the collaborative and highly engaged forms of teaching and learning that distinguish Transformative Learning.

During the 2011 calendar year, the university joined eighteen other institutions of higher education in a beta test of the **Student Learning Progress Model (SLPM)**, an innovative alternative to the standard measures of graduation and retention success rates. SLPM tracks for a ten-year period every student who begins his or her studies at the university in a given fall semester. This extended tracking represents a more complete approach to assessing student persistence than the current calculation of retention and persistence for only a very limited Student Right to Know Cohort. SLPM also computes a Successful Learning Rate (SLR) that represents the proportion of courses that students complete successfully to the total number of courses they attempt.

In addition to the existing Learning Communities described in section 3.c.1, above, the university will inaugurate the Casa Hispana Learning Community in the fall of 2012 and plans to develop **additional learning communities** based on specific programs and majors and even on specific courses.

The **Office of Research and Grants (ORG)** will develop and implement a Summer Interdisciplinary Community Partnership Matching Grant Program. This program will resemble the university's existing Community Partnership Matching Grant Program but will make funding available during the summer to support faculty and students from different disciplines as they collaborate on shared projects that address issues facing the wider community within the Oklahoma City metropolitan area. ORG will also add to the Student Research Creative Scholarly Activity (RCSA) Grant Program a peer mentoring program that will pair an upper-level undergraduate or graduate student mentor who has experience working on RCSA projects with first-year or sophomore students. The goal of this program will be to sustain engagement with the RCSA program throughout students' entire undergraduate careers. In addition, ORG will establish a Student RCSA Committee for undergraduate and graduate students; this committee will provide a forum for students to discuss issues related to student-focused research. ORG also hopes to provide more start-up funds for newly hired faculty; to institutionalize an annual event, the Hauptman Fellowship Award and Banquet, that recognizes one outstanding undergraduate and one outstanding graduate student from each academic college who has collaborated with a faculty mentor on an RCSA project; and to establish a travel grant to be awarded to one student from each academic college to support travel to the National Council on Undergraduate Research (NCUR) conference. Finally, ORG will collect data regarding perceptions of Transformative Learning on campus that will become the basis for future publications on the subject and will develop programs that model best practices at other universities, especially those that support the Central Six tenets of Transformative Learning.



CRITERION 4:

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Introduction:

As a learning-centered organization, the University of Central Oklahoma fulfills its mission of providing students with transformative educational experiences by promoting active engagement in the teaching-learning interchange, by fostering scholarly and creative pursuits, and by cultivating leadership, global competency, and a consistent ethos of service to others.

The university's core mission of "helping students learn"¹ guides faculty and staff members in every area of the university as they work together to provide the transformative experiences that will enable students to become productive, creative, ethical and engaged citizens and leaders.

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

The university promotes a life of learning through its allocation of human, monetary, physical, and technological resources to support faculty, staff, and students in the acquisition, production, application, and dissemination of knowledge. These resources make possible within every area of the institution vibrant undergraduate and graduate educational experiences that include both curricular and co-curricular elements.

The university's **Division of Academic Affairs**², composed of five academic colleges and the Dr. Joe C. Jackson College of Graduate Studies, provides a learning-centered environment in which students, faculty, and staff achieve the objectives of Transformative Learning. At the undergraduate level³, the university offers one associate's degree program and ten different bachelor's degrees through sixty academic departments and schools that support 118 major and sixty-nine minor programs. At the graduate level⁴, UCO offers six master's degrees through thirty-one academic departments and schools that support fifty-six distinct major programs.

The university's **Division of Student Affairs**⁵ supports this variety of academic programs by offering students numerous co-curricular leadership and development opportunities, including the Broncho Corral Leadership Institute, the Student Organizations Academy, Greek 411 and 101 training programs, and annual week- and month-long programs that raise the awareness on issues such as domestic violence, ethnic

1 <http://www.uco.edu/about/mission.asp>

2 http://www.uco.edu/academic-affairs/pa/files/process_guidelines/AALT%20Strat%20PIng%20Guide%20revised%205-06.pdf

3 http://www.uco.edu/academic-affairs/files/2012_catalog/UG_2012-13_DegreeList.pdf

4 <http://www.uco.edu/graduate/catalog/GradCat-1213.pdf>

5 <http://www.uco.edu/student-affairs/>



heritage, and the prevention of alcohol abuse. These co-curricular activities encourage reflection and develop leadership skills and while fostering a commitment to engaged citizenship and service.

**Core Component 4.a.1:
Fiscal Resources**

The university demonstrates its commitment to a life of learning through its **allocation of fiscal resources**⁶. Despite reductions in funding by the State of Oklahoma, the university has maintained and, in some areas, enhanced financial support for faculty, staff, and students. The institution has employed conventional means, including modest increases in tuition and fees; creative strategies, including grants, fundraising and development initiatives; and increased systemic efficiencies to support the goals of Transformative Learning and to enhance the academic and co-curricular learning opportunities available to our students.

As the following table indicates, \$92,856,564, or 64.6% of the university's 2010-2011 Educational and General budget⁷ of \$143,818,006, was directly dedicated instruction and academic support.

FY11	\$ Amount	% of total
Instruction	81,642,190	56.8%
Research	638,250	.4%
Public Service	1,301,178	.9%
Academic Support	11,214,374	7.8%
Student Services	13,369,693	9.3%
Institutional Support	10,909,795	7.6%
Operation & Management of Plant	18,165,700	12.6%
Scholarships & Fellowships	6,576,826	4.6%
Total	143,818,006	100.00%

This significant financial commitment underscores the university's dedication to a life of learning.

**Core Component 4.a.2.a:
Support for Faculty**

To fulfill its mission objectives, the University of Central Oklahoma has committed itself to supporting faculty. In response to acute budget shortfalls at the state level in recent years, the Provost in 2008 charged the deans of the six academic colleges with creating budget proposals that would include **a range of options for reducing expenditures**

6 <http://www.uco.edu/academic-affairs/cqi/files/docs/UCO-OQA-2007-Final-Revised-02-Aug-2007.pdf>

7 http://library.uco.edu/about/reports/UCObudgets/FY2011_UCO_EandG_Budget.pdf

to meet anticipated budget cuts. In proposing five tiers of spending reductions, the deans proposed reductions in the size of the university's faculty and academic staff only in the event of a "worst-case" budget scenario. In 2008- 2009, the Division of Academic Affairs suffered a \$300,000 reduction in its Educational and General allocation. To date, this has been the only major budget reduction to affect the academic operations of the university, and **no reductions in the size of the faculty and academic staff has been necessary.** Other units of the institution have absorbed most of the reductions in funding that the university has sustained since 2007, allowing the university to pursue its primary mission of promoting academic excellence and fostering a life of learning.

Fiscal support for faculty is divided into two categories. The first includes **salaries and benefits**.⁸ In 2006-2007, the university moved from a standard, campus-wide salary card to a market-based mechanism for determining faculty compensation. Under this system, faculty salaries are based on the average of salaries in specific disciplines at regional peer institutions, using data supplied by the **College and University Professional Association for Human Resources (CUPA)**. In implementing this new system, the university adopted a "hold-harmless" approach for faculty. Faculty in disciplines in which average salaries in our region and among our peer institution were lower than those indicated on the existing pay card did not experience any reduction in compensation. The institution also honored its commitment to provide scheduled increases in compensation for faculty hired prior to the adoption of the new system. In departments comprised of multiple disciplines, faculty salaries were adjusted uniformly to regional average for the most highly compensated discipline represented in the department. Unfortunately, limitations in funding made it impossible for the university to continue adjusting faculty salaries to keep up with increases in average salaries by discipline at the university's peer institutions until the fall of 2012, when a three percent increase in salaries is scheduled to take effect.

The care taken to insure that the faculty would not be adversely affected by the new, market-based system of compensation reflects the primary value that the university assigns to the academic work that makes possible our students' transformational educational experiences. For the same reason, the university has borne much of the **recent increase in health care costs**⁹ without passing along these increases to faculty and staff members. Faculty and staff members have the option to pay a modest premium for optional dental and vision insurance, while the university provides medical benefits to faculty and staff members at no cost to these employees.

The university also supports faculty and staff members financially by providing reductions in tuition for faculty members and their qualifying dependents. The university's **Employee Tuition-Waiver Program**¹⁰ provides discounts on tuition of up \$1,500 per year, with a limit of \$750 per semester, for each faculty or staff member or eligible de-

8 <http://www.uco.edu/academic-affairs/cqi/files/docs/UCO-OQA-2007-Final-Revised-02-Aug-2007.pdf>

9 <http://www.uco.edu/administration/human-resources/files-hr/BCBS%20Basic%20Option%20Certificate%20of%20Benefits.pdf>

10 <http://www.uco.edu/academic-affairs/files/aa-forms/processes/aatuitionwaiverFORM13-14.pdf>



pendent. Since the last Higher Learning Commission site visit, the university has contributed \$2,180,782 to this tuition-waiver program. **Appendix 4.1 [Employee Tuition-Waiver Activity, 2003-2010]** provides a detailed account of this program's budget and expenditures over the course of the past ten years.

The administration also recognizes the important connection between faculty development and the goals of Transformative Learning as faculty members model the way in scholarly and creative activity and draw upon their academic expertise and professional relationships to support and direct the scholarly and creative work of their students. While the university was obliged to impose modest restrictions on international travel during the 2010-2011 academic year, the institution continues to provide **support for faculty development activities**, including professional travel, learning opportunities, in-house grants, and mentoring programs for new faculty, at levels equal to or exceeding the levels provided at the time of the last accreditation review.

The university, to support of the work of the faculty, has committed significant financial resources to the **Center for Excellence in Teaching and Transformative Learning (CETTL)**.¹¹ This important campus unit, created in 1998 as the Faculty Enhancement Center, has grown into a dynamic outreach-oriented organization that promotes excellence in teaching and serves faculty in myriad ways. From the annual Collegium on College Teaching Practice to regular brown bag lunches focusing on special topics related to pedagogy, faculty support, and student learning, CETTL organizes programs throughout the year for faculty and the wider UCO community that bring experts and specialists to campus and that catalyze discussions of new ways to help students learn.

To support faculty engaged in innovative new modes of teaching including distance learning, the Division of Academic Affairs created the **Center for eLearning and Continuing Education (CeCE)**, originally known as the Center for Professional and Distance Education (CPDE12), during the 2006-07 academic year and charged this new entity with developing and implementing quality standards for the delivery of online, hybrid and flexible-education courses and with providing resources and training for faculty interested in distance education. All 258 of the faculty members whom CeCE has certified as of Spring 2012 to teach online or in a hybrid format have completed **an intensive thirty- to thirty-five-hour online course facilitation workshop**¹³. In recognition of the extraordinary efforts of faculty members who are developing new pedagogies appropriate to distance learning, the university provides each participant who completes the six-week CeCE certification workshop with a stipend of \$500. In addition, faculty who desire to adapt an existing course for online delivery or to create a new online course are able to participate in **a sixteen-week course-development workshop** in which CeCE's course-design specialists provide assistance in developing course materials and offer advice and technical instruction on issues related to online pedagogy. Faculty members who participate in these course-design workshops receive a

11 <http://www.uco.edu/academic-affairs/cettl/>

12 <http://www.uco.edu/cpde/>

13 <http://www.uco.edu/cpde/distance/index.asp>

stipend of \$1,200 per credit-hour of the course they are preparing for online delivery.

As of Spring 2012, CeCE has certified as **"UCOnline Quality"** 303 courses, representing every area and level of the curriculum. During the 2011-2012 academic year, the university was able to offer 478 online and 95 hybrid courses to meet the needs of our diverse student population. All UCO online and hybrid courses new to online delivery must be approved through the **UCOnline Quality Design Process**¹⁴ with an approval rating of at least 90% from a team of UCO faculty members who serve as online course quality evaluators. To retain UCOonline Quality status, online and hybrid courses must be re-evaluated on a three-year cycle using the current quality rubric. Deficiencies must be addressed immediately, and the course must achieve UCOonline Quality status before again enrolling students.

The **Office of Research and Grants (ORG)**¹⁵ was established by the Provost in 2008 to support of research, creative, and scholarly activities by faculty members and students in all of university's academic disciplines. This office offers an array of intramural funding opportunities for UCO faculty members, including \$1,500 mini-grants, \$5,000 pedagogical grants, \$5,000 community partnership matching grants, \$7,500 regular grants, and \$10,000 interdisciplinary grants. These grants provide funding for supplies, materials, contractual services, and other resources that support faculty members' research, creative, and scholarly activities. In addition, most of these grant opportunities provide up to four hours of reassigned time for faculty during the regular academic year, as well as support for **student Research Assistants (RAs)**¹⁶ or student workers to assist the faculty member in completing his or her project. These on-campus faculty grants encourage a broad spectrum of research, creative, and scholarly activities by faculty members by enabling them to develop projects for which they may subsequently apply for funding from external grant-making agencies.

Each of the university's academic colleges also provides financial support for faculty members as they sustain and promote a life of learning on our campus and in the communities that the university serves. The **College of Business**¹⁷, for example, has increased its **Business Travel and Equipment** budget nearly eightfold since 2004 in order to provide its faculty members with the resources to pursue scholarly and professional development activities and to enhance the intellectual productivity of the college, to enrich and expand the curriculum, and to insure that Business students and faculty will remain at the cutting edge of theoretical, technological and organizational innovation both on campus and within the wider community.

In 2007 the **College of Education and Professional Studies**¹⁸, in conjunction with ORG, created a **Grant Facilitator** position and, in 2008, added a **Development Man-**

14 <http://www.uco.edu/cpde/files/PDFs/EvaluationTemplate.pdf>

15 <http://www.uco.edu/academic-affairs/research-grants/index.asp>

16 <http://www.uco.edu/academic-affairs/research-compliance/student/ras.asp>

17 <http://busn.uco.edu/>

18 <http://www.uco.edu/ceps/>



ager position in conjunction with the UCO Foundation. Both positions support the college and faculty in their grant and development efforts. The grant facilitator acts as a manager and liaison and provides the support necessary for faculty members to pursue state and federal grants to expand ongoing research projects and program initiatives. The Development Manager provides the same support to the college and its faculty as they apply for grants from private foundations and organizations. The Development Manager is also responsible for securing support for **student scholarships and faculty enhancement programs** from outside donors including alumni and private agencies. The college also provides reassigned time for faculty members who have been successful or are interested in grant-writing. In 2011 the college established a **Grant Advisory Council**¹⁹ to inform and support grant participation and research. The college's **Information Technology Office**²⁰ also provides numerous training opportunities for faculty who wish to learn how to utilize new classroom technologies and how to integrate those technologies into their courses.

The **College of Liberal Arts**²¹, in turn, has created the **Liberal Arts Grant Path**, an online resource that helps faculty members to secure funding for research. The college has appointed a **Faculty Grant-Writing Coordinator** to assist faculty members in developing research projects and preparing proposals for state, federal, or foundation grants. The college's financial commitment to the program includes the provision of reassigned time for the Grant-Writing Coordinator and a stipend for an administrative staff member to assist the Coordinator and faculty grant-writers from each of the college's eight academic departments and schools. The college also allocates Education and General funds to support **in-college mini-grants**, which are awarded to faculty members following a formal application process and upon recommendation of the college's department chairpersons and school director.

The **College of Mathematics and Science**²² established a college-level **Office of Sponsored Programs** in April of 2008 to address the reduction of financial support from the State of Oklahoma and the increasing costs of research and education in the sciences. This office supports faculty members in their efforts to develop, prepare, and submit grant proposals to federal and state funding agencies, and it also provides **post-award reporting, purchasing, and budget management support for funded projects**. The College of Mathematics and Science also hosts an annual two-and-a-half-day grants retreat at an off-campus location and invites members of the university's **Center for Undergraduate Research and Education in Science, Technology, Engineering and Mathematics (CURE-STEM)**²³ to submit draft grant proposals, which they revise and refine during the retreat based on discussions with their peers.

19 <http://www.uco.edu/academic-affairs/research-grants/faculty-oncampus-grants/regular-grant.asp>

20 <http://www.uco.edu/technology/index.asp>

21 <http://www.uco.edu/la/deans-office/facultylinks/grantpath/index.asp>

22 <http://www.uco.edu/cms/>

23 <http://www.uco.edu/cms/cure-stem/index.asp>

Core Component 4.a.2.b: Support for Staff

In fostering an environment conducive to life-long learning, the university acknowledges the vital role that staff members in all units play in fulfilling the university's mission. The university offers development opportunities and public recognition on a regular basis to support staff members. In addition, staff members are encouraged to take advantage of the **Family Tuition-Waiver Program**, described in section 4.a.2.a, in order to continue their education.

The university supports a variety of other programs that promote the professional development of its staff members. As part of its **Performance Management** program,²⁴ the university provides ongoing, positive feedback to employees and supports efforts to reinforce, recognize and reward good performance. Since 2010 the university has committed \$5,000 annually under the **Positive Reinforcement Guidelines** for the purchase of UCO-branded promotional items for distribution to employees.

The university also organizes an annual one-day conference titled **Road to Greatness**²⁵ for staff members; over the course of a day, up to 500 employees gather to explore a chosen theme such as Creativity, Collaboration, and most recently, Creating a Culture of Learning. Experts make presentations and facilitate discussions, and staff members have the opportunity to interact and exchange information with colleagues from other units, effectively broadening their knowledge, acquiring valuable new skills and insights, and networking with staff members from other areas of the university.

The Division of Administration and Finance's **Professional Education Division** offers core classes for staff members in every category of employment, to be repeated in five-year increments, as well as a wide range of elective professional development courses that are created and revised based on a careful review of the university's institutional needs. The university supports this program with an annual allocation of \$208,586 for programming that fosters life-long learning. The Office of Employment Services' **Office of Employee Relations and Development** also provides a range of programs that support the professional development of staff members, especially in the area of employee-supervisor interaction. During the 2010-11 academic year, the Office of Employee Relations and Development introduced three new programs to assist staff members in supervisory positions in evaluating employees, determining appropriate corrective action, and implementing a program of Recognition, Reinforcement and Reward within the **Individual Performance Planning (IPP) process**.²⁶ A complete list of professional development programs offered to staff members is included in **Appendix 4.2 [Faculty and Staff Development Programs]**.

24 <http://www.uco.edu/administration/human-resources/employee-relations/ipp/index.asp>

25 <http://events.uco.edu/administration/r2g/index.asp>

26 <http://www.uco.edu/administration/human-resources/employee-relations/ipp/Supervisors%20Guide%20to%20IPPs.pdf>





The university also offers staff members the opportunity to teach two critical courses for at-risk first-year students and for students who have been placed on probation. During the 2010-11 academic year, the **Office of the First-Year Experience (FYE)**²⁷ hired more than sixty instructors, most of them staff members, to teach sections of the university's **Success Central (UNIV 1012)**²⁸ and **Success Strategies (UNIV 2012)** courses, which equip at-risk students with the tools necessary to succeed at the university. Not only are these staff members compensated for their teaching, but FYE organizes a **Professional Development Conference** to help them prepare for their work in the classroom. This day-long conference, which includes break-out sessions and a keynote speaker, focuses on pedagogy, challenges in teaching, and course organization. This opportunity for staff members to enter the classroom as instructors helps to integrate staff members with students and faculty members in the university's shared educational enterprise, and it provides a basis for **inclusive ongoing campus-wide discussions of teaching and learning**.

Core Component 4.a.3: Support for Students

The university's mission is to help students learn, and this mission guides the university's allocation of resources. UCO is committed to providing **accessible and affordable higher education**.

In order to facilitate our students' access to transformative learning experiences, the university in 2010 created an **online tuition calculator**²⁹ to provide current and prospective students with detailed information about the cost of a UCO education. Students can load their proposed course schedules into the calculator and instantly determine the amount of tuition and fees that they will be required to pay for the semester. The UCO Bookstore, managed by Barnes & Noble, also posts online the titles and prices of required and recommended textbooks for each course offered at the university. Students may view this information before the semester begins and may place orders in advance and choose either to pick-up their order at the Bookstore or to have their orders shipped to a residential address.

The university has invested fiscal resources in a variety of student support initiatives. The **Operation Degree Completion**³⁰ program, for example, supports the services of a dedicated academic advisor who searches for students who are not currently enrolled but who have met most of the requirements for graduation. The advisor contacts these students and assists them in completing their degree programs. By the end of the 2010, this labor-intensive but impressively successful program had enabled 472 students to enroll in a total of 3204 credit hours over the course of four semesters, not including

27 <http://www.uco.edu/em/become-a-broncho/Offices/fye/fye-main-page.asp>

28 <http://broncho2.uco.edu/registrar/catsf/cUNIV.HTML>

29 http://broncho2.uco.edu/tuitioncalculator_web/tuitioncalculator.aspx

30 <http://broncho2.uco.edu/press/prdetail.asp?NewsID=9713>

Flex-Ed courses, and 288 of the students identified through this program have now graduated from the university.

The university also provides support to students in the form of **tuition-waivers and scholarships, employment opportunities, student activity funds and travel programs, and free tutoring and supplemental instruction programs**³¹.

One such program, the **President's Leadership Initiative**, provides scholarship support to students selected through a competitive application process. Scholarships under this initiative are awarded through two programs: the **President's Leadership Council (PLC)** and the **Leaders of Tomorrow (LoT)**. Each year, between twenty-two and twenty-four scholarships are awarded through each of these programs. The approximate value of a President's Leadership Initiative scholarship is \$3,500 per year for tuition, in addition to a \$3,500 annual housing allowance. The university's four-year monetary commitment to each PLC student amounts to \$28,000. The LoT initiative provides each scholarship recipient with \$2,000 in tuition and \$500 book voucher each year; the university's four-year monetary commitment to each LoT scholarship recipient is \$10,000. Each year, the university supports eighty PLC students and eighty LoT students. The total tuition and textbook commitment for both programs is approximately \$480,000 per year, with a housing commitment of up to \$280,000 for students who elect to live on campus.

The university allocates resources to colleges and departments in the form of **College and Department Tuition-Waiver Scholarships**. While individual award processes and amounts vary, most departments provide merit- and need-based tuition waivers through a competitive application process. The university awarded \$3,944,500 in resident tuition-waivers and an additional \$1,100,000 in non-resident waivers during the 2009-10 academic year.

The university's **Centre for Global Competency (CGC)**³² manages the **2020 Global Transformative Scholarship**. This \$25,000 scholarship fund was established during the spring of 2011 to support students who participate in Study Abroad Program and Study Tours, which help to fulfill the university's commitment to ensuring the global competence of each graduate. A total of sixteen students received this scholarship during the spring of 2011, and the Division of Student Affairs is providing approximately the same number of scholarship dollars for students seeking a global experience with a service learning component.

The **Division of Student Affairs** uses Student Activity Fee revenue to support year-round social, cultural and recreational programs that are available at no charge to all members of the student body. Examples of such programming include the annual International Fest, the 9/11 Day of Service, and The Big Event community outreach initiative. This fee also supports leadership scholarships, for-pay internships, conference travel,

31 http://www.uco.edu/academic-affairs/files/2012_catalog/UG_2012-13_StudentSupport.pdf

32 <http://www.uco.edu/student-affairs/cgc/>

and study abroad opportunities administered through the Division of Student Affairs' **Transformative Learning Scholarship Program**³³.

A portion of the university's Student Activity Fee revenue is administered by the **University of Central Oklahoma Student Association**³⁴, which provides funds to student organizations that host events open to the student body, including the university's annual Homecoming activities, while the **Vice President's Committee** allocates funds to support campus-wide events such as the WinterGlow festival and the university's fall welcome and orientation, Stampede Week. In addition, more than \$141,000 Student Activity Fee scholarships are awarded each year to students participating in student organizations, holding campus leadership roles, or taking part in the performing arts.

The Division of Student Affairs also provides funding for the Department of Career Services' **Career Chats Series**³⁵, which prepares students for the world of work by inviting to campus representatives of corporate partners such as Chesapeake Energy to make presentations on topics including résumé preparation, interviewing techniques, and networking. The Department of Career Services has also hired an AmeriCorps VISTA volunteer to offer financial literacy training to students.

Similar initiatives provide support to students at the college level. The **College of Business**³⁶, for example, has compensated for a slight reduction in the level of faculty development funding over the course of the past two years by increasing support for students to travel to present papers at conferences. During the 2010-11 academic year, the college devoted \$51,100 to student and faculty travel to attend and make presentations at conferences. During the same academic year, the college allocated \$90,000 in tuition-waivers to majors in the college and raised an additional \$65,000 in private donations for scholarships.

The **College of Education and Professional Studies**³⁷ awards an average of \$50,000 in scholarships to declared majors each year. These funds are provided by the college's donors and partners. In addition, funding from the **Minority Teacher Recruitment Grant** is used to recruit minority students from the Oklahoma City metropolitan area into teacher preparation programs. Approximately \$10,000 is awarded annually in scholarships to students participating in **Urban Teacher Preparation Academy (UTPA)**³⁸. The College of Education and Professional Studies also awards tuition-waivers to undergraduate and graduate majors in the college and provides \$1,000-dollar awards that allow students and the faculty members who have mentored them to present research at professional meetings.

33 <http://www.uco.edu/academic-affairs/research-grants/faculty-oncampus-grants/Scholarship-of-Teaching-and-Learning-Course-Redesign-Grant-.asp>

34 <http://www.uco.edu/student-life/orgs/ucosa.asp>

35 <http://careers.uco.edu/services/ed-workshops-activities.asp>

36 <http://busn.uco.edu/>

37 <http://www.uco.edu/ceps/>

38 <http://www.uco.edu/ceps/utpa/>

The School of Music in the **College of Fine Arts and Design**³⁹ provides free tutoring in the subject areas of music theory, piano skills, and music software programs. In addition to tuition-waivers, the College grants nearly \$100,000 each year in awards and scholarships including seventy-six named awards, of which fifty-one are endowed. The college also allocates \$5,000 per year to each of its department's and schools for student enhancement projects.

The **College of Liberal Arts**⁴⁰ funds students to present their research and original creative work at regional and national conferences. Between 2008 and 2011, the college allocated up to \$10,000 dollars annually to support student travel. Since 2012, the college has fully funded student travel to present scholarly or creative work at professional conferences. In addition, the college funds students who attend conferences or workshops that target and broaden certain skill sets in areas such as journalism and broadcasting.

The **College of Mathematics and Science**⁴¹ administers several federally funded grant programs designed to recruit and retain students in the areas of Science, Technology, Engineering, and Mathematics (STEM)⁴². These programs include a National Science Foundation STEP grant that supports a **four-week "Summer Bridge" orientation program**⁴³ for incoming first-year STEM majors that focuses on undergraduate research. Summer Bridge alumni are supported through another National Science Foundation grant, S-STEM, which provides scholarships for up to \$5,100 per year for four years to students with unmet financial need. The College of Mathematics and Science has also received an international National Science Foundation Research Experiences for Undergraduates (REU) grant that enables up to eight students per year to conduct biological research in Greece and Turkey. Finally, a CURE-SSS-STEM grant from the Department of Education provides funding for academic support services for to up to 120 STEM majors each year.

In addition to these opportunities supported through external funding, the College of Mathematics and Science has dedicated both Education and General funds and academic course fees to support undergraduate research through student wages, laboratory supplies, and travel support for both students and their faculty mentors. The college created the **Center for Undergraduate Research and Education in Science, Technology, Engineering, and Mathematics (CURE-STEM)** in 2008 to support faculty engagement in student-centered research by providing funding and support services to faculty members and their students.

Through the five academic colleges, the university also provides **free tutoring and**

39 <http://www.uco.edu/cfad/index.asp>

40 <http://www.uco.edu/la/>

41 <http://www.uco.edu/cms/>

42 <http://www.uco.edu/cms/cure-stem/index.asp>

43 <http://www.uco.edu/cms/step-uco/index.asp>





supplementary instruction (SI)⁴⁴ in support both of Core Curriculum courses and of selected advanced courses within major programs. The College of Mathematics and Science, for example, provides supplemental instructors for several “gateway” courses in biology, chemistry, and mathematics, while the College of Liberal Arts collaborates with Tutoring Central to provide tutors for Core Curriculum courses including English composition, humanities, American history, modern languages, and American national government. The Departments of Accounting, Economics, Finance and Legal Studies in the College of Business also offer tutoring provided by faculty members on a volunteer basis.

In addition, the College of Liberal Arts and College of Business have hired five **Student Success Advisors (SSAs)**⁴⁵ using college course fees. These carefully chosen and specially trained advisors provide enhanced advisement, student support and retention services. This collaborative effort with the university’s Center for Undergraduate Academic Advisement has significantly decreased the advisor-to-student ratio for every major by increasing the total number of advisors on campus. In addition to advising students about their academic programs of study, these SSAs participate in a variety of discipline-specific initiatives designed to increase our students’ transformative learning opportunities. Early evaluations of this new approach are positive, and other colleges are now considering hiring SSAs of their own.

Throughout the past several years of steady or declining state budgets, the university has committed itself to preserving on-campus student employment opportunities, which enable students to pay for their education. University-funded opportunities for student employment include graduate assistantships, research assistantships and campus internships. ORG, for instance, offers the **Student Research, Creative, and Scholarly Activities (RCSA) Grant Program**⁴⁶, which promotes transformative learning experiences for students from all disciplines by supporting collaboration between faculty members and students in research, creative, and scholarly activities. Students who are selected for these grants receive awards of up to \$500 per year. Students may also apply for **Research Assistantships**⁴⁷, which provide a stipend to support research-related work for five hours per week at a rate of \$9.75 per hour for undergraduate students or \$11.38 per week for graduate students for a period of one or two semesters. A partial tuition-waiver is also awarded at the beginning of each semester to recipients of Research Assistantships.

Core Component 4.a.4: Physical and Technological Resources

Physical and technological resources are essential to the delivery of transformative

- 44 <http://www.uco.edu/academic-affairs/students/tutoring-central/supplemental-instruction.asp>
 45 <http://busn.uco.edu/current/academic-advisement>
 46 <http://www.uco.edu/academic-affairs/research-grants/student/rcsa-student-grants.asp>
 47 <http://www.uco.edu/academic-affairs/research-grants/student/rcsa-research-assistantships.asp>



educational experiences to the university’s diverse and far-flung student population. Since 2002, the university has added **several new buildings**, including the **Jazz Lab**⁴⁸, a state-of-the-art instructional laboratory and performance venue; the **Wellness Center**⁴⁹, a comprehensive fitness facility that supports the university’s commitment to promoting the health and wellness of each of its students; and the **Academy of Contemporary Music** building in downtown Oklahoma City. In addition, the university has **completed major renovations of existing facilities** in order more effectively to support curricular and co-curricular learning. Detailed descriptions of the UCO Jazz Lab, the Wellness Center, the university’s other new facilities and its major renovation projects over the course of the past decade are included in **Appendix 4.3 [New Facilities and Major Renovations, 2002-2012]**

The university also recognizes the special importance of **technological resources** in creating a successful learning-centered environment for twenty-first-century students. The university has implemented a series of major technology initiatives over the course of the past ten years to support the university’s mission and to provide students with transformative educational experiences. The **Office of Information Technology (OIT)**⁵⁰ provides funding for hardware and software and offers technical support to programs including the Urban Teacher Preparation Academy, the Department of Design, the Academy for Contemporary Music (ACM@UCO), and the Learning Behaviors Clinic.

The Office of Information Technology provides **training to students, to faculty and staff members**, to members of the Regional University System of Oklahoma (RUSO) staff, to the UCO Emeriti Faculty Organization, and to a variety of external organizations in order to ensure the effective use of campus technology, especially such e-learning tools such as Desire to Learn (D2L), Respondus, and SoftChalk. These training programs also contribute to enhanced efficiency in the use of the university’s e-mail system and of the University of Central Oklahoma News and Networking Educational Communication Tool (UCONnect).

In addition, OIT promotes **faculty use of cutting-edge educational technologies** through technology-related faculty grants and through programs such as the Faculty Technology Spotlight, Discovery Days, and product-specific workshops such as the iPad2 Academy. The **Technology Resource Center**⁵¹, in turn, enhances students’ technological competence by offering in-class presentations and special student-focused training sessions and by providing collaborative tools such as WikiCentral⁵² and Broncho Blogs⁵³, as well as the **Web Content Management System**⁵⁴ that supports university, college, department and school, and student organization Web sites.

48 <http://www.ucojazzlab.com/>

49 <http://www.uco.edu/wellness/>

50 <http://www.uco.edu/technology/index.asp>

51 <http://www.uco.edu/technology/trc/>

52 <https://wiki.uco.edu/display/dashboarduco/Home>

53 <http://blogs.uco.edu/>

54 <http://www.uco.edu/technology/training/guides/wcms/WCMS-User-Guide-Advanced.pdf>

OIT is currently coordinating a **comprehensive upgrade to the university's learning management system (LMS)**.⁵⁵ A task force composed of students and faculty and staff members has selected **Desire to Learn (D2L)**⁵⁶ as the university's new LMS, and this new and improved platform for online learning will be available for use in all classes beginning in the fall semester of 2012. D2L provides, among other features, analytics, a student e-portfolio option, and mobile access in addition to features available through the university's previous LMS, including a learning objects repository to allow for the collaborative sharing of content across courses.

OIT also provided the training, support, and technological resources that allowed the University of Central Oklahoma to become the first institution of higher learning in Oklahoma to offer **online enrollment**⁵⁷. This initiative was part of a two-year, campus-wide integrated information system project, completed in 2001, which consolidated six different systems under the university's SunGard Banner data and information management system. OIT continues to make infrastructure improvements on an ongoing basis to ensure the efficiency, reliability and currency of the university's instructional and administrative technology. Improvements completed within the last ten years include **server virtualization, clustering** to improve efficiency and to reduce costs, and **comprehensive upgrades to the university's e-mail system** in 2008 and 2012.

In 2005 and 2006, the university implemented **campus-wide wireless Internet access** to support student learning, and OIT has continued to play a leadership role in the acquisition and installation of **state-of-the-art instructional technology for active learning** in the university's classrooms and instructional facilities, including the W. Roger Webb Forensic Science Institute and the Center for Transformative Learning. OIT has also taken the lead in promoting **campus safety and security**⁵⁸ through the Central Alert Notification System and an enhanced voice notification capacity within the university's fire alarm system.

OIT is currently implementing an **enterprise content management system (ECMS)**,⁵⁹ which will optimize document management and business processes and enable the university to reduce redundancy and automate tasks. This will allow employees to work more quickly and efficiently, and thus increase productivity. ECMS will also help to reduce paper waste and will bridge different software applications used across campus for better management and protection of records.

55 <http://www.uco.edu/technology/projects/lms/lms-about.asp>

56 <http://www.uco.edu/technology/projects/lms/index.asp>

57 <http://www.uco.edu/em/become-a-broncho/offices/fye/enrollment-central.asp>

58 <http://www.uco.edu/administration/safety-transportation/index.asp>

59 <http://www.uco.edu/technology/projects/ecms/index.asp>



Core Component 4.a.5: Commitment to Lifelong Learning

The University of Central Oklahoma values a **life of learning, reflected in an environment that encourages the acquisition, discovery, and socially responsible application of knowledge**. The university acknowledges and celebrates the academic, intellectual, and creative achievements of its members on every level.

The university's faculty, staff, and students live out their shared commitment to lifelong learning by participating actively in research, scholarship, and creative activities. The acquisition, discovery, and application of knowledge are essential components of higher education and are the primary means by which the university fulfills its mission to help students learn.

The university recognizes and affirms through the **evaluation processes for tenure, promotion, and post-tenure review**⁶⁰ the faculty's commitment to research, scholarship, and creative activities. Each of the university's five academic colleges articulates expectations for scholarly and creative activity that align with the specific objectives of the academic departments and schools within the college. Throughout the university, scholarly and creative activity plays a central role in the process through which faculty members receive tenure and promotions in rank. A new program established through the Emeriti Faculty Association will include emeriti faculty in grant application and research and creative activities after retirement.

The university uses the **Digital Measures**⁶¹ software system to track and evaluate faculty members' scholarly and creative activities. Faculty members make their curricula vitae available through this program and update these online documents when they apply for tenure or promotion or undergo post-tenure review. Digital Measures includes a search engine that allows the Provost's Office, deans, chairpersons and school directors to aggregate activity on the basis of a number of different variables. Scholarly activity or service, for example, can be mined easily from the Digital Measures database.

The university's academic colleges have also developed programs to support and encourage faculty members as they engage in research and in scholarly and creative activities. The **College of Liberal Arts**⁶², for example, has committed funds to enable faculty members to travel to Washington, D.C., to meet with representatives of the National Endowment for the Humanities and the National Endowment for the Arts. The college has also recently **modified its tenure and promotion policies** to support faculty members who desire to weight their scholarly or creative activity more heavily in their applications for tenure and promotion and in post-tenure reviews. A Liberal Arts faculty member may assign a value of up to 40% to scholarship or creative activity in his or

60 <http://www.uco.edu/academic-affairs/forms-links/evaluations.asp>

61 <https://www.digitalmeasures.com/login/uco/faculty/authentication/showLogin.do;jsessionid=998FE37DBEE260D1FA407706BFE1F2C7?message=login.error.invalidLogin&shce=1>

62 <http://www.uco.edu/la/>



her tenure, promotion, or post-tenure review; Regional University System of Oklahoma (RUSO) policy mandates that at least 50% of each UCO faculty member's evaluation be based on teaching.

In the **College of Mathematics and Science**, the Assistant Dean of Research convenes a monthly **Research Roundtable**, an interdisciplinary lunch meeting for faculty that features speakers from off-campus. These meetings are conducted either as seminars or as open discussions of a particular theme. Several interdisciplinary collaborations have resulted from these meetings. The college has also recently developed two centers to enhance interdisciplinary collaboration and undergraduate research. The first of these, the **Center for Interdisciplinary Biomedical Education and Research (CIBER)**⁶³, was established in 2010 to facilitate biomedical research across the UCO campus. The **Center for Research and Education in Interdisciplinary Computation (CREIC)**, which was established in 2011, facilitates access to and supports the use of high-performance computing systems. CREIC is charged with developing computational tools to enable and extend scientific and engineering inquiry by faculty members who are pursuing both theoretical and applied research. CREIC also supports faculty-student collaborative projects that draw on faculty members' extensive and varied backgrounds in working with the military, small business owners, government agencies, large and small for-profit firms, and nonprofit institutions.

Students in the **College of Fine Arts and Design** present public exhibits and performances on and off campus, including over 225 advertised student performances in the past year, in addition to approximately fifty junior and senior music degree requirement recitals and the college's Faculty Artist Concert Series. The **School of Music's**⁶⁴ student groups, for example, perform on a wide variety of occasions throughout the university. While many of the School of Music's students are active professional musicians in the metropolitan Oklahoma City area, the school also provides a variety of venues in which they may engage in creative activities within and as part of the campus community. The marching band, for example, includes members from every major academic program on campus and performs at a wide range of athletic events.

The College of Fine Arts and Design provides its Design students with Transformative, hands-on experiences through the **Clocktower**⁶⁵, **Inktank**⁶⁶ and **Charles Evans Studios**⁶⁷, where students complete design work for real clients both on and off campus. On average, five to ten students are "hired" for each course taught through these studios. Students in these studio courses go beyond the traditional boundaries of the classroom by taking turns fulfilling different roles on the design team, serving as project managers, art directors and client liaisons as they together produce professional quality work.

63 <http://www.uco.edu/cms/ciber/index.asp>

64 <http://www.uco.edu/cfad/academics/music/index.asp>

65 <http://portfolio.uco.edu/clocktower/index.asp>

66 <http://portfolio.uco.edu/inktank/>

67 <http://portfolio.uco.edu/charlesevans/>



These design studies simulate the environment of a professional design studio by assigning projects that cannot be completed sequentially; rather, students are assigned multiple, overlapping deadlines that require significant time and project management skills. Students are challenged to create innovative solutions to design problems that accomplish the client's goals while working within the limitations of budgets, materials and deadlines. Clocktower and Inktank together take on an average of twenty design projects per semester. Student learning is assessed using a method that approximates an annual employee evaluation and that considers, in addition to the quality of work produced, intangibles such as the student's work ethic, reliability, interpersonal skills and leadership. In Spring 2012 students in these studios won thirteen local awards, seven regional awards and two national awards.

The **Oklahoma Center for Arts Education**⁶⁸, housed within the College of Fine Arts and Design, also organizes and sponsors numerous programs and projects for the public that take place both on and off campus. During the 2009-10 academic year, the Center sponsored forty-four such programs, reaching over 15,000 audience members.

The **College of Education and Professional Studies**⁶⁹ sponsors a variety of programs to support students' scholarship and research. The college's academic departments hold student symposia and colloquia at which undergraduate and graduate students to present their research and scholarly work. Students and faculty in the Department of Psychology, for example, participate in the Oklahoma Psychology Association research day, and several psychology majors have participated in "Posters on the Hill." Many faculty and students have received Research, Creative and Scholarly Activity (RCSA) Grants from the Office of Research and Grants and have participated in Oklahoma Research Day.

The University of Central Oklahoma demonstrates its commitment to the life of learning by engaging alumni and members of the wider community in continuing education through ongoing programs and special events sponsored by the **UCO Alumni Association**⁷⁰ and campus-based initiatives such as the **Oklahoma Center for Arts Education**, which provides programs for the wider community that reach 15,000 individuals annually.

The Alumni Association's **Central S.T.A.F. (Students Today, Alumni Forever)**⁷¹ organization offers senior undergraduates and recent graduates the opportunity to connect with the Alumni Association and to receive benefits such as local and national discounts, campus events and activities, and connections with members with associated with the Alumni Association. Central S.T.A.F. participants are also recognized at graduation. The Alumni Association, which maintains chapters in Nashville, Indianapolis and Tulsa, connects alumni with the university through the alumni e-newsletter; through social media

68 <http://www.ocae.net/>

69 <http://www.uco.edu/em/explore/academic-advisement/college-of-education-and-professional-studies.asp>

70 <http://www.uco.edu/alumni/>

71 <http://www.uco.edu/alumni/student-alumni/index.asp>

such as Facebook, Twitter and Linked-In; and thorough alumni events held at a variety of locations.

In June 2008, the Provost charged an action team comprised of one emeritus faculty member from each college to review the benefits and opportunities available to retired faculty. The action team recommended the establishment of an **Emeriti Faculty Association**⁷², which held its first official meeting in October 2009, and membership quickly grew to 140 members. Membership in the Association is open to all emeritus faculty members, and associate membership is available to retired staff members. The Association provides educational and social opportunities for its members, many of whom continue to contribute to the ongoing educational mission of the University by teaching on a part-time basis as Distinguished Emeritus Faculty Fellows and by serving as University Ombudsmen and as members of scholarship committees; college tenure review committees; department, school and college promotion review committees; and Faculty Senate committees.

The university's efforts to foster the intellectual, cultural, economic and social advancement both of its students and of the communities that it serves have been recognized by **national, regional and local honors** bestowed on outstanding student leaders. The success of the university's students and student organizations in winning such prestigious honors as the **Brad Henry International Scholarship**⁷³, the **Oklahoma Newman Civic Fellowship**⁷⁴, the **Quackenbush Leadership Award**⁷⁵, the **National Society of Human Resource Management's Superior Merit Award**, and the Oklahoma Campus Compact's **Students in Service Awards** demonstrates the positive impact and public recognition of Transformative Learning in shaping productive, creative, ethical and engaged citizens and leaders for our global community. A detailed list of awards and honors won by University of Central Oklahoma students in recent years is included in **Appendix 4.4 [National, Regional and Local Awards and Recognitions]**.

The university, in turn, administers a wide variety of internal award programs that recognize excellence among students, faculty and staff members in all seven areas of Transformative Learning. **Campus Leadership Awards**⁷⁶, the **Vanderford Faculty Awards**⁷⁷, the **Provost's Modeling the Way Award**, **Faculty Merit-Credit Awards**, and the wide range of **college-, department- and school-level awards for students and for faculty and staff** honor those individuals who have modeled the way in living out the university's core values and encourage all members of the Central community to strive for excellence in their academic, professional and co-curricular activities. A complete listing of these programs can be found in **Appendix 4.5 [Internal Honors and Awards Programs]**.

72 <http://www.uco.edu/academic-affairs/faculty-staff/emeritus-faculty/index.asp>

73 <http://broncho2.uco.edu/press/prdetail.asp?NewsID=5524&Weight=5>

74 <http://broncho2.uco.edu/press/prdetail.asp?NewsID=12421>

75 <http://broncho2.uco.edu/press/prprint.asp?NewsID=10809>

76 <http://www.uco.edu/student-life/cae/cla.asp>

77 <http://broncho2.uco.edu/press/prdetail.asp?NewsID=9722>

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

The University of Central Oklahoma fosters a climate of intellectual inquiry and creative activity, in collaboration with institutions worldwide, in which students and faculty and staff members are active partners in the production and acquisition of knowledge in a wide range of content areas while developing the skills that will enable them to be productive, creative, ethical and engaged citizens and leaders serving our global community.

The university has developed programs and initiatives that promote and enrich the Transformative Learning experiences of its students in five major areas: **international and global competence, the general education Core Curriculum, undergraduate and graduate research, curricular review and the identification and development of programs of distinction, and co-curricular and community service.**

Core Component 4.b.1: **International and Global Competence**

The first of these areas of emphasis, **international and global competencies**, supports a key tenet of Transformative Learning by encouraging members the campus community to develop global perspectives and by promoting the creation of mutually beneficial relationships with institutions of higher learning throughout the world.

In order to promote global competency, the university established the **Centre for Global Competency (CGC)**⁷⁸ in 2008. CGC plays a critical role in the Transformative Learning process by preparing students to communicate effectively in a complex global environment and to adapt to the rapid changes that characterize global culture at the beginning of the twenty-first century.

CGC, a joint venture of the Divisions of Student Affairs and Academic Affairs, is housed jointly the university's Office of International Services. CGC's Faculty Global Competency Officer acts as a liaison between the university's faculty and CGC, while the International Activities Coordinator coordinates programming to bring together international and domestic students.

CGC prepares students to participate in an increasingly global community by offering them a wide range of opportunities to participate in global experiences. CGC has, for example, established **study abroad programs** in partnership with thirteen different institutions throughout the world. In the last three years, CGC has established relationships with institutions in Spain, France, Italy, Switzerland, the Netherlands, Finland,

78 <http://www.uco.edu/student-affairs/cgc/>



Austria, and Wales. CGC recruits students to participate in these study abroad programs and supports them both before they travel overseas and while they are abroad in areas including enrollment, financial aid, the acquisition of visas, housing, and insurance.

To support international students when they arrive on campus, the Office of International Services sponsors programs designed to facilitate the transition to life at an American university. The **Community Responding to International Student Program (CRISP)**⁷⁹, for example, connects international students to families in central Oklahoma. International student participants in this program may spend holidays, share special meals, or take part in recreational activities with their local host families in order to learn about the culture of the United States. CRISP also sponsors the “Stay a Night” program, which is designed to ensure that students who have just arrived in the United States will have a place to stay on their first night in the country.

The **Broncho Buddies**⁸⁰ program, established in 2009, matches international students with students from the United States. This program allows international and domestic students to build strong friendships while enabling international students to acquire firsthand knowledge of American people and culture. Each year, the Office of International Services organizes a series of special events, such as Oklahoma City Thunder basketball nights, for Broncho Buddies participants.

CGC is committed to providing UCO students with global immersion experiences on the university’s Edmond campus by sponsoring intercultural programs that engage students in experiential learning through peer and community relationships. One such program, **Ignite**⁸¹, connects domestic students to families from the international community who reside in the metropolitan Oklahoma City area. Families participating in Ignite might host a traditional meal in their home, answer students’ questions about their customs and traditions, share artifacts or pictures from their homeland, or take student participants to a religious celebration or ethnic festival.

MERGE⁸², CGC’s newest intercultural program, enables faculty members to enhance the learning experience of all of their students by drawing on the rich and varied perspectives and lived experiences of the university’s large international student population. International student participants provide personal insight into their cultures as they work on academic projects with members of classes in which they are not currently enrolled.

The impact of the intercultural programs sponsored by CGC and the Office of International Services continues to increase as more and more students become involved. Between Fall 2009 and Spring 2011, 492 students participated in the Broncho Buddies, CRISP, and Ignite programs. In Spring 2011 alone, 174 students took advantage of the

79 <http://www.uco.edu/student-affairs/cgc/programming/community.asp>

80 <http://www.uco.edu/student-affairs/cgc/programming/buddies.asp>

81 <http://www.uco.edu/student-affairs/cgc/programming/ignite.asp>

82 <http://www.uco.edu/student-affairs/cgc/programming/merge.asp>

learning opportunities that these programs provide, and student interest in and response to the programs remains highly favorable. Students have reported high levels of satisfaction and positive experiences.

Eight American students’ lives were changed in reciprocal ways as they participated in **“glocal” (global-local) adventures** through the Ignite program in Fall 2010. Participating in Ignite has provided students with the opportunity to experience different cultures without leaving Oklahoma, and student participants have responded positively to these experiences.

Over the past several years, following the Division of Academic Affairs’ comprehensive revision of the university’s study tour policies, the University of Central Oklahoma’s academic departments and colleges have organized and actively promoted a wide range of **study abroad and study tour experiences** that support the institution’s academic and co-curricular objectives. The dean of the College of Mathematics and Science, for example, leads students to Greece and Turkey to conduct biological research in his role as the principle investigator for an international National Science Foundation (NSF) Research Experiences for Undergraduates (REU) grant. In conjunction with this grant, the university has established important contacts at the University of the Aegean and at Uludag University. The Division of Student Affairs, in turn, sponsored the development, through CGC, of a comprehensive **Study Abroad Policy Manual**. This recently completed manual provides students with detailed information about visa, immunization and conduct requirements and expectations when studying abroad.

The University of Central Oklahoma is one of only three universities in the United States to certify its students’ global competency. CGC’s two-year **2020 Certification of Global Competency**⁸³ allows students to bring together all of their international experiences on one transcript. By the spring of 2011, nine UCO students had completed this certification.

Faculty exchange programs, in turn, provide for UCO faculty members with opportunities to teach, to conduct research, and to enhance their global skills as visiting scholars at international universities. CGC supports the university’s academic departments and colleges by facilitating arrangements for these exchange programs. CGC assisted the College of Business and the College of Education and Professional Studies, for example, in making arrangements to send faculty members to Ching Yun University in Taiwan and the Universidad Popular Autónoma del Estado de Puebla (UPAEP) in Mexico. In addition, faculty members from abroad routinely visit the University of Central Oklahoma campus in Edmond. These faculty exchanges provide opportunities for UCO faculty members to glean insights from international colleagues and to acquire new skills and knowledge with which to enhance the global competencies of their students on the university’s Edmond campus, to revitalize the curriculum to reflect global issues, and to create opportunities for future faculty collaborations.

83 <http://www.uco.edu/student-affairs/cgc/certification/index.asp>





The **PassportUCO**⁸⁴ program, in turn, brings global cultures into focus on the University of Central Oklahoma's campus. Initiated in 2004, PassportUCO selects a new country or region as its area of focus each fall semester. This collaborative effort of faculty, staff and students promotes understanding of other cultures by organizing educational and entertaining events for the university's students and for members of the Oklahoma City community. Activities sponsored by PassportUCO include festivals, concerts, plays, readings, films, special classes, guest lectures, and opportunities to enjoy the target nation's cuisine. During the 2011-12 academic year, faculty, staff, and students organized more than twenty-five "Passport to France" events, many of which featured speakers who are noted experts in their disciplines; each of these events, in turn, was clearly linked to the Central Six tenets of Transformative Learning.

Core Component 4.b.2: General Education Core Curriculum

In order to provide its students with the breadth of knowledge and the academic skills essential to success both at the university and in professional life, the university has established a purposive and systematic **general education Core Curriculum**⁸⁵ that spans five major areas of inquiry. The Core Curriculum has been extensively revised since the university's last reaccreditation site visit in 2002. The 2002 site visit team, having identified numerous deficiencies and areas of concern related to the university's general education efforts, requested that the university submit a report in five years that would include a description of the revised Core Curriculum, a description of Core Curriculum assessment activities that focus on student outcomes, a summary of the assessment data collected to date, and a discussion of this assessment data's impact on the design and implementation of the revised Core Curriculum.

The **General Education Task Force**, charged by the Provost with reviewing the site team report and responding to the concerns expressed by the 2002 site visit team, established a set of student outcomes for the revised Core Curriculum. The Core Curriculum, the task force determined, should

- provide students with an understanding of the **universality of the human experience** and the common goals and needs that drives the experience through a **multicultural and global perspective**.
- instill **communication and technology literacy skills** necessary for participation within society.
- instill skills of **analytical thinking, information processing, reasoning, and research** necessary for personal and professional development.
- develop an understanding of the cumulative human experience from **historical, cultural, and scientific perspectives**.
- appreciate humanity's **creative talents** and understand the effects of these endeavors on **social, economic, philosophical, and political thought**.

84 <http://bronze.uco.edu/passport/>

85 <http://www.uco.edu/nca/Gen%20Ed%20Report.pdf>

- understand **humanity's place in and responsibility to the natural world**.

The task force also recommended that the Core Curriculum focus on specific **approaches to knowledge**, introduce students to the **ways knowledge is generated in the different disciplines**, help students to meet one or more of the stated general education goals, and introduce students to various approaches to knowledge and **engage students in creative, scholarly, or research activities**⁸⁶. To achieve these objectives, the task force recommended that the revised Core Curriculum include courses in the following areas and proposed a corresponding range of credit-hours for each category:

Campus Life Skills	2 credit-hours
Communication and Language Skills	9-13 credit-hours
Quantitative Reasoning/Scientific Method	10-11 credit-hours
Social, Cultural, and Aesthetic Analysis	6 credit-hours
Historical and Political Analysis	6 credit-hours
Exploratory Analysis	2-7 credit-hours

The Provost approved the task force's recommendations in March of 2003, and the president approved the new Core Curriculum in the fall 2004. The university then submitted its proposal to change its general education program to the Board of Regents for Oklahoma Colleges (BOROC, now the Regional University System of Oklahoma) and the Oklahoma State Regents for Higher Education (OSRHE). As the university noted in its proposal to the Regents, "UCO has developed a more explicitly defined set of courses to meet OSRHE requirements. In several of the previous general education areas, the acceptable courses which could be used to meet requirements were designated by a broad list of disciplines. As part of the restructuring, UCO established a more cohesive philosophy of general education." Both Boards of Regents approved the university's request, and the new Core Curriculum took effect in the fall of 2005 and was published for the first time in the 2005-06 *Undergraduate Catalog*.

At the General Education Task Force's recommendation, the university also established a **University Core Committee**⁸⁷ composed of faculty from all five academic colleges, members of the Division of Academic Affairs' staff, and ad hoc members from the Office of Academic Advisement. This committee is charged with creating a sense of faculty ownership of the university core, with developing a cohesive Core Curriculum, with recommending to the Academic Affairs Curriculum Council any necessary changes in and additions to the Core Curriculum, with developing program improvement initiatives based on the ongoing assessment of the university core, and with encouraging interdisciplinary discussions.

The Division of Academic Affairs, together with the members of the taskforce and the newly created University Core Committee, also created a **process for the approval of individual courses for inclusion in the Core Curriculum**. This process requires aca-

86 <http://www.uco.edu/academic-affairs/files/aacc/forms/DescriptionCoreAreasREVISED42804.pdf>

87 <http://www.uco.edu/nca/Gen%20Ed%20Report.pdf>

demographic departments and schools that wish to include a course in the Core Curriculum to submit proposals including a compelling rationale for the proposed courses' inclusion. The University Core Committee reviews these proposals on an annual basis to determine whether the proposed courses align with the stated goals of the Core Curriculum.

Core Component 4.b.3: Undergraduate and Graduate Research

In order to promote **undergraduate and graduate research**, the university has created the **Office of Research and Grants (ORG)**⁸⁸, has continued since 1999 to support and participate in **Oklahoma Research Day**, has allocated resources to fund student travel to present research and creative activity at professional conferences, and has developed a wide range of events in each of the five academic colleges that promote undergraduate and graduate research.

Designed as a statewide conference, **Oklahoma Research Day**⁸⁹ celebrates the research and scholarly and creative activity of students and faculty from a broad array of institutions of higher education in Oklahoma. Founded by the university in 1999 and designed to foster "inquiry or investigation conducted by an undergraduate student that makes an original, intellectual, or creative contribution to the discipline," Oklahoma Research Day promotes intercampus and interdisciplinary research and scholarly work among institutions of higher learning in Oklahoma. More than 1,200 individuals participated in the most recent Oklahoma Research Day, which occurred during the fall semester of 2011. Of the 826 authored poster presentations, 373 (45%) were by University of Central Oklahoma students and faculty. The university will serve as the host institution for Oklahoma Research Day during the spring semesters of 2013 and 2014.

ORG has partnered with United Way of Central Oklahoma to fund five projects supported through the **Community Partnership Matching Grant Program**⁹⁰. This program provides support for research projects that partner UCO faculty and students with community organizations in Edmond and throughout the Oklahoma City metropolitan area. In order to receive funding, projects must strengthen current community partnerships, build new partnerships, and foster educational and learning experiences for UCO faculty and students in one or more of the six tenets of Transformative Learning. In 2011, ORG received the Oklahoma Campus Compact's **Outstanding Community and Campus Collaboration Award**⁹¹ in recognition of the significant positive impact of these sustained campus-community partnerships.

ORG also sponsors the **Student Research, Creative, and Scholarly Activities (RCSA)**

88 <http://www.uco.edu/academic-affairs/research-grants/index.asp>

89 <http://www.uco.edu/academic-affairs/research-grants/oklahoma-research-day/index.asp>

90 <http://www.uco.edu/academic-affairs/research-grants/faculty-oncampus-grants/community-grants.asp>

91 <http://www.uco.edu/foundation/files/LivingCentralNewsletterNov2011.pdf>



Grant Program⁹² This program promotes academic Transformative Learning for students in all disciplines by fostering productive, collaborative engagements with faculty. The RCSA Grant Program offers monetary awards on a competitive basis to support student-focused transformative learning opportunities outside of the traditional classroom. Students receive awards of up to \$500 per year to support research, creative, or scholarly activities working in collaboration with their peers and faculty mentors. Students may also apply for Research Assistantships. The assistantships are paid in the form of a stipend to support research related work for five hours per week throughout the academic year. A partial tuition-waiver is also awarded to RAs at the beginning of each semester. In addition, ORG provides **Student Presentation Grants**,⁹³ which provide monetary support for students to travel to national professional conferences and present their research findings. In 2011, the Chancellor for the Oklahoma State Regents for Higher Education presented the university with the first annual **Recognition of Excellence Award** for an exemplary college or university program to promote excellence in undergraduate research.

The **College of Liberal Arts** and the **College of Education and Professional Studies** help to promote undergraduate and graduate research and creative activity by sponsoring **annual student symposia**⁹⁴. The Liberal Arts Student Symposium has taken place every spring for the past twenty-four years, while the Education and Professional Studies symposium is now in its fifth year. Classes in both colleges are released on the day of the college's symposium so that students will be able to attend symposium presentations, and hundreds of undergraduate and graduate students present their research projects and creative activities in a format modeled on a professional academic conference. Faculty members, in turn, provide students with individual oversight and mentoring that supports their development as scholars, researchers and creative artists.

Core Component 4.b.4: Curricular Review and Identification and Development of Programs of Distinction

In order to support the effective transmission of discipline knowledge, the first tenet of Transformative Learning, the University of Central Oklahoma engages in a variety of assessment and continuous improvement processes in the areas of **curriculum review** and the identification and development of **programs of excellence**.

The university has a well-defined tradition of **curriculum review** that meets the standards set by the Oklahoma State Regents for Higher Education (OSHRE) and the Regional University System of Oklahoma (RUSO). This process ensures that the courses offered at the university present discipline knowledge in an appropriately thorough and rigorous manner and equip students with the skills necessary to meet the demands of

92 <http://www.uco.edu/academic-affairs/research-grants/student/index.asp>

93 <http://www.uco.edu/academic-affairs/research-grants/travel-grants/index.asp>

94 <http://www.uco.edu/la/symposium/index.asp>

an increasingly globalized and technologically sophisticated world. To coordinate the university curriculum review processes, the Division of Academic Affairs has established a **curriculum calendar** that provides a timetable for the planning processes of each academic unit on campus.

Curricular proposals involving undergraduate education originate in the university's academic schools and departments, where they are vetted by a **department or school curriculum committee**. Proposals approved at the department or school level are then reviewed by a **college-level curriculum committee** composed of representatives from every department and school in the college. Proposals that have been approved at the college level are forwarded to the **Academic Affairs Curriculum Council**⁹⁵ and assigned to one of the council's subcommittees for review. To ensure consistency in this final review process, each subcommittee includes representatives from each of the university's academic colleges, as well as representatives from the Office of Academic Advisement.

Curricular proposals involving graduate education follow the same process of review and approval at the department, school and college levels but undergo final review by the **Graduate Council's Curriculum Committee**⁹⁶ and are approved by a vote of the Graduate Council, acting on the recommendations of its curriculum committee. These processes guarantee that each curricular proposal submitted by a department or school will be reviewed and vetted in a systematic manner at the department or school, college, and university level.

In order to ensure that the university's curriculum will meet the needs of prospective employers and will prepare students for success in the professional fields to which they aspire, the Provost in 2008 directed departments and schools and, as appropriate, individual programs to create **external advisory boards**. The composition of these advisory boards is determined by individual academic departments and schools; in most cases, these boards include experts in the community in fields related to the discipline or program as well as alumni, leaders in the business community, emeriti faculty, persons familiar with relevant accreditation standards, and/or faculty members in graduate programs in the discipline at other institutions. These boards allow community stakeholders to communicate their needs to the department or school, and they help departments and schools to identify the specific skills and areas of knowledge that students will require to be successful in their professional lives.

The university makes a variety of other programmatic efforts to ensure that students acquire the discipline knowledge and professional skills necessary to succeed in a diverse and increasingly globalized world. In 2008 and 2009, for example, the associate and assistant deans of the academic colleges explored the possibility of requiring a **"capstone" course or similar culminating experience**⁹⁷ in every academic program. The

95 <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp>

96 <http://www.uco.edu/graduate/faculty/council.asp>

97 <http://www.uco.edu/academic-affairs/pa/files/accreditation/Pages%20from%20NSSE09%20Bench->



Provost, acting on the associate and assistant deans' recommendation, mandated that each academic program implement a capstone course or similar culminating experience by fall of 2013. Each of the university's academic departments and schools has subsequently identified or is developing a discipline-specific "capstone" or culminating experience that offers students the opportunity to solidify and broaden their discipline-specific skills while engaging in advanced problem-solving or creative activities.

Many academic programs also require students to engage in **internships, practica, or field experiences**. These experiences play a critical role in assisting students in expanding their breadth of knowledge. Field experiences provide opportunities for students to apply in practical situations the discipline knowledge they have acquired in their coursework, and they require students to find solutions to either routine or novel problems within their fields of academic and professional specialization. In 2010, the university appointed a **Coordinator of Internships**⁹⁸, based in the Office of Career Services, to assist academic departments and schools in identifying and securing appropriate internship placements for their students. In the past year, the Coordinator of Internships, who works closely with faculty members and employers, has identified and filled 140 internships positions that meet national standards for recognized internships.

Through its ongoing assessment and continuous improvement programs, the university has been able to identify areas of need to and to create and nourish academic **centers of excellence**, including the **Urban Teacher Preparation Academy (UTPA)**⁹⁹, which expands students' knowledge of the communities that the university serves while fostering civic engagement within the Oklahoma City community. This innovative program equips teacher education graduates with the skills essential to succeed as public school teachers in highly urbanized areas. The Academy, working in collaboration with the Oklahoma City Public School District, invites junior and senior education majors to participate in yearlong clinical teaching experiences at elementary, middle and high schools in Oklahoma City, followed by a two-year induction process. The Academy also provides ongoing professional development programs for Oklahoma City public school teachers and administrators who serve as mentors to its student participants.

The university's College of Business, in turn, offers one of only twenty **Professional Golfers' Association (PGA)-accredited Golf Management Programs**¹⁰⁰ in the United States. This four-and-a-half year program for aspiring PGA Professionals provides students with a unique set of opportunities to acquire both the academic knowledge and the professional skills to assume leadership roles in their chosen field of endeavor. The PGA Golf Management program includes two major components: a Bachelor of Business Administration (B.B.A.) degree in Management with a concentration in PGA Golf Management, and the PGA's Professional Golf Management Program (PGM). The UCO

[mark%20Comparisons%20EEE.pdf](#)

98 <http://careers.uco.edu/about/staff.asp>

99 <http://www.uco.edu/ceps/utpa/>

100 <http://busn.uco.edu/pgal/>



Golf Management Program provides students with the opportunity, through extensive classroom studies, internship experiences, a student association, and a player development program, to acquire the knowledge and skills necessary to succeed in the golf industry. The goal of the Golf Management Program is to produce graduates who meet the qualifications to be PGA members and have a thorough background in managing golf facilities and related organizations, business and personnel management, tournament operations and player development, restaurant and hospitality management, horticulture and turf-grass aptitude, and recreation.

The School of Music, located within the university's College of Fine Arts and Design, is the sole institutional host for the **Yamaha digital keyboard Clavinova piano lab**¹⁰¹. This lab, which was established three years ago, is the only site of its kind in the United States and the only training site for Yamaha's Keyboard Ensemble and Technology Seminar. This seminar draws participants from all over the United States and provides training in either performance or teaching with digital keyboards. The College of Business Administration, in turn, has developed an innovative **Principal Preparation Program**, while the W. Roger Webb Forensic Science Institute offers a **five-year dual degree program**. The **Academy of Contemporary Music** offers innovative **Associate of Applied Science** degree programs in Performance Studies, Music Production and Music Business, and the College of Mathematics and Science recently initiated a **Master of Science in Nursing program**.

In addition to these academic programs, the university has created a number of **distinctive co-curricular programs that assist students, especially first-generation or at-risk students, in cultivating a life of learning**. These programs, which have bolstered retention, help to prepare students for rigorous academic studies at the university level. The university's **First-Year Experience programs**¹⁰², for example, play an important role in retention and foster a culture of lifelong learning. While several programs, including residential and non-residential learning communities, exist at the department or school level, the Division of Enrollment Management and the Division of Student Affairs have developed a number of innovative programs that support first-year students in all five of the university's academic colleges.

The Division of Enrollment Management's **Enrollment Central** orientation program prepares students to embrace their educational opportunities and responsibilities; integrates new students into the intellectual, cultural and social climate on campus, and helps new students' families to understand the complexity, demands, and opportunities of a college education. At the same time, this program enables the university to learn more about incoming students through formal and informal means. While participation Enrollment Central is not mandatory, 86% of incoming freshmen in fall of 2010 completed at least part of this academic orientation. Enrollment Central provides the university with an opportunity to provide information about every aspect of the college experience, from enrollment procedures and one-on-one academic advisement to

101 <http://www.uco.edu/cfad/files/pdfs/impressions/impressions-fall-11-12-lowres.pdf>

102 <http://www.uco.edu/em/become-a-broncho/offices/fye/fye-main-page.asp>

university terminology and resources, to incoming students and their families.

The university's **Success Central (UNIV 1012)**¹⁰³ course assists students in the transition to university life. This class equips students with techniques that encourage success, support the development of academic skills, and promote the skills and attitudes necessary to achieve educational and personal goals. The overarching principles of Transformative Learning, which are inextricably interwoven with breadth of knowledge, are embedded into this course. Success Central addresses issues including academic study skills, globalism and diversity, technology education, financial literacy, interpersonal communication and leadership development, basic research and writing skills, ethical conduct, personal responsibility and time management, and academic planning and career exploration.

The university's **Success Strategies (UNIV 2012)**¹⁰⁴ course is required for students who have completed fewer than forty-five credit hours and have been placed on academic probation. This course focuses on self-evaluation and personal assessment as means to overcome problems, and it presents a variety of learning strategies for success in college and helps students to identify and address the factors that contribute to academic failure. Topics addressed in Success Strategies include goal-setting, time management, study skills, effective writing skills, effective use of campus resources, and the importance of personal responsibility.

The Freshman Academic Advisement Team is dedicated to assisting students who have either a composite ACT score below 19 or an incoming high school grade point average below 2.70 and have therefore been invited to participate in the **Central Advisors' Retention Effort (CARE)** program. These students are required to take the Success Central course (UNIV 1012) and are also required to visit an advisor prior to second-semester enrollment. Those CARE students who have been identified by their high school grade point average are also required to participate in the university's faculty and staff mentoring program and must have at least two face-to-face meetings with an assigned mentor during their first semester on campus. All CARE students receive periodic correspondence from a member of the Freshman Advisement Team.

Research suggests that students need to make significant connections with their university during the first six weeks of their first semester on campus in order to have a successful college experience. In the spring semester of 2010, the Office of First-Year Experience Programs joined the Office of Housing and Dining to pilot an exciting outreach program called **UCO House Calls**, which is designed to facilitate these connections. This program provides faculty and staff members with a unique opportunity to connect with students outside of the classroom or office by visiting with them in their dormitory rooms. During the initial phase of this program, twenty-three faculty and staff volunteers from across campus gathered for dinner at Buddy's, the campus cafeteria, before setting out in groups of two to four to speak with students in the university's

103 <http://www.uco.edu/em/become-a-broncho/offices/fye/success-central.asp>

104 <http://www.uco.edu/em/become-a-broncho/offices/fye/success-strategies.asp>



residence halls. The program was a great success and received positive reviews both from volunteers and students. The program was repeated during the fall 2010 semester with twenty-six volunteers. Due to the favorable response from students, the university now schedules UCO House Calls during the fifth week of classes each semester.

Core Component 4.b.5: Co-Curricular and Community Service

The University of Central Oklahoma has committed itself to **service learning and civic engagement**¹⁰⁵ in order to enrich students' transformative educational experiences and to promote a lifelong commitment to service. The Divisions of Student Affairs and Academic Affairs share the long-term goal of engaging students in curricular and co-curricular activities that teach and nurture civic skills, and the two divisions work together to coordinate service learning initiatives across the curriculum and to promote collaborations among students, faculty, staff, and community partners.

The Division of Student Affairs offers an array of new student orientations that help students to acclimate to college life and to take advantage of the rich variety of co-curricular and service opportunity available to University of Central Oklahoma students. **New Broncho Orientation**¹⁰⁶, which occurs on the two weekdays prior to the first day of classes, orients the students to the university's traditions and provides important information about campus safety, social opportunities and academic expectations. In addition, the Division of Student Affairs offers **Multicultural Student Orientation**¹⁰⁷, **Disability Support Services Orientation**, **International Orientation**, and **Non-traditional and Transfer Student Orientation** programs. Each of these programs offers specialized information and connects students to the university and to the wider community.

The Division of Student Affairs also organizes **Stampede Week**¹⁰⁸ during the first week of the fall semester. Stampede Week includes a **Student Involvement Fair**, at which students can learn about student organizations or other co-curricular activities; the **Broncho Difference Service Project**, which invites new students to perform a service project such as decorating suitcases for foster children; a **Part-time Job Fair**, at which campus and community employers offer students jobs; and a **Volunteer and Service Fair**, at which students have the opportunity to sign up to serve at area nonprofit agencies.

Service learning courses are offered in all five of the university's academic colleges, and students may record their service through the **Volunteer and Service Learning**

105 <http://www.uco.edu/central/tl/central6/service-learning.asp>

106 <http://www.uco.edu/student-life/orientation/index.asp>

107 <http://www.uco.edu/student-life/orientation/additionalinformation/multicultural.asp>

108 <http://www.uco.edu/student-life/orientation/index.asp>

Center (VSLC)'s¹⁰⁹ **Distinguished Service Scholar recognition program**. The Department of Mathematics and Statistics' **SCHOLAR project**, for example, provides service learning opportunities to statistics majors, who analyze data provided by businesses in the community as a complimentary service and provide summary reports to the customer at the end of the project. This project provides real-world experience to UCO students and meets an important community need.

The university also hosts numerous **guest speakers** each academic year who share their expertise on a wide range of topics of interest both to members of the university community and to members of the surrounding communities. The College of Liberal Arts, for example, created the **Liberal Arts Speaker Series** during the 2005-06 academic year. The college allocates \$40,000 each year to support invited lecturers who speak on a variety of topics. The College of Mathematics and Science, for its part, hosts a **Seminar Series** for faculty and students that meets monthly throughout the academic year and that invites guest speakers to address topics of interest to students, faculty members, and members of the wider community. The goal of the Seminar Series is to improve retention among students in the sciences and to encourage interdisciplinary collaboration. The College of Fine Arts and Design, in turn, allocates \$5,000 per year to each of its departments and schools to support of **guest artists, lecturers, and performers**.

The Division of Student Affairs brings in **nationally known speakers** to campus during the Stampede Week orientation program to address **topics related to student success** such as the responsible use of social media and cyber safety, campus violence prevention, sexual assault prevention, and strategies for achieving academic success.

The President's Office has initiated a **speaker's series that address topics related to leadership**. This program brings civic leaders, politicians, and business leaders in the community to campus to address topics related to the social, cultural, economic and political environment in the communities that the university serves. All of these programs promote civic engagement by bringing members of the campus community and of the wider community together to learn about and to discuss crucial issues.

VSLC is preparing to develop a **campus-wide service learning strategic plan** by gathering information from Webinars and Higher Learning Commission seminars as well as from its ongoing examination of best practices at peer and aspirational institutions across the country. This strategic plan will include a guidebook for faculty, a set of incentives for faculty members to incorporate service learning activities into their classes, policies for a service learning advisory board, descriptions for training seminars, and a directory of resources including a list of service learning partnership sites.

The university also offers a wide range of **co-curricular volunteer service opportunities** that allow students to develop as servant leaders outside of the classroom. The **Rolling Green Collaborative**, for example, is a unique program that brings together

109 <http://www.uco.edu/student-affairs/vslc/index.asp>



students, VSLC, the university's academic departments and schools, and a group of community agencies and faith-based organizations to provide education and social services to residents of a low-income, high-crime housing complex in the City of Edmond. VSLC employs an AmeriCorps VISTA volunteer to oversee students who tutor the children of Rolling Green residents, while students in the university's Department of Nursing present seminars on oral and body hygiene to the residents, and dietetics students make presentations on healthy afterschool snacks.

The university observes **The Big Event**¹¹⁰, a national day of collegiate service, each spring. In 2011, 571 University of Central Oklahoma students took part in service projects for area agencies, performing tasks that included stocking food pantries and cleaning animal rescue shelters. VSLC has received a grant from the Oklahoma Campus Compact program to conduct service projects on the **Martin Luther King Day of Service**¹¹¹. Last year's project involved the preparation of emergency food packets and infant care packages, while other students worked at the Regional Food Bank of Central Oklahoma, organizing food packages for distribution to families in need. The **9/11 Day of Service**¹¹² offers students the opportunity to serve a meal at fire stations in Edmond and in surrounding communities as a way of honoring firefighters for their service.

In 2011, University of Central Oklahoma students participating in **Alternative Spring Break** worked at the Give Kids the World Village in Kissimmee, Florida, where they provided a week of entertainment and activities for terminally ill children. In 2012, Alternative Spring Break participants have visited the Appalachian Experience to work with residents of impoverished communities in the Appalachian Mountains and to support the local park systems with cleanup projects.

VSLC also hosts the annual **Poverty Awareness Week**¹¹³ program. This series of speakers and simulations gives student teams the opportunity to learn more about the circumstance of persons living in poverty. Guest speakers from local homeless shelters and food pantries speak to students about the clients they serve and invite students to volunteer their time at these agencies. The student teams experience a week of living outside in a tent city, while raising funds for a local nonprofit that serves those in need. The most recent beneficiary of Poverty Awareness Week was the City Rescue Mission, to which student participants presented a \$1500 gift. Other Poverty Awareness Week activities include a Hunger Banquet, which demonstrates the food insecurity of members of different social strata; the posting of Oklahoma poverty statistics signs; and a service opportunity at the City Rescue Mission.

Other important initiatives in the area of co-curricular and community engagement include the university's **Community Partnership Matching Grant Program**, the courses of community interested offered by university faculty members through Oklahoma

110 <http://www.uco.edu/student-affairs/vslc/bigevent.asp>

111 <http://www.uco.edu/student-life/diversity/programsandevents/mlkday.asp>

112 <http://www.uco.edu/student-affairs/vslc/events.asp>

113 <http://blogs.uco.edu/ucovolunteer/>

City's **Downtown College** consortium, and the courses on the institution's Edmond campus that the university opens to area high school students through its **concurrent enrollment** program.

Core Component 4.c:

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Over the course of the past two decades, the University of Central Oklahoma has developed a **purposeful and systematic culture of assessment and program evaluation** that has led to significant improvements in curricular, co-curricular, and extra-curricular activities. The university employs a multi-layered approach to assessment in order to gauge the effectiveness of its efforts to help students learn.

Students complete the **Student Perception of Instructional Effectiveness (S.P.I.E.)**¹¹⁴ survey in each of their classes at the end of each fall and spring semester. The S.P.I.E. survey measures the effectiveness of instruction in thirteen areas; each of the university's academic colleges has also developed five discipline-specific questions that assess a course's efficacy in promoting the college's distinctive goals. The results of this survey, which are made available to deans, department chairpersons, and faculty members during the first weeks of the following semester, play an important role in annual, pre-tenure, tenure and promotion, and post-tenure reviews of faculty performance.

While the S.P.I.E. survey provides detailed data about instructional effectiveness in face-to-face and hybrid classes, the response rate when the survey is administered in an online format to students enrolled in online-only classes remains extremely low. The Provost has created an action team to explore strategies to ensure a higher response rate for the online S.P.I.E. survey in order to obtain more reliable data about instructional effectiveness in online-only courses.

The **Self-Study for Continuous Improvement (SSCI)**¹¹⁵ process, completed every five years by each of the university's academic departments and schools, fulfills several important unit-level assessment functions. In addition to measuring the unit's progress in achieving its strategic goals, this process enables the members of the unit to reflect in a systematic way on the data gathered over a five-year period through the unit's ongoing processes for assessing student learning. The SSCI process also helps units to articulate and implement new goals consistent with their missions and long-term strategic objectives. The SSCI process¹¹⁶ requires departments and schools to evaluate their activities in six major areas:

- mission and alignment to the institutional mission
- assessment of student learning, including program evaluation and curriculum

114 <http://www.uco.edu/ceps/resources/spie.asp>

115 http://www.uco.edu/academic-affairs/pa/files/process_guidelines/SSCI%20Guidelines%202-11-10.pdf

116 http://www.uco.edu/academic-affairs/pa/files/process_guidelines/SSCI%20Guidelines%202-11-10.pdf

review

- other distinctive objectives specific to the department or school
- students' and other stakeholders' needs
- valuing people
- planning for continuous improvement.

The deans of the academic colleges work with department chairpersons and school directors and with faculty members in the **year-long process** leading up to the submission and review of SSCI reports, establish key dates for preparation and drafts, and provide opportunities for periodic feedback throughout the period during which the report is being compiled. Completed SSCI reports are reviewed by **two internal evaluators** drawn from the Academic Affairs Curriculum Council and the Graduate Council and **two external evaluators**. The internal and external reviewers use a **template** provided by the university to assess and offer feedback on each SSCI report, and their assessments are in turn reviewed by the Provost. The Provost provides a **detailed written response** to the college dean and to the faculty of the department or school that submitted the report, following a meeting with the dean and the members of the department or school to discuss the results of the review and to address any deficiencies or areas of concern identified in that review.

Departments and schools that are required to prepare detailed reports to **specialized accrediting agencies** such as the National Council for the Accreditation of Teacher Education (NCATE), the Accreditation Board for Engineering and Technology (ABET), or the Professional Golfers' Association (PGA) submit, in place of the SSCI report, a report that meets their specific accreditation requirements, which often exceed the standards required in the SSCI process.

Over the course of the last three years, three academic departments have chosen to use the **Quality Benchmarks**¹¹⁷ approach in place of the SSCI process for purposes of program review. This alternative method, widely employed by psychology programs, is designed, like the SSCI, to maximize faculty input in the review process. Departments using this process identify and rate quality benchmarks within a series of broad developmental domains and use these benchmarks to identify areas of strength and weakness in order to develop and implement improvement plans.

The university's **ongoing assessment program** is an independent process that proceeds on a year-round basis and that generates data that supports both continuous improvement and the SSCI process. Academic units submit an **assessment plan and report for each program**, including the university's General Education Core Curriculum, on an annual basis. These stand-alone documents are submitted to the Office of Institutional Research on June first of each year. In order to assure that these ongoing assessment activities will be conducted in a systematic and sustainable manner, each academic department, school and college has a **standing assessment committee**, while the

117 http://www.uco.edu/academic-affairs/pa/files/process_guidelines/Quality%20Benchmark%20Draft%203-2-10.pdf



university-level assessment committee sets general policies, promotes best practices, and coordinates the work of the department-, school- and college-level committees.

As reported in the university's 2007-2008 assessment report to the Oklahoma State Regents for Higher Education (OSHRE), the **ongoing assessment of the General Education Core Curriculum**¹¹⁸ focuses on measuring the progress that Core Curriculum students make toward achieving the seven broad educational goals described in Section 4.b.2, above. Core Curriculum assessment activities include student focus groups, locally developed surveys administered at the Liberal Arts Student Symposium¹¹⁹, the National Survey of Student Engagement (NSSE), evaluations of presentations and research papers in Core Curriculum classes, pre- and post-tests, embedded test questions in selected Core Curriculum courses, and syllabi review.

The university also administers the **Cooperative Institutional Research Program (CIRP)**¹²⁰ survey every fall semester, and one section of the survey focuses on expectations of the General Education curriculum. In addition, each of the colleges assesses the Core Curriculum courses offered by its departments and schools. The College of Liberal Arts, for example, reviews syllabi to ensure that all Core Curriculum courses in the college have appropriate writing requirements. As a result of these surveys, the number of writing assignments required in Liberal Arts courses has increased. These varied and comprehensive university-, college-, and department- and school-level assessment activities have enabled the university successfully to address the deficiencies in Core Curriculum assessment identified by the 2012 site visit team.

Assessment of graduate students takes place at the program level within each of the university's academic departments and schools. Graduate-level assessment activities in specific departments, schools and programs include administration of the National Praxis II Examination, the Oklahoma State Practicum I Test, various board of certification examinations, the practice examination for licensure, department- and school-level comprehensive examinations, the evaluation of thesis projects, and the systematic review of graduate students' presentations and publications. The graduate program advisor in each department works closely with the graduate faculty to ensure competency and exhaustive evaluation of graduate students. The Jackson College of Graduate Studies and the Graduate Council assist graduate program advisors in monitoring student progress in each of the university's thirty-two graduate programs.

In 2008, the **Division of Student Affairs' Assessment Team (SAAT)** set out to identify and assess **Student Affairs' Student Learning Outcomes (SASLOs)**¹²¹ in order to support managerial decision-making, enhance accountability, and ensure commitment to quality improvement. The team reviewed assessment literature and formulated

118 <http://www.uco.edu/nca/Gen%20Ed%20Report.pdf>

119 <http://www.libarts.uco.edu/dean/committees.htm>

120 <http://www.uco.edu/academic-affairs/assessment/files/CIRP%202010%20Report.pdf>

121 <http://www.uco.edu/academic-affairs/cqi/files/docs/action-team/Process%20Management/learning-centered-processes-team-report.pdf>

SASLO Domains and Competencies to guide the meaningful assessment of programs. The SAAT created a SASLO Registration Form for Student Affairs events, services and programs. The form is completed annually and includes information regarding Student Learning Outcomes, Transformative Learning Tenets, Collaborative Partners, Measurable Assessment Goals, Action Steps, Participation Numbers, and other quality improvement data. The SAAT also implements university-wide assessment initiatives, coordinates assessment activities among the Division of Student Affairs' various departments, and develops and implements the SAAT annual plan.

In order to assess the productivity and cost-effectiveness of each of the university's divisions and units, the Provost in 2009 charged a task force with developing a campus-wide **program prioritization process**. The process developed by this task force was approved by the President's Executive Committee in 2010 and implemented on a campus-wide basis during the spring of 2011. During the summer of 2011, a team of reviewers recruited from units in every area of the university scored program prioritization reports, analyzing each unit's and division's costs, revenues, and use of other resources. The university's Office of Institutional Research is currently revising the program prioritization model to address methodological problems that emerged during this pilot program and to create a reliable and sustainable process for prioritizing programs and activities.

Core Component 4.c.1: Fostering and Sustaining Diversity

The university also maintains a strong commitment to **fostering and sustaining diversity**¹²², which are reflected in a campus that supports diverse populations and that offers a range curricular and co-curricular activities. These activities promote positive experiences of diversity among students and faculty and staff members. Each academic college also provides students with opportunities to engage in multicultural activities and embeds the experience of diversity within its curriculum. The university's academic departments, schools and colleges are dedicated to hiring faculty and staff members from diverse backgrounds whose unique experiences and expertise will enrich students' learning experiences. To support these recruitment efforts, departments, schools and colleges solicit applications from individuals who have graduated from or worked at institutions with historically or traditionally diverse populations. Many search committees also include members who represent underrepresented subpopulations.

The faculty of university's **College of Education and Professional Studies** supports the college's goal of producing teachers who understand the needs of diverse learners in a changing society by offering courses and embedding activities that prepare teacher-candidates to work with students from various socio-economic backgrounds and health statuses, to deliver culturally sensitive instruction, and to help individuals with exceptionalities. Teacher candidates participate in a range of in-class activities, as-

122 <http://www.uco.edu/student-life/diversity/index.asp>

signments, readings, examinations, research projects, field experiences, internships, and service-learning activities that prepare them to meet the needs of learners and clients in a holistic manner. In addition, the College of Education and Professional Studies has for nearly thirty years sponsored the annual **Multicultural Education Institute (MEI)**¹²³, and faculty and students have numerous opportunities to attend presentations addressing diverse populations.

In addition, all of the university's Teacher Education programs are required to meet the **National Council for the Accreditation of Teacher Education (NCATE)**¹²⁴ accreditation standard 4, which mandates that teacher-candidates demonstrate competencies related to working with individuals in diverse contexts, including school sites with high concentrations of students from culturally diverse and/or lower socio-economic backgrounds and from underrepresented subpopulations. Teacher-candidates' knowledge, skills, and dispositions in this area are assessed using program artifacts including field performance evaluations by university faculty and supervisors as well as by partnering PK-12 school mentors during field experiences and student teaching. To respond to PK-12 learners' needs, the College of Education and Professional Studies provides specific instruction, including techniques for enhancing reading instruction and study skills, to assist candidates in remedying problems identified during their field experiences.

The university's **College of Business**¹²⁵ exposes students in its Bachelor of Business Administration (B.B.A.) program to diversity-related issues in both required and elective courses. Required courses that all B.B.A. students must complete include Legal Environment of Business (LS 3113), which covers labor and employment law topics such the legal ramifications of **employment discrimination**. Through the study of consumer behavior, students in Principles of Marketing (MRKT 3013) become familiar with a range of **cultural diversity issues** related to marketing. Students are also introduced to the value of diversity in electives such as Human Resource Management (MGMT 3313), Legal Environment of Human Resource Compliance (MGMT 3413), and Contemporary Workplace Issues (LS 4153).

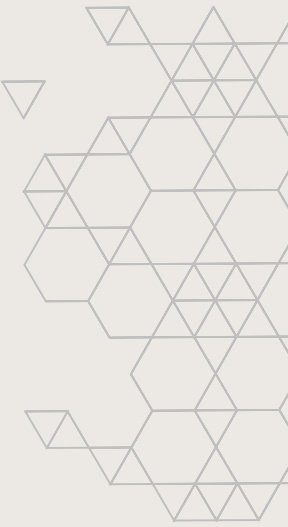
The curriculum in the **College of Liberal Arts**¹²⁶ provides students with a rich variety of opportunities to become familiar with diversity and with **the cultures and experiences of traditionally underrepresented populations**. In recent years, the college has increased the number of courses it offers on **non-Western cultures** or has embedded substantial sections of information of existing courses. The core Humanities courses serves as one example of adopting textbooks that include significant sections (chapters) on non-Western culture. The college also has vibrant partnerships with the **Confucius Institute** and the **Oklahoma ABC Chinese School**, and both organizations provide opportunities for students to participate in Chinese cultural events. The Department

123 <http://www.uco.edu/ceps/events/mei/index.asp>

124 <http://www.uco.edu/academic-affairs/pa/files/accreditation/Academic%20Accredit.pdf>

125 <http://busn.uco.edu/>

126 <http://www.uco.edu/la/>





of English's graduate program in **Teaching English as a Second Language (TESL)**¹²⁷, in turn, draws a diverse population of international students to campus and maintains strong ties with partner institutions in the Republic of Korea; these relationships ensure that the department's pedagogy is informed by the experiences and is responsive to the needs of English Language Learners in a global context.

The university **General Education Core Curriculum** is also designed to foster students' global and cultural competencies. Each of the seven areas addressed by the Core Curriculum (Written and Oral Communication; Quantitative Reasoning/Scientific Method; Critical Inquiry and Aesthetic Analysis; American History and Political Analysis; Cultural and Language Analysis; Social and Behavioral Analysis; and Life Skills) fosters increased awareness among students of global and multicultural issues.

The programs and services offered through the Division of Student Affairs' **Office of Diversity and Inclusion (ODI)**¹²⁸ also develop cultural competence and prepare students to be successful in an increasingly multicultural world. ODI sponsors **diversity workshops and lectures** throughout the academic year in classes including Success Central (UNIV 1012) and as part of the Office of Housing's Resident Assistant Training. ODI also collaborates with faculty members and student leaders to present the **REAL (Relationships, Ethnicity, Activism, Life) discussion series**; these monthly discussions, facilitated by faculty members and students, engage students in critical, meaningful dialogue about issues related to diversity and challenge students to become more aware of their own cultural perspectives and their ability to become agents of change.

ODI collaborates with student organizations to sponsor a wide variety of programs that **celebrate the diversity of the Central community and of the communities that the university serves**. These programs include Black History Month, the annual Powwow, the Asian Moon Festival, the Miss Hispanic UCO and Miss Asian UCO pageants, the Tunnel of Oppression experience, and the **Diversity Leadership Institute**, which examines discrimination, racism, privilege, prejudice, and stereotyping and which invites participants to expand their cultural awareness and prepares them to live in a multicultural world and to advocate for social justice.

Core Component 4.c.2: Promoting Technological Competence

The university is also committed to preparing its graduates to succeed in a **technologically diverse world**. This preparation begins in General Education Core Curriculum and extends through each undergraduate program. Within the **General Education Core Curriculum**, students are required to take six hours of English Composition and an additional three hours of Oral Communication¹²⁹, and these courses help students

127 <http://www.uco.edu/la/english/>

128 <http://www.uco.edu/student-life/diversity/index.asp>

129 <http://www.uco.edu/academic-affairs/files/aacc/forms/DescriptionCoreAreasREVISED42804.pdf>



to develop the sophisticated **online research skills** essential to success in our increasingly interconnected global community. Students who require additional assistance in developing their technological skills may elect to take any of the following courses within the Core Curriculum's Life Skills area:

- Professional Computer Applications and Problem Solving (CMSC 1053),
- Introduction to Computing Systems (CMSC 1103)
- Technology for Teachers (IME 3312),
- Personal Computer Productivity (ISOM 2012).

The university currently assesses students' technical proficiency using the College Board's WritePlacer examination and a public speaking anxiety survey, and it plans in the future to expand this assessment through the use of **National Survey of Student Engagement (NSSE)** measures and **Educational Testing Service-Proiciency Profile (ETS-PP)**¹³⁰ scores in reading and writing.

Each of the university's academic colleges ensures that students are competent in the use of technologies relevant to their disciplines as well as the broader community. The **College of Business** fulfills its strategic goal "to provide students with a current, relevant, and rigorous curriculum that best prepares them for ethical business leadership" in several business courses by incorporating technology and studying the impact of technology. Students in Strategic Management (MGMT 4813), for example, participate in a computer simulation of a business enterprise, while students in Management Information Systems (ISOM 3263) study technological solutions used in management, and students in Principles of Business Statistics (ECON 2173) use Microsoft Excel to solve statistics problems.

The **College of Education and Professional Studies**¹³¹ offers a range of programs that incorporate technologies including Web-based delivery systems, computer-generated assignments (e.g., PowerPoint, Excel, Word, and interactive white board applications) as well as statistical software products for analyzing and reporting research findings. The Teacher Education and Advanced School Preparation programs utilize an **electronic portfolio system** to track the completion of artifacts and to monitor students' progress through and completion of competencies. Teacher-candidates also complete courses that require the hands-on use of instructional technologies appropriate for teaching PK-12 learners, while Kinesiology students use fitness equipment, as appropriate.

Since the last site visit, in 2002, programs in the **College of Liberal Arts** including Broadcast, Photography, and *The Vista* (the university's student newspaper) have dramatically improved the range and quality of the technologies available to students. The **Broadcast Program**¹³² now boasts some of the industry's latest media technology, including live Internet streaming, virtual studio sets and Web-based news gathering systems. UCO students were also the first to broadcast a High Definition (HD) collegiate

130 <http://www.uco.edu/academic-affairs/assessment/gen-edu.asp>

131 <http://www.uco.edu/cpde/>

132 <http://www.uco.edu/la/masscomm/degrees/broadcasting.asp>

newscast in Oklahoma. Other disciplines, such as Geography, are also equipped with the finest software and satellite equipment, including a **cutting-edge Geographic Information System (GIS)** to support student learning and research. In the social sciences, including Sociology, Political Science and Criminal Justice, students are instructed in the use of **Statistical Package for the Social Sciences (SPSS)**.

The College of Liberal Arts has also committed significant financial resources to maintaining state-of-the-art technologies in its open computer laboratories, including most recent versions of **statistical applications**, and computers are replaced every four years to ensure their currency. In the Department of Mass Communication, computer laboratories are equipped with Macs and provide cutting-edge software packages frequently used in the social communication industry, such as Adobe CS6 Production, Design and Standard products, Adobe Lightroom 5, Final Cut Pro X, Soundslides Plus, Avid Media Composer 6, and Apple Final Motion 5.

The results of the Graduating Student Survey (GSS)¹³³, administered to graduating seniors, reveal that **graduates are confident in their use of computer applications to accomplish work tasks**. Since 2007, those who agree or strongly agree to this survey item regarding technology have averaged a robust 84%, with a range of a low of 80% (2009/10) and a high of 89% (2008/09). This indirect learning measurement demonstrates that students are confident of their ability to use new technologies effectively.

Core Component 4.d:

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The University of Central Oklahoma promotes the responsible acquisition, discovery, and application of knowledge in every area of its activity, and it emphasizes the importance of ethical behavior in its **Academic Mission Statement**, which calls upon the university to “Help students learn so that they may become productive, creative, ethical, engaged citizens and leaders,” and in its first **Core Academic Value**: “Integrity: We earn trust through honesty and ethical leadership.”

Core Component 4.d.1:

State, Local and Internal Policies and Procedures

The university strives to create an environment that fosters legal and ethical behavior by its stakeholders, including staff, faculty, and students. These efforts, in turn, draw upon and apply policies and procedures at the state, university, college, and course levels.

¹³³ http://broncho2.uco.edu/assessment/University_Surveys/GSS%202011/gss_annual2011/gss_annual2011/Web%20HTML/gss_2011.htm

At the state level, **Oklahoma Ethics Commission Rules**¹³⁴ address issues of ethical conduct for state officers and employees. The Ethics Commission investigates and prosecutes violations of these rules, and recommends civil penalties for infractions.

The **Oklahoma State Regents for Higher Education (OSHRE) Policy Manual** provides specific ethical guidelines for the state’s colleges and universities. In addition to the legal sanctions that attend violation of Ethics Commission rules, OSHRE expressly reserves the right to take additional disciplinary action in response to ethics violations.

The Regional University System of Oklahoma (RUSO), for its part, has recently created the **RUSO Tip Line**¹³⁵. This line allows individuals report, anonymously if they wish, suspected incidents of fraud, embezzlement, or theft. This Tip Line is powered by Ethics Point, a Web-based commercial platform widely used by industry and in higher education.

At the institutional level, the **Faculty Handbook**¹³⁶ and **Employee Handbook** enumerate specific expectations of both staff and faculty. Ethical standards for faculty members address, among other issues, conduct related to scholarship, instructional practices, and interaction with students and colleagues, with the wider community, and with the university itself. The **Faculty Handbook** specifies the processes to be followed if a faculty member is suspected of violating the ethics policies. Investigations can be initiated by individual faculty members, departments or schools, colleges, or by the university administration, and penalties range from verbal reprimands to dismissal from the university. The **Employee Handbook**, though not as detailed as the **Faculty Handbook**, also specifies the parameters of ethical behavior and reminds employees that the university’s reputation depends on the integrity of its staff members.

The **Code of Student Conduct**¹³⁷ describes the ethical expectations of students with respect to their conduct toward faculty and staff members and toward other students, as well as with respect to academic integrity. The **Code of Student Conduct**, which is published at the beginning of each academic year and is available online, also addresses the procedures for violations of ethical behavior. The university also promotes integrity by allocating resources in dedicating an office with a full-time staff to student conduct.

The **Office of Student Conduct**, housed within the Division of Student Affairs, addresses violations, investigates complaints, and provides oversight of investigative processes and penalties to ensure compliance with university policy. The Division of Academic Affairs further underscores the importance of academic integrity in a statement embedded in the two-page **Student Information Sheet and Syllabus Attachment**¹³⁸ appended to each syllabus. This statement indicates that faculty may use the online

¹³⁴ http://www.ok.gov/oec/About_Us/index.html

¹³⁵ <http://www.uco.edu/resources/ethicspoint-faq.asp>

¹³⁶ <http://www.uco.edu/academic-affairs/faculty-staff/handbook.asp>

¹³⁷ <http://www.uco.edu/student-affairs/conduct/>

¹³⁸ <http://www.uco.edu/academic-affairs/faculty-staff/syllabus.asp>

plagiarism-detection system Turnitin.com as a means of identifying plagiarism.

Core Component 4.d.2: Office of Research Compliance / Institutional Review Board

The responsible and ethical acquisition, discovery, and application of knowledge are foundational values of the academic community. To ensure the university maintains the highest ethical standards in its research activities, the Division of Academic Affairs has established, since the 2002 site visit, an active **Institutional Review Board (IRB)**¹³⁹, modeled on similar boards at leading research institutions.

Although the university had first created an IRB in 2000, the board initially met on an as-needed basis, with the dean of the Jackson College of Graduate Studies overseeing the review and approval of IRB applications. To strengthen and insure the integrity of the institutional review process, the university in 2003 developed **Institutional Review Board Guidelines, Policies and Procedures for the Use of Human Subjects in Research Activities**, aligning its practices with Title 45 of the Code of Federal Regulations, Part 46 (45 CFR 46) as implemented by the United States Department of Health and Human Services.

In January 2008, when the Office of Research and Grants became a separate entity within the Division of Academic Affairs, the IRB was transferred to the new office, and ORG's Assistant Director was appointed as IRB Chair. Since August of 2008, the reconstituted board has met on a monthly basis throughout the academic year. The IRB has nine voting members, including seven faculty members from four different colleges with expertise in research or ethics, and two individuals unaffiliated with the university who represent the wider community. Two administrators serve ex officio as members of the board.

In 2010 the **Office of Research Compliance (ORC)**¹⁴⁰ became a separate unit within the Division of Academic Affairs and was charged with directing and overseeing the activities of the IRB and of the **Institutional Animal Care and Use Committee (IACUC)**, which approves and monitors research involving vertebrate animals. In the same year, the IRB developed, updated, and approved a set of Standard Operating Procedures. In April 2011, the IRB obtained **Federal Wide Assurance (FWA)** from DHHS' Office of Human Research Protections of the. This legal agreement certifies the university's commitment to abide by federal regulations regarding research on human subjects and by the ethical principles as set forth in the Belmont Report (1979) in all research conducted by faculty, staff, or students, involving human subjects.

ORC receives all IRB and IACUC applications and determines the appropriate review category. The university requires that all IRB research investigators have current **Na-**

139 <http://www.uco.edu/academic-affairs/research-compliance/board.asp>

140 <http://www.uco.edu/academic-affairs/research-compliance/index.asp>

tional Institutes of Health (NIH) certification in "Protecting Human Research Participants" (PHRP) or Collaborative Institutional Training Initiative (CITI) training. Approved IRB applications must be reviewed on at least an annual basis, and any modifications must be approved prior to implementation. The IRB Chair conducts¹⁴¹ **ethics education programs** for students enrolled in research-based classes as well as for faculty and staff. Beginning in 2012, the IRB has conducted **train-the trainer workshops for faculty teaching research-based classes.** For classes that combine research and education, the IRB has developed more streamlined **Pre-Designed Projects (PDP) procedures**¹⁴² that are consistent with the federal guidelines but eliminate the need for each student to submit a separate IRB applications.

As the following data indicate, participation in the IRB process has increased dramatically over the course of the past eight years.

*As of 11/15/11

+PDP Applications cover an entire class (generally 20-25 students).

Core Component 4.d.3: College-, Department- and School-Level Initiatives and Procedures

Each academic unit on campus monitors and sanctions infractions of academic integrity¹⁴³. The academic colleges ensure that the acquisition and application of knowledge within their academic departments and schools conform to the professional standards of the disciplines that they teach. At present, almost **200 different courses address ethics as their primary subject matter or devote a significant portion of the course to ethics of research and scholarly and creative activities as well as to the responsible application of knowledge.** Some programs, including Business Administration and Criminal Justice, require all of their majors to complete a course specially dedicated to ethical research and application of knowledge.

Departmental chairpersons and school directors, in turn, regularly review comments from the **Student Perception of Instructional Effectiveness (S.P.I.E.)** survey to identify possible cases of ethical misconduct, and academic deans are notified of complaints against faculty or staff involving ethical misconduct.

Several colleges have developed assessments to measure students' understanding of ethical standards. The **College of Business**, for example, has adopted specific measures to gauge its students' mastery and retention of ethical concepts. The college also sponsors a Student Ethics Club¹⁴⁴ that meets regularly and frequently hosts guest speakers from local businesses who address the nuances of ethical business practices. The **College of Liberal Arts**, in turn, underscores the importance of the responsible ap-

141 <http://www.uco.edu/academic-affairs/research-compliance/files/documents/sops.pdf>

142 <http://www.uco.edu/academic-affairs/research-compliance/student/pdps.asp>

143 <http://www.uco.edu/student-affairs/conduct/integrity/index.asp>

144 <http://busn.uco.edu/student-organizations>

plication of knowledge in articulating for its stakeholders the characteristics of the “LA Experience,” which challenges students to act ethically.

Core Component 4.d.4: Other Institutional Mechanisms of Ethical Accountability

The university takes advantage of a variety of additional opportunities to emphasize to its students, faculty and staff the importance of ethical conduct and personal and professional integrity. The **New Broncho Orientation**¹⁴⁵ and **New Faculty Orientation** programs both address academic integrity in explicit terms, while the annual **Faculty Enhancement Day**, held during the week preceding each fall semester, regularly includes sessions related to academic integrity and the processes for responding to ethical violations such as plagiarism.

The **Office of Legal Counsel**¹⁴⁶ provides training to faculty and staff members who serve on hiring committees to ensure that they follow proper hiring procedures. Once a member of a hiring committee has completed this training, he or she is certified to serve for two years before having to complete another training session.

The university, to fulfill the federal **Responsible Conduct of Research (RCR)** mandate, is developing learning modules that federal grant recipients will be required to complete. These modules will address ethics in research and the responsible use of knowledge. Beginning Fall 2012, an empirically validated training program will be implemented.”

Core Component 4.d.5: Green Campus Initiatives

The University of Central Oklahoma, which is nationally recognized as a **Green Campus**¹⁴⁷, also promotes ethical conduct by encouraging and modeling the responsible use of natural resources. All of the university’s electrical power is now wind-generated, and the university has also replaced all of its water urinals with waterless urinals, conserving 40,000 gallons of water per year. Cooking grease from campus dining facilities is converted into a bio-fuel that powers all on-campus vehicles, while new, energy-efficient copiers and printers have allowed the university to cut its electrical usage significantly. An aggressive, campus-wide recycling program, in turn, has yielded revenues that support eco-friendly landscaping initiatives such as the planting of native trees and shrubs that consume less water.

The university has been honored for its ethical commitment to responsible environmen-

145 <http://www.uco.edu/student-life/orientation/index.asp>

146 <http://www.uco.edu/administration/legal/index.asp>

147 <http://www.uco.edu/administration/green/index.asp>

tal stewardship with a **series of prestigious awards for sustainability** including the Environmental Protection Agency’s Power Partner Award (2005)¹⁴⁸ and University and College Green Power Challenge Conference Championship (2006, 2007-08, 2009-10, 2011), the National Association of College and University Business Officers’ Innovation Award for Sustainability (2007), the Oklahoma State University Environmental Institute’s Green Award for Sustainability (2008), and the *Journal Record* Innovator of the Year Award for Sustainability (2008).

UCO Today

Since the last site visit in 2002, the University of Central Oklahoma has created internal structures and refined processes that have **strengthened the institution’s place in the community** and have improved its effectiveness in helping students learn. Particularly significant initiatives and developments may be enumerated in several functional categories:

Faculty-Centered

- **Teaching and Transformative Learning Day**¹⁴⁹, held for a full day during the week before fall semester classes begin, is an innovative approach in addressing faculty development. For the past decade, this important professional development program has enjoyed campus-wide support.
- **New Faculty Orientation** programs are common at colleges and universities. At the University of Central Oklahoma, however, new faculty orientation is divided into a two-day university-level orientation followed by a half-day college orientation that targets issues germane to the new faculty member’s home department and discipline.
- **New Faculty Mentorship** programs, tailored to the specific goals and culture of specific fields and disciplines, have been established in each of the university’s academic colleges.
- The **Teaching and Learning Institute**, a new program launched by the Division of Academic Affairs in 2010, assists faculty and staff members in developing innovative Transformative Learning pedagogies.
- The **Transformative Learning Conference**, an annual event held during the spring semester and open to the entire UCO community, brings a leading expert in Transformative Learning to campus each year and includes a wide variety of sessions and events related to transformative learning.
- The **Center for e-Learning and Continuing Education (CeCE)** sponsors a monthly lunch-and-learn Webinar that focuses on learning pedagogies, classroom management, student-centered learning, distance education, and other crucial topics in pedagogy.
- The **UCO Emeriti Faculty Association** provides continuing education, support for group members, and recognition of the achievements of retired faculty and

148 <http://broncho2.uco.edu/press/prdetail.asp?NewsID=11551>

149 <http://www.uco.edu/academic-affairs/cettl/events.asp>

staff members.

Staff-Centered

- The Educators' Leadership Academy (ELA)'s **Higher Education Department Chair Academy**¹⁵⁰ provides chairpersons and school directors with management tools and strategies to resolve common, everyday challenges. The academy invites dialog among current, past, and future chairpersons and school directors in an environment conducive to problem-solving.
- **New Chairperson/Assistant Chairperson Orientation** is a relatively new program that provides essential tools to manage an academic department or school effectively. This orientation presents technical aspects of the chairperson's duties as well as theoretical approaches to effective academic leadership.
- The Office of Human Resources' **Advantage Courses** address key issues that confront today's employees in every area of the university's academic and support activities.
- **Safety Training** and **Cyber-Security Training** are offered regularly through online and face-to-face modes of delivery.
- The annual **Road To Greatness (R2G)**¹⁵¹ addresses the needs of staff in the twenty-first-century as it builds community among employees working in every division of the university.

Student-Centered

- **Oklahoma Research Day**¹⁵², a robust event founded at Central and held each spring semester, is attended by students from almost every post-secondary institution in Oklahoma. Oklahoma Research Day highlights the research and the scholarly and creative achievements of the university's undergraduate students.
- The **Liberal Arts Student Symposium**, now in its twenty-fifth year, is held every spring semester and celebrates student research and creative activities within the college. The **Education and Professional Studies Student Symposium** is now in its seventh year and also highlights undergraduate and graduate research.
- Each of the university's academic colleges provides **generous support for student travel** to present original research and scholarly and creative work at professional conferences.
- The university's innovative **Service Learning Transcript** enables students to demonstrate to prospective employers their commitment to community experience and their active engagement with the wider community with at Central.
- The university's **Global Competency Certification**¹⁵³ enables students to record and receive recognition for the diverse range of curricular and co-curricular activities that develop global and cultural competency.
- **HireBronchos.com**¹⁵⁴, a Web-based resource that connects graduates with

150 <http://www.uco.edu/academic-affairs/cettl/ela/academies/higher-ed-chair.asp>

151 <http://events.uco.edu/administration/r2g/index.asp>

152 <http://www.uco.edu/academic-affairs/research-grants/oklahoma-research-day/index.asp>

153 <http://www.uco.edu/student-affairs/cgd/>

154 <http://broncho2.uco.edu/hirebronchos/>

employers, enables the Office of Career Services to build bridges to employers in the community, and it provides graduates with a means to connect with potential employers.

- The university's **Office of Disability Support Services** ensures the appropriate accommodation of students with physical and learning disabilities.
- The **Urban Teacher Preparation Academy (UTPA)**¹⁵⁵ is a unique program that equips teacher-education candidates to succeed in the most challenging urban school settings. This program prepares future teachers to meet the challenges of working with diverse urban student populations.

UCO Tomorrow

In order to maintain the highest academic standards and to provide the rich variety of curricular and co-curricular experiences that students in the twenty-first century demand, the University of Central Oklahoma will have to meet a variety of new challenges. To achieve this goal, the university is pursuing six major goals:

President Betz has convened a committee of leaders from across campus to study, evaluate, benchmark, and recommend multi-year strategies through which the university will become a **top-tier metropolitan university**.

Most academic and support units have already articulated the importance of the Central Six tenets¹⁵⁶ to their specific objectives. The next phase of strategic planning will require a more **systematic, university-wide discussion of the specific applications of the Central Six tenets in achieving the institution's shared mission**.

The university is continuing to explore possibilities for **recording and certifying students' curricular and co-curricular engagement with the Central Six tenets in a single document**¹⁵⁷.

The university is committed to securing **additional faculty and staff positions** in order to ensure that it will continue to be competitive¹⁵⁸, in both its academic and its support programs, with its metropolitan peer institutions.

University employees have not had a **salary adjustment** for more than five years, and there is currently no provision for **merit-pay**, even though a task force several years ago developed a model for implementing a bonus and merit pay system. The absence of such a system, coupled with absence of any salary adjustments for several years, has had a markedly adverse effect on faculty and staff morale.

155 <http://www.uco.edu/ceps/utpa/>

156 <http://www.uco.edu/central/tl/central6/index.asp>

157 <http://www.uco.edu/academic-affairs/files/TransformLrningCollaborating.pdf>

158 <http://www.uco.edu/academic-affairs/about/metropolitan.asp>

The university's leadership will need to develop a viable model of **shared governance** to ensure the continuing vitality of the institution and to address patterns of top-down decision-making that have, in the past, caused significant tensions within the campus community.



CRITERION 5:

**As called for by its mission,
the organization identifies its
constituencies and serves them in
ways that both value.**



Introduction:

The University of Central Oklahoma lives out its mission to “contribute to the intellectual, cultural, economic and social advancement of the communities and individuals it serves” (**UCO Vision, Mission & Call to Action**) by offering a variety of programs and services to members of the Edmond and metropolitan Oklahoma City communities, by encouraging creative and constructive engagement by university students and faculty and staff members with individuals and communities throughout the state, and by placing its intellectual and physical resources at the service of its many local, regional, national and international stakeholders.

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

The University of Central Oklahoma takes seriously its commitment to the communities that it serves as Oklahoma’s first Metropolitan University. The institution continuously assesses its relationships to those communities in order to refine and expand its outreach programs and to identify and implement new ways of contributing to the intellectual, economic and social advancement of its diverse stakeholders.

**Core Component 5.a.1:
The University of Central Oklahoma serves our diverse campus population through the creation, development and expansion of the Office of Diversity and Inclusion.**

The University of Central Oklahoma expanded the mission and vision of its **Office of Multicultural Student Services** in August of 2011 following a period of thoughtful discussion with both internal and external stakeholders, a review of best practices at peer and aspirational institutions, and careful strategic planning. Renamed the **Office of Diversity and Inclusion**, this crucial unit develops, sponsors and supports a wide range of programs that promote academic success, encourage retention, and enhance the graduation rates of students from underrepresented backgrounds while expanding the cultural horizons of all of the university’s students, faculty and staff members, and external stakeholders and fostering appreciation of the rich diversity of cultures and lived experiences within the university community.

The Office of Multicultural Student Services was an integral component of the Office of Campus Life from 2001 until 2006, with a specific mission to support African American, Asian American, Native American and Hispanic students. To facilitate this important work and to expand the outreach of the unit, the Office of Multicultural Student Services was accorded independent status within the Division of Student Affairs in August of 2006, and its staff was expanded to include a director, a coordinator, and an administrative assistant. Between 2006 and 2011, the office developed programs and sponsored



organizations and activities that specifically addressed the needs of the university's African American, Asian American, Native American and Hispanic students. In recent years, the Office of Multicultural Student Services expanded its role on campus by offering programming to meet the needs of women students and of bisexual, gay, lesbian and transgender students, and these outreach and support initiatives have become part of the unit's formal mission as the Office of Diversity and Inclusion.

In 2010, over 6,000 individuals visited the Office of Multicultural Student Services, which sponsored or supported **more than forty programs** attended by **more than 3,600 students, faculty, staff and community members**. These activities included the campus's Martin Luther King Remembrance Celebration; the Black History Month Kick-off; a screening and discussion of the documentary series **Black in America**; the Black Student Association's Step-Show; the Miss Black UCO, Miss Hispanic UCO, and Miss Asian UCO competitions; a range of Black History Month and Hispanic Heritage Month events and observances; the Black Student Association's "State of the Black Church" forum; the "Love Your Body" campaign; the "Even Superwomen Struggle" forum; the Exceptional Women brunch; the campus's Cinco de Mayo celebration; the Multicultural Graduation Banquet; sushi-rolling and pho' nights; the Ebony Gospel Choir Extravaganza; the Multicultural Leadership Institute and Multicultural Orientation Program; the Dream Act Discussion Forum; the Native American Student Association's stick-ball competition and Native Language Workshop; and UCO's Asian New Year Celebration.

Since 2001, the Office of Multicultural Services has initiated several new programs to engage and support students from underrepresented backgrounds and to promote understanding and appreciation of diversity throughout the university community. These activities include the **Asian Moon Festival**, which celebrates the annual Chinese holiday connected with the fall harvest. At the University of Central Oklahoma, this celebration incorporates elements from a variety of Asian cultures, and it provides an opportunity to share Asian cultural activities with the Edmond community. The **Martin Luther King Enterprise Oratory Competition** encourages students to compose and deliver original speeches addressing the theme "His Dream, Our Reality," while **Unity Fest**, held during homecoming, ensures that the university's homecoming celebration reflects the diverse cultures and backgrounds of the university's students.

Throughout the year, the **R.E.A.L. (Relationships, Ethnicity, Activism, Life) discussion series**, facilitated by faculty members, provides students with the opportunity to discuss complex issues associated with racial, ethnic, and sexual diversity. The **Multicultural Leadership Institute**, in turn, provides students with the leadership skills necessary to foster positive change through the implementation of multicultural and diversity awareness programs, through education and advocacy initiatives, and through research programs. The Institute's goal is to inspire students to become national leaders in transforming society by promoting multicultural awareness among individuals, in organizations and in society as a whole. The multimedia **Tunnel of Oppression**, presented on an annual basis, promotes these goals by providing students, faculty and staff members and members of the wider community with an eye-opening and consciousness-raising introduction to the many forms that oppression and discrimination take within our

culture.

The work of the Office of Multicultural Student Services, now the Office of Diversity and Inclusion, has been supported by **donations from the wider community** including a gift of \$900.00 from Enterprise Rent-a-Car in support of the Martin Luther King Enterprise Oratory Competition and a donation of textbooks from Textbook Brokers for student participants in the Multicultural Orientation program. Student organizations working with the Office of Multicultural Student services have made important contributions to both the university and the metropolitan Oklahoma City communities. The Black Student Association (BSA), for example, partnered with Guiding Right Inc. to provide free HIV testing to students and offered discounts on tickets to the organization's step-show to students who were tested. Over 200 students were tested in 2010. Members of the Hispanic American Student Association (HASA) supported Civil Rights and Civic Engagement on a statewide level by passing out handbills explaining the importance of voting and participating in a protest related to the immigration-related Oklahoma House Bill 1804. HASA members also assisted students at Edmond's Santa Fe High School with completing college admission applications, while members of the student organization Women of Many Ethnic Nationalities (WOMEN) helped to organize and implement the "Out of the Darkness" program, which supports suicide prevention.

The Office of Diversity and Inclusion carries on the valuable work of the Office of Multicultural Student Services by **partnering with academic and support programs and student organizations** across campus to provide services to students from underrepresented backgrounds and to promote understanding of and appreciation for diversity on campus and within the wider community. The office works with the Department of English, the Department of Mathematics and Statistics and the Student Counseling Center to provide "Study Focus" tutoring services to the students it serves, and it collaborates with the Office of Undergraduate Admissions and the Department of Mass Communication to sponsor the Martin Luther King Enterprise Oratory Competition; with the Office of Volunteer and Service Learning to sponsor "King Week," a week-long celebration of Martin Luther King, Jr.'s legacy through service to the community; and with the Office of Housing and Dining, the Wellness Center, and the university's Student Alliance for Equality (SAFE) to implement the "Tunnel of Oppression" program. The Office of Diversity and Inclusion also provides resources and letters of support to the TRIO Programs and to other campus organizations and offices for their applications seeking grants to promote diversity and to support students from underrepresented backgrounds.

Core Component 5.a.2:

The University of Central Oklahoma develops collaborative partnerships and innovative services to serve and support distinct constituencies.

The university has developed partnerships throughout the local community that meet distinct needs unique to its campus and student population.



The **Good Shepherd School at Mercy** is a collaborative project developed with support from the Roman Catholic Archdiocese of Oklahoma City, Mercy Hospital and the university in collaboration from the Inasmuch Foundation. The Good Shepherd Catholic School serves children between the ages of three and nine who have been diagnosed with autistic spectrum and neurological disorders.

Each student admitted to the Good Shepherd School is evaluated to develop an appropriate treatment plan and is assigned a behavioral interventionist who works with the student on a one-on-one basis. A Board Certified Behavior Analyst supervises all programs. The school's staff uses the principles of applied behavior analysis on a daily basis to address each student's needs through social, behavioral, verbal, adaptive, academic and play skills. Parents of Good Shepherd students are required to participate at least two hours each month at the school so that they will be able to acquire and share techniques to use with their child.

The **UCO Veteran Support Alliance** was founded in 2009 by the university's Office of Career Services and organized Service Member to Student: A Community Forum of Higher Education Resources in 2010. Chapters of the Student Veterans of America Organization and the S.A.L.U.T.E. Honor Society were founded on campus in 2011. The **Veterans' Higher Education Resource Office (VetHERO)** serves the campus as a centralized source of information and support for UCO's 600 veterans and service members by coordinating services to address their academic, financial, physical and social needs. VetHERO, which was modeled on the University of North Texas' Veterans Center, pursues three major goals: removing barriers by supporting veterans' transition to campus life, connecting veterans and service members to resources both on and off campus, and recognizing veterans and service members at the university through programs and scholarship.

The **Office of Parent Programs**, in turn, engages parents and families as members of the university community. The goals of this office are to increase communication with parents and offer programs that benefit each student and their family support system. The Office of Parent Programs sponsors programs including Parent Orientation, Parent's Weekend, and the Parent and Family Association that encourage communication between the university and parents, make scholarship opportunities available to students, and facilitate networking and support for parents of UCO students.

The **UCO Women's Outreach Center**, which opened on March 1, 2012, celebrates women's achievements, promotes critical analysis of the role that gender plays in human experience, and provides resources for women as they empower themselves and each other. The Center offers opportunities for reflection, engagement, and personal growth to all students, with a particular emphasis on honoring women's voices and encouraging the full, active, and equal participation of women in the life of the university.

The **Office of Disability Support Services** serves those students whose physical or **mental impairments substantially limit major life activities**. Disability Support Services provides and coordinates mandated support services, auxiliary aids and accom-

modations for students with disabilities so that these students will have equal access to an education, and it assists students with note- and test-taking support, grievance and appeal processes, and personal support. This office also serves as a resource to the university community and promotes awareness so that these students can participate in all facets of campus life.

Core Component 5.a.3:
Supporting the University of Central Oklahoma's mission to prepare students to be globally aware and adaptive, the university's Centre for Global Competency and Office of International Services provide educational exchanges, awareness programs, and community partnerships to help students succeed in a constantly changing world.

The University of Central Oklahoma's **Centre for Global Competency (CGC)**, established in 2008, offers a new model for academic, community and corporate cooperation that encourages students to become globally competent individuals. A collaborative venture of the Divisions of Academic Affairs and Student Affairs, CGC is a constituent unit of the university's **Office of International Services**, which also oversees international admissions, immigration and global marketing. CGC's Faculty Global Competency Officer acts as a liaison between CGC and the faculty, while its International Activities Coordinator oversees a wide range of activities that bring international and domestic students together. The Divisions of Student Affairs and Academic Affairs both provide financial support and supervision to CGC.

International journalist and television personality Lisa Ling, in her address at CGC's dedication, underscored the growing need for global awareness, and CGC has helped to meet that need by preparing students to compete in the increasingly globalized economy and by offering a wide range of opportunities for students to participate in international experiences. To meet this goal, CGC has established study abroad programs with thirteen different institutions throughout the world, has provided numerous overseas faculty exchange opportunities, and has created programs such as Broncho Buddies, Ignite, and CRISP that enable international and domestic students and families to build relationships with one another. These programs are described in more detail in the Criterion Four report.

The University of Central Oklahoma recognizes its students' participation in these programs with a **2020 Certificate of Global Competency** and is one of only three universities in the United States to certify its students' global competency in this way. Participants in this certificate program are able to bring together all of their international experience on a single transcript issued by CGC. CGC presented the first nine 2020 Certificates of Global Competency in March of 2011; thirteen students are currently pursuing this certification, which takes approximately two years to complete. CGC maintains constant communication with these students regarding activities sponsored by other university offices and organizations as well as by CGC that will help them to meet their certification requirements. CGC also conducts outreach to community leaders in the



private sector to promote greater recognition of the value of this certification.

Core Component 5.a.4:
The University of Central Oklahoma’s Athletic Department engages the university’s student athletes through a multi-faceted approach to holistic development.

The University of Central Oklahoma’s Athletic Department has developed and implemented a variety of initiatives to meet student athletes’ academic and personal needs. Each of the university’s student athletes is required, for example, to attend an extensive orientation that emphasizes the vital role that athletics play within the university and Edmond communities. This orientation presents the institution’s **Code of Conduct for student athletes**, which articulates the institution’s expectations of behavior and performance. The Athletic Department has also partnered with the Office of Alcohol and Drug Abuse Prevention to offer **Choices**, an NCAA-funded program that presents information on the damage that alcohol and drug abuse inflict on the body and that presents resources to help athletes avoid alcohol and drug abuse.

Student athletes enjoy priority enrollment, which enables them to schedule their academic courses in such a way as to minimize conflicts with practice and travel schedules. The university’s coaching staff coordinates on-campus study halls four days a week and conducts grade checks after the sixth week of the semester. The Athletic Department has also partnered with **Tutoring Central** to provide services to student athletes with additional academic needs and is currently working with the **Department of Kinesiology and Health Studies** to address such topics as athletic training, health and fitness initiatives, and academic partnerships.

The university has a well-developed **Student Athlete Advisory Council**, which responds to the concerns and needs of all of its student athletes. The council addresses topics including academic, financial and professional support, and it provides community outreach and service opportunities for athletes.

The Athletic Department has achieved **significant success in its move to the MIAA Athletic Conference**, which is recognized as the premiere Division II conference in the country. The university elected to move into this conference because of several characteristics of MIAA that support the university’s goals for its student athletes and its athletic programs. These characteristics include the academic success of MIAA student athletes, as measured by graduation rates; the competitive success of MIAA’s member institutions; the competitive equality among MIAA institutions; MIAA’s robust championship component, for post-season play; MIAA’s commitment to facility development; and the level of funding for MIAA’s member institutions. Participating in MIAA increases the university’s ability to provide top-tier athletic competition at the Division II level while supporting the academic success of its student athletes.

The overall strength of the university’s athletic program is reflected in its recent achieve-

ment of **Top 20 standing** among all Division II institutions in the **Spring 2012 Director Cup Standings**. The success of the university’s athletic programs has made possible the development of a robust, revenue-generating program with significant levels of annual corporate sponsorships, including the largest single gift (\$1.5 million) for scholarships in the university’s athletic history. The university has also established a **“culture of compliance,”** completing a three-year probationary period imposed by the NCAA, and has resolved a decade-old gender-equality issue. In addition, the Athletic Department has developed adequate **transportation options** by securing charter bus services as well as by purchasing an additional bus and fifteen-passenger van.

The Athletic Department has made significant efforts to support the university’s student athletes, to increase the visibility of its programs, and to provide top-tier athletic events to the campus and to the wider community.

Core Component 5.b:
The organization has the capacity and the commitment to engage with its identified constituencies and communities.

The University of Central Oklahoma’s faculty, staff and students place themselves at the service of the institution’s diverse community of stakeholders through a wide range of outreach initiatives, programs and events. The university continues to develop new initiatives to meet the needs of the many communities that it serves.

Core Component 5.b.1:
The Volunteer and Service Learning Center provides students, faculty and staff with an extensive number of volunteer activities and philanthropic opportunities that promote service and engagement throughout the Edmond and greater Oklahoma City communities.

The University of Central Oklahoma’s **Volunteer and Service Learning Center (VSLC)** provides members of the university community with a wide range of opportunities to perform meaningful service throughout the metropolitan Oklahoma City area. VSLC also provides resources to support students, faculty and staff, and community members in developing and **implementing volunteer and service learning projects. These efforts promote civic engagement by instilling a commitment to public life through communities of practice.**

The University of Central Oklahoma defines **service learning** as a course-based, credit-bearing activity in which students participate in service projects that meet identified community needs and in which they reflect on their participation to gain a better understanding of course content, as well as an enhanced sense of civic responsibility. Service learning integrates community service into academic instruction to support the learning goals of a course; this connection offers a dynamic opportunity to strengthen student learning in a context in which students gain firsthand experience of economic,





social, cultural, educational, environmental and political issues directly relevant to the course’s content.

VSLC provides students with a wide range of opportunities to volunteer with programs and agencies, including the university’s annual 9/11 Service Project for firefighters, the HOPE Center in Edmond, the Oklahoma Safe Kids Coalition, Habitat for Humanity, the Oklahoma Juvenile Diabetes Research Foundation, Infant Crisis Services, and OKC Beautiful, Inc. These programs and organizations and hundreds of others, in turn, benefit directly from the work of student volunteers in meeting the needs of their diverse constituencies throughout central Oklahoma.

VSLC also takes the lead in sponsoring events throughout the year that bring the campus and the wider community together to address particular areas of need. These events include the annual Volunteer Fair in August, the 9/11 Service Project, the campus Shack-a-Thon and Poverty Awareness Week observances in October, the Thanksgiving Food Drive, the Martin Luther King Day of Service, the campus-wide Big Event day of service and Alternative Spring Break in March, the Relay for Life in April, and the Broncho Difference community service initiatives in August and in April.

Each of these programs emphasizes the importance of community and helps students, faculty and staff to form connections with the communities that the university serves. The **Big Event**, for example, is the largest day of service on the university’s campus, as students, faculty and staff show their appreciation of our surrounding community by going out to volunteer sites and performing numerous forms of service. Hundreds of student volunteers donated their time and effort to twenty-four community organizations during the most recent Big Event.

The number of hours that students have spent volunteering and the number of organizations that they have served have increased fourfold in the past six years. In 2010-2011, more than 6,000 student, faculty and staff logged over 113,000 community service hours through VSLC, representing a dollar value of \$2.28 million of work performed in the Oklahoma City metropolitan area both by individual volunteers and through programs sponsored by VSLC.

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Hours Volunteered	4874.25	12894	18211	56407.25	113563
Number of Volunteer Opportunities	104	222	380	425	434
Organizations Served	55	116	215	229	248

Table 5.1 – Volunteer hours/Opportunities/Organizations Served

VSLC also makes grants to faculty members and students who have developed service-learning projects, and it distributes scholarships and awards to students and faculty members who have made a commitment to service-learning both in the classroom and in their personal lives.

VSLC helps students to track their volunteer efforts throughout their academic careers. Upon graduation, students may request a **Service Learning Transcript** that lists the organizations and volunteer initiatives in which they have been involved; this transcript serves as a valuable tool in students’ search for professional employment. Students who complete at least 300 hours of community service during in their four-year programs also receive a commemorative medal to be worn during graduation ceremonies.

**Core Component 5.b.2:
The University of Central Oklahoma’s Office of University Relations employs effective and innovative methods to draw together the university and local communities.**

The University of Central Oklahoma’s **Office of University Relations** recognizes that the institution serves many different internal and external constituencies, including students, faculty, staff, alumni, donors and prospective donors, prospective students, parents, community leaders, legislators and members of the business community. The mission of the Office of University Relations is to communicate effectively with all of these constituencies and to articulate the university’s mission, vision and goals in ways that resonate with this diverse range of stakeholders.

The Office of University Relations draws upon the university’s long and proud history as it articulates to both internal and external constituents the values and goals of faculty, staff, alumni and administrators as they work together to provide transformative educational experiences that will empower the university’s students to become productive, creative, ethical and engaged citizens and leaders serving our global community. In an environment in which prospective students confront a rapidly expanding range of alternatives for pursuing their professional goals, the Office of University Relations strives clearly to define the enduring value of a University of Central Oklahoma education. Extending and protecting the university’s distinctive identity is a pragmatic business imperative, and the university is committed to a unifying identity, to a strong “brand” that will enable prospective students and external stakeholders to understand the unique history, the core values and the distinctive vision that define the university and inform its work within the wider community. University Relations also works in partnership with the **Office of Information Technology** to ensure that the university’s Web presence will be consistent with these campus-wide marketing and branding efforts, which are articulated in documents including the **Graphics Standards Guide** that University Relations developed over the course of the past three years.

The professional staff of the Office of University Relations represents the university within the wider community through press releases; advertising, branding and marketing initiatives; publications; and active participation in electronic and social media.



University Relations has, for example, pursued multiple projects involving new media including unique promotional campaigns on Facebook for the university's summer session and for the Dr. Joe C. Jackson College of Graduate Studies.

The Office of University Relations also serves as the **public relations, advertising and marketing agency** for the university's many departments, offices and programs, ensuring that the university's story is communicated in a manner consistent with the university's established branding and graphic standards. The office's **News Bureau**, for example, writes and distributes press releases to local, regional and national media, specifically tailoring each release to complement the integrated marketing goals of the entire university while promoting the unique qualities of each client's story. So, too, University Relations designs posters, brochures, logos, news releases, and advertisements that create a unique, memorable brand identity that helps to achieve the university's goals.

The Office of University Relations provides **professional video services** to university departments and divisions that wish to communicate with their constituencies through video, whether in the classroom, at a service group meeting or through the uco.edu Website. The office's video professionals produce, shoot, script and edit videos, creating a high quality product targeted to specific audiences. The office also produces **multiple university publications**, including the biannual alumni magazine **Old North**, the quarterly **Central Intelligence**, and the daily electronic newsletter **Centralities**, which is distributed to all faculty and staff members.

As the university's **official communications office**, University Relations serves as the liaison between the news media and the university community by assisting the media in covering university-related events and in utilizing the expertise of the university's faculty, staff and students. In addition, the Office of University Relations provides counsel and coaching to members of the university community in all aspects of media relations, ensuring that the messages they convey are accurate and consistent and support the goals and initiatives of the university. University Relations has built a strong reputation and effective relationships with the media and is committed to protecting and maintaining those relationships.

In the fall of 2008 the Office of University Relations entered into a partnership with Stamats, a higher education research and marketing firm, to conduct a **comprehensive survey of many of the university's constituencies** to help determine the most effective way to convey the university's message to those constituencies. This survey was designed to identify the university's perceived strengths, weaknesses and differentiating characteristics and to assess the extent to which respondents associate the University of Central Oklahoma with specific qualities and ideas. The results of this survey, delivered to the university in July of 2009, identified several primary and secondary attributes of the University of Central Oklahoma that assisted University Relations in developing consistent messages to all of the university's constituencies.

In 2009, a creative team from throughout the university gathered to review the results of this survey and to create a new tagline for the university. The creative team selected

the tagline "**Live Central**" because it distills widespread and credible perceptions of the university; because it is active and direct while at the same time warm and inviting; and because its open-endedness invites internal and external constituents to articulate their own sense of the value of the University of Central Oklahoma experience.

Throughout the past decade, as the University of Central Oklahoma has grown, the Office of University Relations has continued to embrace the latest communications technologies while maintaining the highest standards of excellence in articulating the university's message to all of its constituents, both on campus and within the diverse communities that the university serves.

Core Component 5.b.3:

The University of Central Oklahoma's co-curricular activities include an impressive range of meaningful events that connect students, faculty and staff with members of the wider community in philanthropic, commemorative and educational events.

The University of Central Oklahoma pursues its goal of mutually constructive engagement with the local, regional, national and international communities through numerous events sponsored by the Division of Student Affairs, by the university's theatre and arts programs, and by the university's athletic programs and its student-led service organizations. These events and programs reach out to the local community and encourage active collaboration between the university and its diverse external constituencies.

The annual **Presidents' Club Children's Christmas Party**, for example, connects local elementary school students with students and faculty and staff members by pairing disadvantaged children with university sponsors who provide gifts ranging from necessary items such as socks, pants and shirts to toys that the children can enjoy. Over 200 children and more than 450 student volunteers from the university participated in this program in 2010. Elementary school children and student volunteers at this celebration also participate together in arts and crafts projects, carol singing, and visits with Santa.

The university's **Winterglow** is another major point of interaction between the university and the wider community. Each year Winterglow inaugurates the holiday season in Edmond with activities that take place throughout the city and campus, beginning in downtown Edmond and culminating in the traditional lighting of Old North and other campus buildings. Students in the university's vocal ensembles and choirs perform traditional carols during the lighting ceremony. During the festivities, students, faculty and staff members and members of the Edmond community participate in activities including Christmas tree, home and office decorating contests. In 2010 more than 1,200 members of the Edmond and University of Central Oklahoma communities participated in Winterglow events.

The university's **College of Fine Arts and Design** creates, develops and performs a wide range of artistic programs that not only develop the professional skills of the stu-



dents and faculty involved but also reach out to younger students and adult community members who are interested in theatre, performance and the musical arts. These events include **Theatre Arts High School Drama Day**, when the Department of Theatre Arts invites high school students to campus for a day of workshops and interviews followed by an evening performance; the popular and well-attended **Broadway Tonight** series; the **Design Tech Boot Camp**, at which Design Tech faculty and staff members, in partnership with the Oklahoma Center for Arts Education, conduct workshops in the areas of scenery, painting, lighting, sound, and costuming for high school drama teachers; **Drama Day Camp**, organized each summer by the Oklahoma Center for Arts Education for area middle and high school students; and the **High School Dance Festival**, in which high school dancers participate in on-campus workshops and take part in the university's Kaleidoscope Dance concert production.

The university also builds relationships with the Edmond and metropolitan Oklahoma City communities by making its facilities available for community activities and events. The **UCO Endeavor Games**, a nationally recognized competition that allows athletes with physical disabilities to participate in multiple sports events, takes place on campus every summer. The games also provide training clinics for aspiring athletes. The twelfth annual UCO Endeavor Games, in 2011, featured eleven sport competitions for athletes of all ages and classifications, and more than 278 athletes ranging in age from four to sixty-eight and representing 189 cities, thirty-seven states and five countries participated. The university also hosted the **World Sitting Volleyball Championships** during the summer of 2010, and it serves as the training facility for the United States men's and women's sitting volleyball teams.

A significant portion of the City of Edmond's **LibertyFest** Independence Day celebration, identified by CNN as a "top ten" place to be on the Fourth of July, occurs on the university's campus. The University of Central Oklahoma hosts several LibertyFest events including the classic car show, an open-air concert that takes place outside the university's Mitchell Hall Performing Arts Center, the on-campus Parkfest family celebration and the fireworks show that concludes the weeklong celebration.

A number of **community and service organizations** use the university's campus for training and certification programs. The Oklahoma National Guard, the City of Edmond's Fire and Police Departments, the Oklahoma Highway Patrol, the Edmond Public School District, USA Powerlifting, the Oklahoma Department of Wildlife Conservation, the Edmond YMCA and the United States Army and Marine Corps have all used the campus for their individual needs.

The university has also partnered with the City of Edmond to create **City Link**, a free, efficient transportation option. City Link's **Broncho Link** service is funded entirely by the university's Office of Transportation and Parking Services; this enhanced bus service connects areas in Edmond and Oklahoma City, including the university's Greek houses, popular housing complexes and even the Academy of Contemporary Music in downtown Oklahoma City. All buses are wheelchair and bicycle friendly, and all rides and transfers are free.

Core Component 5.b.4:

The University of Central Oklahoma Foundation provides support for student development, infrastructure improvements, and university recruitment, retention and expansion efforts.

The **University of Central Oklahoma Foundation** was established in 1972 as an independent 501(c)(3) nonprofit organization to provide scholarship assistance to deserving students and to support faculty, campus activities and vital programs at the university.

In 1994, the Foundation began engaging actively in fundraising for the university. Since that time, the Foundation has increased its assets from \$6 million to more than \$20 million through donations, pledges and estate gifts. This rapid growth in resources reflects the university's continuing growth in size, prominence and impact on a local, regional and national basis.

The University of Central Oklahoma's **Development Office**, which houses the Foundation, serves as the university's primary fundraising agency and employs highly qualified staff members who work in alumni relations, college-based fundraising, public relations and marketing, the cultivation of major gifts and grants, annual giving and donor compliance. This team is committed to raising private funds to support the mission and goals of the university, which include scholarship support for students and the development of mutually beneficial relationships with alumni, friends, donors and the communities that the university serves.

Core Component 5.b.5:

The University of Central Oklahoma has committed to being a responsible environmental partner through efforts to develop sustainable practices across our campus and community.

In 2002 UCO entered into a **performance contract with Johnson Controls, Inc. (JCI)** to identify on-campus projects to save energy. The university secured funding through bonds to pay for the work. The projects that JCI completed reduced the university's utility bills significantly, and these savings were used to make bond payments. After four phases of work and approximately \$14 million of infrastructure investments, the university has saved more than \$4 million in excess of the amount needed to repay the bonds, and it has acquired new, reliable, start-of-the-art equipment including energy efficient chillers and boilers, motion detectors to control lighting, a thermal energy storage tank, energy efficient light bulbs and ballasts, generators to reduce electrical demand load, energy misers on vending machines and energy management control system for HVAC automation.

In 2006 the university began purchasing **wind-generated power** through Edmond Electric's Pure and Simple Wind power program and has subsequently increased its purchases to the point that 100% of the university's electrical needs are now supplied by wind generators. To date, the university has realized more than \$50,000 in savings through this initiative. Depending upon pricing structures and related fuel costs, the university



will at times pay a premium to use wind power, but at other times the institution will save money through the program. The university is currently investigating the possibility of obtaining a wind power generator for installation on campus, both to generate electrical power and to use for demonstration and educational purposes. The university is also investigating the future use of solar power and geothermal systems on campus.

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

The University of Central Oklahoma takes seriously its commitments to its wide range of metropolitan stakeholders, and it continuously develops and expands its programmatic initiatives in the areas of community service and civic engagement in order to enrich the communities that it serves.

Core Component 5.c.1:
The University of Central Oklahoma is actively engaged in collaborative ventures with other higher learning organizations and education sectors, as programs such as our teacher education partnerships.

The **Urban Teacher Preparation Academy (UTPA)**¹, a partnership between the university and the Oklahoma City Public School District, prepares aspiring teachers for service in an urban school setting. Students selected to participate in this year-long clinical experience work with a mentor teacher in an urban partner schools and with a university supervisor, and they receive two years of continued mentorship and professional development after they begin teaching. The Oklahoma City Public School District provides paid teaching assistantships to all candidates in the cohort. Once a candidate has graduated from the university and UTPA, he or she is given high priority for hiring within the district.

Oklahoma A+ Schools², which is headquartered on the University of Central Oklahoma's campus, is the state's only research-based whole-school network dedicated to nurturing creativity in every learner. Oklahoma A+ Schools provides schools with ongoing professional development opportunities, an extensive network of support and the opportunity to participate in an active research program conducted by university professors. This network of sixty-five schools, which spans the state and grows every year, includes schools at every level, from early childhood through high school, in urban, suburban and rural Oklahoma.

The Educator's Leadership Academy (ELA)³, which is also based at the University of

1 www.uco.edu/ceps/utpa

2 <http://www.aplusok.org/>

3 <http://www.uco.edu/academic-affairs/cettl/ela/>

Central Oklahoma, has a direct impact on many sectors of education in Oklahoma. ELA participants from throughout the state take part in the program for a full school year and attend meetings throughout the year. ELA customizes each program to meet the specialized needs of education professionals and currently offers a Combo Academy for K-12, career-tech and higher education administrators; a Principals' Academy; a Professors' Academy; and a Higher Education Department Chairs' Academy.

In order better to serve its diverse constituencies throughout central Oklahoma, the university has established **articulation agreements** with a number of local community colleges; its **UCO@Rose** partnership with Rose State College in Midwest City includes a building on the Rose State campus reserved specifically for courses offered by members of the University of Central Oklahoma faculty.

As the site of Oklahoma's first **teacher preparation program**, established in 1890, the University of Central Oklahoma has been training teachers for more than 120 years. The university's College of Education and Professional Studies oversees teacher preparation programs located both within the College of Education and Professional Studies and within the Colleges of Liberal Arts, Mathematics and Science, and Fine Arts and Design. The university partners with more than 140 schools in the metropolitan Oklahoma City area to place teacher candidates in field and clinical experiences.

Core Component 5.c.2:
The University of Central Oklahoma is supportive of the mobility of learners as seen in the institution's transfer policies and practices and in the work of programs that provide services to transfer students.

The University of Central Oklahoma receives transfer students from area community colleges as well as from other public four-year institutions and from private colleges and universities. To meet the varied needs of these transfer students, the university has created several campus offices and programs that focus on assisting transfer students.

Transfer Enrollment Days, which include a specialized transfer student orientation and present detailed information about enrollment processes, are designed to assist transfer students in making a smooth transition to the University of Central Oklahoma.

Transfer students are also encouraged to attend **Nontraditional and Transfer Student Orientation**, which occurs each year a few days prior to the beginning of the fall semester. This program provides a detailed overview of university procedures and policies as well as of the special services available to students who are twenty-one years of age or older, are veterans, are transferring from another institution, are parents or single parents, have an interrupted college career, or are married, divorced or widowed.

The university's **Transfer Leadership Council** provides leadership development opportunities to students transferring from Oklahoma's two-year colleges. Council members

must agree to be active participants in the organization, to complete sixteen “leadership hours,” and to meet with their mentors on a regular basis. These leadership hours consist of time leading a campus organization or creating a unique organization that serves a need of transfer students. As an incentive, each member of Council receives a \$750 tuition-waiver scholarship and a \$250 book store voucher each semester for two years.

Since the majority of students attending the University of Central Oklahoma do not live on or near campus, the university provides a wide range of resources through its **Commuter Student Services** program. Commuter Student Services makes available to students, for example, a directory of job opportunities available to students who live in the metropolitan Oklahoma City area, as well as access to a collection of the Internet’s most popular job search databases. Commuter Student Services also provides a directory and listing of opening hours for all student-related offices and organizations on the university’s campus, as well as contact information for all state-accredited **childcare services** in the Edmond area and a database of **scholarships** available to non-traditional and transfer students.

To assist commuting and non-traditional students in finding suitable housing, Commuter Student Services publishes an **annual housing guide** that lists off-campus apartments available in Edmond and in northern Oklahoma City. The guide also contains contact information for the university, for Edmond’s city government and for public utility providers, as well as information about how to read a lease and what to do about repairs. Students receive further assistance in meeting their housing needs through the **Find-A-Roommate Program**, which allows students to exchange contact information, to post listings about furniture, and to discuss issues on a message board. Commuter Student Services also maintains an online interface tool that allows students, faculty and staff to post rideshare and carpool listings, to exchange information and to learn about the steps necessary to begin **ridesharing or carpooling** with other students. In addition, Commuter Student Services functions as a distribution point for the **Edmond Living Guide**, a periodical published by the City of Edmond containing vital information for Edmond residents.

Commuter Student Services shares information about its programs and activities through the **UCOMMUTE Website**, which lists all of the programs available to support commuter, off-campus, and non-traditional students, as well as information about off-campus housing, commuter meal plans, traffic and weather, mass transportation, the City of Edmond, parking, the rideshare/carpool program and the find-a-roommate program. Commuter Student Services also publishes the monthly **UCOMMUTE Newsletter**, which provides up-to-date information on a variety of topics for commuting, off-campus and non-traditional students, and the **UCOMMUTE Alumni Newsletter**, which keeps alumni informed about events, news and information relevant to the university’s commuter student population.

Commuter Student Services sponsors several organizations that help to integrate and engage commuting, off-campus and non-traditional students into the campus commu-

nity. The **UCOMMUTE Council**, for example, meets on a monthly basis to discuss issues facing the commuting, off-campus and non-traditional student population and to plan programs and activities for these communities. The **University of Central Oklahoma Junior City Council**, which is supported by both Commuter Student Services and the Office of Student Organizations, encourages students to become more involved in the civic life of the City of Edmond and acts as an advocate and resource for students. The **Community Ambassador** program, in turn, promotes the development of a safer and more collaborative off-campus community by recruiting and training students to serve as resources for other students, landlords, neighbors and the university.

The UCOMMUTE Council and Commuter Student Services also sponsor the **UCOMMUTE Rental Advisory Board**, which provides off-campus students with the tools to make off-campus living easy and worry free. The board provides students with copies of the Oklahoma Residential Landlord Tenant Act, with a Rental Housing Checklist, with Fair Housing information and with information about code enforcement, renters’ insurance and public utilities, as well as tips on being a good neighbor, saving on energy bills and ensuring personal safety off campus. Finally, Commuter Student Services sponsors the **Non-traditional Student Parents’ Association**, which brings together students who are also parents to discuss issues and to develop programs to meet the particular needs non-traditional students and their families.

Core Component 5.c.3:

The Edmond and Greater Oklahoma City communities participate extensively in the University of Central Oklahoma’s programs of engagement, as seen in the positive community response to initiatives carried out during the summer by the university’s College of Fine Arts and Design.

Each summer, the **Oklahoma Center for Arts Education (OCAE)**, a division of the university’s College of Fine Arts and Design, sponsors up to sixteen **camps and workshops for children interested in the arts**. Programs include a variety of music and dance workshops; week-long drama camps for children ages 7-12 featuring “Jungle Book Kids,” “Music Man, Jr.” and “Aladdin, Jr.”; and specialized camps on interior and graphic design. The design camps offer a rare opportunity for high school juniors and seniors and incoming college freshmen considering either graphic or interior design as a career choice to work on challenging projects with UCO design faculty and to interact with design professionals.

The **Academy of Contemporary Music (ACM@UCO)** offers a series of summer workshop open to teenagers and adults. These workshops include a Music Production for Beginners Using “Garage Band” class, in which participants learn the basics of music production using the Garage Band software program; a Beatles Band Camp, which takes participants on a musical journey through some of The Beatles’ most legendary songs; and the Apple Logic for Beginners course, which offers instruction on how to create music using Apple’s Logic Express 9 digital audio program and on how to record audio





through computer mixing, editing, and bouncing. ACM@UCO's Rock Camp for Kids provides group instruction organized by instruments and teaches participants to perform various rock tunes, while the Pro Tools for Beginners class teaches participants the basics of the Pro Tools LE system, the industry standard in recording software.

The university's **School of Music**, which is housed in the College of Fine Arts and Design, engages the community by offering a range of programs for learning about the arts through music. The School of Music's Modern Recording Technology Workshop teaches the concepts involved in audio recording from the perspectives of an engineer, a producer and a musician. The Summer Choral Institute, which is open to all high school freshmen, sophomores and juniors, provides participants with scholarships that enable them to spend a week at the university participating in master classes, rehearsals and performances, while the Strings Chamber Music Camp offers participants daily small group and ensemble opportunities at the young musician, intermediate and advanced levels. Finally, the Summer Conducting Institute is open to all instrumental and vocal conductors who would like to improve their skills.

During 2011, the university developed a lasting partnership with **Summerstock** to support local arts and students. Each summer, veteran theatre performers, stagecraft professionals, and students of all ages work together to bring the magic of live theatre to young and old alike. Students chosen through a competitive audition process have the opportunity to gain valuable experience and firsthand knowledge as they create and perform in Broadway-style musicals at the university's historic Mitchell Hall Theatre. Students from almost every university in the Oklahoma City metropolitan area, a dozen high schools, several middle schools and eighteen elementary schools have been cast in Summerstock musicals

Core Component 5.c.4:
The University of Central Oklahoma's engagement initiatives give evidence of building effective bridges among diverse communities, as the UCO Learning and Behavior Clinic and the Rolling Green Collaborative demonstrate.

The university's **Learning and Behavior Clinic** serves the community by providing diagnostic evaluations to individuals ranging in age from two to sixty-five and from a number of Oklahoma elementary school, colleges and universities and the surrounding communities. These evaluations are consistent with best practices in the assessment of cognitive processes, academic achievement and social and emotional behavior including basic personality assessment and services for those individuals with or without disorders such as autism and Asperger's. The clinic provides parents, schools, colleges, agencies, counselors, physicians and psychologists with information that is psychometrically rigorous yet practical and specific to individual circumstances. The Learning and Behavior Clinic is part of the university's training program, accredited by the National Association of School Psychologists (NASP), for graduate students who are completing the Master of Arts in Psychology, who are completing a School Psychology Major or who are fulfilling

requirements for the Nationally Certified School Psychologist (NCSP) credential. These students help to provide valuable services that meet urgent community needs and desires.

The **Rolling Green Collaborative** is a network of Edmond-area churches, the Oklahoma Center for Arts Education and service organizations that volunteer time and resources to assist residents of the Rolling Green apartment complex, which is subsidized by the United States Department of Housing and Urban Development and offers reduced rental rates to low-income families. The university is a member of the collaborative, and students are involved in providing academic tutoring for children living in the complex. In 2010, University of Central Oklahoma students logged more than 400 hours of volunteer work with the collaborative.

Core Component 5.c.5:
The Selman Living Laboratory exemplifies the University of Central Oklahoma's participation in community partnerships in pursuit of shared educational, economic, and social goals.

The **Selman Living Laboratory** is a field research and teaching facility located in Woodward County in northwestern Oklahoma. The laboratory, which is the official field station of university's Department of Biology and is recognized as a Natural Heritage Site by the Oklahoma Biological Survey, provides students and faculty with access to a wide array of natural environments including the only series of bat caves in the state of Oklahoma. The university has taken the lead in developing this natural environment that supports collaborative efforts with Oklahoma State Parks, the Tallgrass Prairie Reserve, Great Salt Plains, the United States Fish and Wildlife Service, the Plains Indians and Pioneers Museum and the cities of Woodward, Alva and Buffalo, Oklahoma. Since the laboratory's establishment in 1998, the university has added two small metal bunkhouse buildings, a small metal classroom building, a metal storeroom building, two restroom buildings with showers and a storage shed. A National Science Foundation grant in 2003 supported the purchase of a trailer which provides additional restrooms, an office area and a small kitchen. The university also provided a septic system and fencing. Outside donations made possible the construction of two astronomy domes.

The Center for eLearning and Continuing Education (CeCE) is currently developing infrastructure at the Selman Lab through collaborations with OneNet and Pioneer Telephone to provide access at the laboratory to distance learning and Internet technologies.

Core Component 5.c.6:
The University of Central Oklahoma's partnerships and contractual arrangements, including the Oklahoma Center for Arts Education, uphold the integrity of the institution.

The **Oklahoma Center for Arts Education (OCAE)**, a division of the College of Fine

Arts and Design, was founded in 2002 in response to widespread awareness among Fine Arts and Design faculty and administrators of the need for more cohesive statewide leadership in the field of arts education. OCAE's mission is to promote excellence in arts education through the professional development of educators and administrators and to foster collaboration among educators, students and professional artists to enhance public awareness of and engagement with the arts community and art projects. OCAE serves as a professional development institute and a learning resources center for educators at the primary, secondary and collegiate levels; for student artists across the state; and for parents, businesses, cultural organizations, arts associations and concerned citizens throughout Oklahoma and the surrounding states.

During the past decade, OCAE has facilitated programs ranging from student-centered activities to research on public perceptions of arts education and professional development initiatives for arts educators. OCAE has worked, for example, with the McCurtain County Educational Co-Operative for four years to deliver in-service training on arts integration to public school teachers, and it has also hosted the American Indian Learners Conference at UCO. OCAE also hosts an annual Arts Integration state conference that attracts K-12 educators as well as higher education representatives to share integration activities across the curriculum, and it sponsors annual summer camps and workshops for children who have an interest in the arts. In each of its programs, OCAE strives to serve every demographic sector of the state's population, with a special focus on underserved communities. OCAE is committed to enhancing the school curriculum through professional development, collaboration and research and to promoting the arts integration process and arts education development in ways that reflect Oklahoma's diverse cultures.

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

The University of Central Oklahoma is proud of its long tradition of productive and mutually beneficial engagement with the local, regional and national communities. The active participation of external stakeholders in a wide range of university-affiliated programs, both on campus and off, bears witness to value that these programs have for the diverse communities that the university serves.

Core Component 5.d.1:
Programs such as the American Democracy Project provide evidence of the University of Central Oklahoma's commitment to a process of evaluation that includes the constituencies it serves.

The **American Democracy Project (ADP)** is committed to increasing students' level of civic engagement, an essential component of Transformative Learning at the University of Central Oklahoma. The program was established on a national basis in 2003 in

partnership with the *New York Times* and the American Association of State Colleges and Universities, and the University of Central Oklahoma was a charter member. The American Democracy Project involves over 229 institutions in a special initiative that focuses on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. This project creates collaborative events with local community initiatives that include voter registration drives, naturalization ceremonies, gubernatorial debates and lunches and coffees with faculty, community leaders and students that encourage a commitment to civic education. The Oklahoma State Election Board, the Oklahoma Supreme Court and the *New York Times* actively and enthusiastically collaborate with the university to make these events and opportunities available both to students and faculty and staff members and to members of the Edmond and metropolitan Oklahoma City communities.

The University of Central Oklahoma partners with the *New York Times* as a participant in the **New York Times Readership Program**, which provides copies of the *Times* in bulk at campus locations including residence halls, student centers and academic buildings. This highly flexible program supports individual courses or departments across disciplines and in first-year programs, honors programs, faculty programs and senior-level capstone courses across the campus. As part of the readership program, faculty members who incorporate the *New York Times* into one or more of their classes are eligible to receive free daily copies of the paper and free access to the *Times* online.

The **Oklahoma Civic Health Index** is the product of a partnership among the University of Central Oklahoma, the Oklahoma Campus Compact (OkCC), the National Conference on Citizenship (NCoC) and the Oklahoma State Regents for Higher Education (OSHRE). The report measures the civic habits of Oklahoma citizens across a wide range of indicators in an effort to strengthen citizens' participation in local, state and national communities. The executive summary of leading findings from the 2010 Oklahoma Civic Health Index was based on research conducted by the United States Census Bureau and the United States Bureau of Labor Statistics between 2008 and 2009. The report assesses the civic health of Oklahoma by looking in a national context at civic knowledge, volunteering and service. This information has been used as a reporting tool to state legislators and civic leaders on the state of civic engagement, volunteering and service at the University of Central Oklahoma and throughout the state.

Core Component 5.d.2:
The College of Business's Volunteer Income Tax Assistance is one of several effective service programs that is well-received by the communities that it serves.

The Department of Accounting in the university's College of Business sponsors the popular and highly effective **Volunteer Income Tax Assistance (VITA)** program. In this program, accounting students who have passed an internal test qualifying them to prepare income tax returns provide free assistance with income tax preparation and e-filing to students, faculty and staff members and members of the wider community.



These students are supervised by faculty members in the Department of Accounting who check each return for correctness. Since the VITA offers a free public service, priority is given to help those most in need.

**Core Component 5.d.3:
The University of Central Oklahoma's economic and workforce development activities are sought after and valued by civic and business leaders, as the success of the Oklahoma Small Business Development Center and the UCO Career Services Office demonstrate.**

This **Oklahoma Small Business Development Center's University of Central Oklahoma office**⁴ is a unique partnership among the United States Small Business Administration, the Oklahoma Department of Commerce and the University of Central Oklahoma that provides access to people, information and resources to help in developing or new entrepreneurs with business. In 2008, the Small Business Administration recognized the University of Central Oklahoma Center as one of the top ten Small Business Development Centers in the nation and honored it with a regional Service Center Excellence and Innovation Award, ranking it above 150 centers in five states in both 2008 and 2010.

The **Office of Career Services**⁵ supports and empowers current and former UCO students throughout their professional careers. From assisting students in choosing majors to helping them to make career changes later in life, Career Services offers a variety of programs that support students and alumni. The office provides assessments that help students understand how their personal interests, values, preferences and skills may affect their potential for success and satisfaction in different professional fields and work environments. These assessments include eDiscover, the Myers-Briggs Type Indicator (MBTI), the Newly Revised Strong Interest Inventory and the System of Integrated Guidance and Information (Sigi3).

Career Services also maintain a number of resources to help students find employment. **HireBronchos.com**, an online resource available by registration, allows students and alumni to apply for jobs and internships, to participate in on-campus interviews, to manage career e-portfolios and to vet résumés and submit them to potential employers. Career Services also arranges on-campus interviews with a number of employers in the region and furnishes those employers with the résumés of appropriately qualified students and alumni. Employers requested and received more than 5,000 résumés from Career Services during the 2010-11 academic year.

The Office of Career Services, in conjunction with the Division of Academic Affairs and the Division of Enrollment Management, also employs a full-time **Internship Coordinator** who helps students to identify relevant internship opportunities, cultivates relation-

⁴ <http://www.ucosbdc.org/>

⁵ <http://broncho2.uco.edu/careers/>

ships with employers, provides support for academic credit-bearing internship courses, facilitates the processing and tracking of internships and coordinates the internship process for external stakeholders. The Internship Coordinator meets on a regular basis with faculty, students and employers and convenes and facilitates Internal Internship Advisory Board meetings each semester with faculty involved in academic credit-bearing internships.

Career Services serves business and nonprofit organizations within the wider community by hosting **recruitment events and employment fairs**. These events allow students to discover career options, to submit résumés to potential employers, to pursue internship opportunities, to explore the possibilities for graduate and professional education, to gather information and application materials from local and regional business organizations and to network with recruiters. Annual recruitment events sponsored by Career Services include the Business and Part-Time Job Expo, the Fall Career and Internship Fair, the Graduate and Professional School Fair, the Spring Career and Internship Fair, the "Career Quest" Discover Your Major Fair, the Teacher Job Fair and the Industrial Safety Career Forum. More than 242 employers and more than 2,400 students participated in on-campus employment fairs during the 2010-11 academic year.

**Core Component 5.d.4:
The University of Central Oklahoma sponsors a wide range well-respected co-curricular programs that are open to the public, including the UCO Jazz Lab, the Academy of Contemporary Music (ACM@UCO), and the Broadway Tonight series.**

The **UCO Jazz Lab**⁶ opened to the public in March of 2002. Since that time, the lab has been chosen as the "Best Place for Live Music" multiple times in *Edmond Life & Leisure's* annual Reader's Choice poll and has repeatedly been selected as a finalist for "Best Live Music Venue" in the *Oklahoma Gazette's* Best of OKC readers' poll, as well as a winner of the Best Place for Live Jazz/Blues Music award in the *Oklahoman's* Readers' Choice survey.

The Jazz Lab functions during the day as a state-of-the art music learning center and recording studio and at night as a live music club that provides an intimate, family-friendly, non-smoking environment. On weeknights and weekends, the Jazz Lab hosts public performances by the university's award-winning Jazz Ensembles and Faculty Artists Concert Series as well as by such music legends as Maynard Ferguson, Jerry Jeff Walker and Chick Corea. The Jazz Lab's schedule of performances also includes special shows featuring the university's vocal music students, as well as special events such as the annual Christmas Music Revue and New Year's Eve Party.

The University of Central Oklahoma has also partnered with Europe's premiere contemporary music school, the Academy of Contemporary Music (ACM) in Guilford, England

⁶ <http://www.ucojazzlab.com/>





to create the **Academy of Contemporary Music at UCO (ACM@UCO)**. ACM@UCO provides students with an opportunity to learn from and collaborate with working musicians and music industry professionals in the areas of performance, production and music business. Through focused programs of study and established music industry connections, ACM@UCO is committed to assisting talented students in making their dreams come true. At the same time, ACM@UCO serves as a resource for the American music industry by preparing tomorrow's music professionals.

These partnerships have enabled the university to sponsor a number of public concerts, festivals and music-related events. ACM@UCO, for example, sponsors an annual musical festival in downtown Oklahoma City at which more than thirty bands composed of ACM@UCO students perform outdoors and in the many concert venues in the Bricktown downtown area.

ACM@UCO also offers summer workshops that are attended not only by ACM@UCO students but also by community members who are sixteen years of age or older and have an interest in performance and recording. These "rock camps" focus on technical aspects of music, recording software and general musicianship.

The University of Central Oklahoma's **Broadway Tonight** series presents five to six shows each year that are part of national Broadway tours or are concert performances by legendary entertainers. Over the past eleven years, Broadway tonight has brought to Edmond outstanding shows and distinguished performers including Shirley Jones; *Arsenic and Old Lace*; *Hello, Dolly!*; *Grease!*; *Fosse*; *Hairspray*; *Tap Dogs*; *Love Letters*; *Titanic*; *Big River*; *The Fifth Dimension*; *Debbie Reynolds*; *Roy Clark*; *Aida*; *Joseph and the Amazing Technicolor Dreamcoat*; *Jekyll & Hyde*; *Phantom*; *Carol Channing*; *The Full Monty*; *Crazy For You*; *Melissa Manchester and Paul Williams*; *The Music Man*; *South Pacific*; *Kiss Me Kate*; *1776*; *Blast!*; *Hairspray*; *Oliver*; *Olympia Dukakis*, *Linda Purl* and *Lucie Arnaz*. Music Theatre students benefit from these national touring shows by participating formal master classes with the artists highlighted in the shows.

Core Component 5.d.5:
The University of Central Oklahoma makes its campus facilities available as venues for community events, fitness, and recreation.

The University of Central Oklahoma's **Wellness Center** is committed to encouraging the lifelong pursuit of healthy lifestyles and provides quality recreational opportunities to meet the ever-changing needs of a diverse community. The center strives to link healthy lifestyles and intellectual growth, so that participants can reach their full potential. The Wellness Center was established in March 2003 with four employees on staff; today, more than twenty-eight people are employed at the Wellness Center.

The Wellness Center has implemented or sponsored programs including the UCO Healthy Campus initiative; the Mercy Clinic at UCO; the Endeavor Games; group fitness, personal training, intramurals, and outdoor recreation programs; the Center for

Outdoor Adventure Recreation; Oklahoma Project Wild; and the Tobacco-Free Campus initiative.

The Wellness Center is also the home of the United States men's and women's sitting volleyball teams. The university recently hosted the world championships for both men's and women's sitting volleyball, and UCO is the only university to be an official Olympic Training site.

The Wellness Center offers membership to any individual interested in using the facility. Members of the Edmond community have full use of the Wellness Center's facilities, as well as of the **Outdoor Adventure Recreation Center (OAR)**, upon submission of a membership application. At OAR, faculty and staff members and members of the wider community are able to rent bicycles, canoes and kayaks for use on and around Lake Arcadia. OAR center offers camping, outdoor cooking, bike maintenance and team building courses and activities, and it facilitates classes for community organizations. The Red Cross, for example, offers CPR/AED, First Aid, Lifeguarding, Wilderness First Aid and Blood Borne Pathogens courses at OAR.

Plunkett Park is a large open athletic field located to the east of Evans Hall that is used by the campus for various activities including physical education classes, marching band rehearsals and club events. Tables and chairs can be set up, and the field can be rented for ceremonies and other events. Plunkett Park has served as the venue for campus and community events including "Cookouts with Pets," Unity Fest, and public concerts and performances.

The University of Central Oklahoma makes the 10,000-seat **Wantland Stadium**, the home to the University of Central Oklahoma's football team, available for use by a variety of institutions, organizations, and events in the wider community. In addition to serving as the home field for the football teams from all three of Edmond's public high schools, Wantland Stadium has been the site of the Oklahoma All-State Football Game six times since 1994. The stadium also regularly hosts the annual Stampede of Sound Invitational Marching Band Contest, the Class 6A Oklahoma Bandmaster's Association (OBA) Marching Contest and the Oklahoma regional Drum Corps International (DCI) competition.

The **Nigh University Center (NUC)** serves as the University of Central Oklahoma's student center and a destination for community and government groups. The Nigh University Center is available for use for a variety of community events including state agencies' yearly conferences, organizational events, state agency meetings and weddings.

During the past year NUC hosted 2,170 student organization events ranging from weekly meetings to performances and banquets. NUC has also hosted 1,310 faculty and staff events including monthly meetings, welcome receptions, luncheons, retirement parties, art gallery openings and banquets. In addition, NUC has hosted 593 events for organizations outside of the University of Central Oklahoma, not including the 269 non-profit organizations that hold events at NUC.



NUC is the central hub for student enrollment, academic advisement and financial aid and is home to the Office of Career Services Office, the Office of International Services, the Office of Diversity and Inclusion (ODI), the Office of Campus Activities and Events, the Volunteer and Service Learning Center (VSLC) and the Student Counseling Center. NUC also partners with businesses such as Barnes & Noble, R. K. Black Printing, UCO Dining Services (Chartwells) and Citizens Bank, which bring members of the wider community onto campus.

NUC also hosts **legislative and policy meetings**. United States Senator Tom Coburn and United States Representative James Lankford have both held town hall forums at NUC during the past year. Representative Lankford also hosted a Congressional Hearing at NUC to discuss current United States energy policy; guests included legislators and experts from throughout the state. United States Senator James Inhofe recently received the university's "Guardian Angel" award in a ceremony at NUC in honor of his work with military veterans.

The university is constructing the **UCO Boathouse and Jazz Lab** in order to join other businesses and civic organizations in revitalizing Oklahoma City's riverfront. This new facility will provide the university's rowing team with a state-of-the-art training facility and will also include a jazz performance lab and an art gallery that will serve as performance and exhibition venues for the university's faculty and students and will contribute to the cultural vitality of center-city Oklahoma City.

Core Component 5.d.6:
The University of Central Oklahoma's W. Roger Webb Forensic Science Institute is an example of a program that meets the continuing education needs of licensed professionals in the communities that the university serves.

The **W. Roger Webb Forensic Science Institute (FSI)** is "a world-class Institute dedicated to quality forensic science education, training, and research for professionals and students" (Vision Statement, W. Roger Webb Forensic Science Institute). FSI provides continuing education classes for members of the professional community in the fields of forensics and law enforcement; these classes, which are taught by university faculty members as well as by veteran law enforcement professionals from around the country, provide comprehensive training for professionals and first responders in all aspects of evidence collection, preservation, analysis, reporting and testimony.

Recent one-day training sessions have addressed topics such as fingerprint misidentification in the Madrid train bombing, quality assurance in crime laboratories, and testifying in court as an expert witness. FSI has organized and delivered more than twenty training and education programs the past four years that have been attended by members of numerous federal and state law-enforcement agencies and have covered topics including international, national and local law-enforcement cases, advanced forensic techniques, and collaboration among law-enforcement agencies.

These collaborative trainings have allowed FSI to develop partnerships with the University of Canberra in Australia; Universiti Sains in Malaysia; China Criminal Police University in Shenyang, China; Oklahoma State University; the Pacific Northwest National Laboratory; the Savannah River National Laboratory; the Oklahoma State Bureau of Investigation; the Oklahoma City Police Department; the Edmond Police Department; and the Office of the Chief Medical Examiner of the State of Oklahoma.

UCO Today

The University of Central Oklahoma is proud of the programs, partnerships and collaborations that support its mission of service, engagement and leadership. The university is committed to becoming a **premier metropolitan university** that actively engages with the Edmond and greater Oklahoma City community.

The university's academic and administrative units provide programs and services that support the holistic development of students through **transformative educational experiences**. Over the past 122 years, the university has cultivated a rich academic environment both inside and outside the classroom and has served a diverse student body.

The university draws upon this heritage of distinction to **educate and empower students so that they may become productive, creative, ethical and engaged citizens and leaders** serving our global community by contributing to the intellectual, cultural, economic and social advancement of the communities and individuals that the university serves.

Since its last site-visit, the University of Central Oklahoma has expanded its services to meet the needs of **students from significantly different backgrounds and cultures** while developing relationships abroad and recruiting international students.

In addition, the university has built **positive relationships with the wider business and educational communities** by supporting individuals who need additional training as either degree-seeking or non-degree-seeking students.

The university has initiated a wide range of **educational outreach, volunteer and philanthropic programs** that enable students as well as faculty and staff members to contribute to the community in a positive and powerful manner.

The university has created **facilities that promote interaction between the university and the wider community**; that **support health, wellness, education and entertainment**; and that **enrich the life of the Oklahoma City metropolitan community**.

The institution has sponsored a wide variety of events that promote **global awareness, cultural competencies, service learning, civic engagement, leadership and community partnerships** and that highlight the university's history and commitment to Transformative Learning.

The university has strengthened its relationship with stakeholders in the wider community through **public relations campaigns and recruitment practices that communicate the institution's mission, values and contribution to Oklahoma.**

UCO Tomorrow

The University of Central Oklahoma is poised to develop into a **premier metropolitan university.** For the institution to be successful in the future it must continue to cultivate community partnerships that enhance its students' transformative educational experiences while fostering mutually beneficial relationships with community partners.

As it builds for the future, the university will rely upon the newly established President's Council, which consists of a distinguished and innovative group of faculty and staff members, to support the university's mission through **environmental scanning and strategic planning and ideation on UCO's role in Oklahoma.**

The institution will pursue **the "Making Place Matter" initiative of the American Association of State Colleges and Universities (AASCU)** to facilitate mutually beneficial interactions with the institution's external constituencies that will support the development, exchange and application of knowledge, information and expertise for mutual benefits.

The university will cultivate strong and meaningful relationships with its partners to **expand current services** such as its partnership with Mercy Health Systems, which continues to develop its services within the Edmond community.

Finally, the university will pursue its goal of becoming a preeminent metropolitan university by **defining its obligations to the metropolitan Oklahoma City community** and **enhancing those processes and programs that enrich the lives of the institution's numerous internal and external stakeholders.**



CONCLUSION:

This conclusion summarizes the ways in which the university has fulfilled its mission over the course of the past decade, and it describes the opportunities and initiatives that will shape the institution's strategic goals during the next five to ten years.



Conclusion

The self-study process has provided a valuable opportunity for the university community to take stock of its human, fiscal, physical and technological resources and to assess and respond to the opportunities and challenges that it confronts. Over the course of the past ten years, the University of Central Oklahoma has provided its students with transformative educational experiences that have enabled them to become productive, creative, ethical and engaged citizens and leaders serving our global community.

At the end of each chapter of this report, a “UCO Today” section has summarized the institution’s major achievements to date, while a “UCO Tomorrow” section has identified strategic goals and opportunities for improvement during the next five to ten years. Opportunities described in one chapter are often reiterated or elaborated in another to demonstrate the interconnected ways in which the university’s current initiatives advance its strategic goals and support of the institution’s core mission of helping students learn.

This conclusion summarizes the ways in which the university has fulfilled its mission over the course of the past decade, and it describes the opportunities and initiatives that will shape the institution’s strategic goals during the next five to ten years. The conclusion organizes this information according to the themes that underlie the Higher Learning Commission’s Core Criteria.

Learning Focused

The University of Central Oklahoma is, first of all, a learning-focused institution. The institution’s Long-term Academic Goals guide colleges, departments and schools in developing new programs and initiatives, in revising existing programs and in assessing students’ progress in achieving the objectives defined by the university-level mission and vision. The university has identified four major Academic Long-term Goals: **helping students learn by offering Transformative Learning experiences to all students, helping students learn so they are better able to achieve their educational goals, helping students learn by enhancing campus infrastructure and resources, and providing service and support to the community as a nationally recognized metropolitan university.**

The university has already made significant progress in integrating the “Central Six” tenets of **Transformative Learning** into the university’s curricular and co-curricular life, and its academic and support units have articulated the relationship of these tenets to their specific strategic objectives. The next phase of strategic planning will involve a systematic, university-wide discussion about specific applications of the Central Six tenets in achieving the institution’s mission.

Each academic department and school at the University of Central Oklahoma also articulates and assesses **student learning outcomes** for each of its degree and certificate



programs, as well as course-level student learning outcomes for each class that it offers. A comprehensive planning and reporting process for continuous improvement, administered by the Office of Assessment in collaboration with college-, department-, school- and program-level assessment committees, ensures accountability in monitoring student outcomes and addressing deficiencies at the class, program, and unit levels.

Since 2002, the university has **enhanced the learning environment** by constructing new buildings including the Jazz Lab, the Center for Transformative Learning and the Wellness Center and by renovating existing facilities to enhance curricular and co-curricular learning. The institution recognizes the importance of technological resources in creating a successful learning-centered environment for twenty-first-century students. The university has also implemented a series of major technology initiatives over the past ten years and will continue to acquire advanced learning technologies such as the Desire to Learn online learning platform and to create support structures such as the Center for eLearning and Continuing Education to engage technologically sophisticated students in Transformative Learning.

Engaged

The University of Central Oklahoma, as Oklahoma's metropolitan comprehensive university, engages with a wide range of internal and external stakeholders in order to **serve the common good**, to **serve its constituents**, to **create a culture of service**, to engage in mutually beneficial **collaborative projects**, and to promote **character, civility and a sense of community**.

The university **serves the common good** and fulfills its mission to contribute to the intellectual, cultural, economic and social advancement of the communities and individuals it serves by offering summer programs in the fine and performing arts and professional development opportunities through the Center for eLearning and Continuing Education, the Educators' Leadership Academy, the Oklahoma Center for Arts Education and the W. Roger Webb Forensic Science Institute. The university contributes to the financial and intellectual well-being of the wider community through its co-sponsorship Oklahoma Small Business Development Center, through the American Democracy Project's community outreach initiatives and through its many volunteer service and service learning programs.

The university **serves its internal and external constituents** by encouraging students, faculty and staff members and members of the wider community to make use of its campus, its academic and technological resources and its rich program of guest speakers and artistic performances. The Office of University Relations coordinates communications with the university's internal and external constituents to ensure that they are aware of the opportunities that the university makes available both on campus and in the wider community.

The University of Central Oklahoma's Volunteer and Service Learning Center **promotes**

a culture of service by offering members of the university community a wide range of opportunities to perform meaningful service throughout the metropolitan Oklahoma City area. The Volunteer and Service Learning Center also provides resources to support students, faculty and staff members, and members of the wider community in developing and implementing volunteer and service learning projects. These efforts promote civic engagement by instilling a commitment to public life through communities of practice.

The university **collaborates** with individuals and organizations in the wider community through programs such as the Department of Mathematics and Statistics' SCHOLAR project, in which statistics majors analyze data provided by area businesses as a complimentary service and provide summary reports to the customer at the end of the project. The Urban Teacher Preparation Academy, a partnership between the university and the Oklahoma City Public School District that prepares aspiring teachers for service in urban school settings, provides another effective model of collaboration. These programs enrich the learning experiences of the university's students while placing the university's human and intellectual resources at the service of the wider community.

The university promotes **character, civility and a sense of community** through programs sponsored by the Office of Diversity and Inclusion, Alcohol and Drug Abuse Prevention Office, Violence Prevention Project and the Volunteer and Service Learning Center that foster social justice, promote an appreciation for diversity, and demand the highest standards of ethical conduct, mutual respect, and civility. The institution's commitment to becoming a "Green" campus models responsible fiscal and environmental stewardship, while the university's student leadership training programs and its professional development programs for faculty and staff members consistently and forcefully emphasize character, civility and community as core values.

Distinctive

The University of Central Oklahoma ensures its distinctiveness as Oklahoma's metropolitan comprehensive institution by clearly defining its **mission**, by fostering and celebrating **diversity**, by maintaining the highest standards of **accountability**, by engaging in continuous **self-reflection** and by pursuing **continuous improvement** in all of its activities.

In articulating and fulfilling its **mission**, the university draws upon more than a century of experience educating students from every quarter. Since its last accreditation site visit, the university has engaged in a campus-wide process of discernment in which students and faculty and staff members reflected on the university's tradition of excellence in education, examined contemporary scholarship, identified emerging trends in higher education, and focused the university's mission and vision on the challenges and opportunities that the institution will confront in the twenty-first century.

In the spring of 2011, the university adopted a comprehensive **Diversity** Statement that



explicitly connects the institution's commitment to diversity to its mission to provide transformative educational experiences. The Diversity Statement and the expanded Equal Opportunity Policy adopted in the fall of 2011 provide an inclusive definition of diversity and commit members of the university community to recruiting and retaining students and faculty and staff members from diverse and underrepresented backgrounds and to fostering an institutional culture that values a diverse community and that invites authentic interaction among the members of that community.

The University of Central Oklahoma, as a public institution dedicated to the service of the people of Oklahoma, is committed to **accountability** to each of its internal and external stakeholders. To achieve this goal, the institution annually publishes a comprehensive **Factbook**, and it makes the data that academic departments and schools report in their Self-Study for Continuous Improvement documents available through the university's Website. The university also participates in the Voluntary System of Accountability Program, which provides a useful tool for students during the college search process; disseminates transparent, comparable and understandable information to the public; and demonstrates responsible stewardship of the university's resources.

The university engages at every level in informed and systematic **self-reflection** by continuously gathering, analyzing and responding to data about its success in meeting its goals. Each of the university's academic departments and schools, for example, reviews student learning data on an annual basis and participates every five years in a comprehensive Self-Study for Continuous Improvement or Quality Benchmark process to identify opportunities for improvement. These processes enable every academic unit regularly to review the effectiveness of its contributions to the university's mission and goals.

Guided by assessment data and by research in best practices in higher education, the University of Central Oklahoma has developed and **continuously improves** programs, services and initiatives that create effective learning environments in both traditional and innovative academic settings. The thoughtful review of assessment data, for instance, has guided the university's academic programs, departments and schools in revising their curricula to help students successfully complete certification and licensure examinations within their fields of study. The ongoing, data-driven analysis of assessment results guides the institution on every level in determining which new instructional resources will provide the most benefit to the widest range of learners within the university's diverse student population.

Future Oriented

As a future-oriented institution, the University of Central Oklahoma **engages in strategic planning**, is **driven by its mission**, **understands social and economic change**, **focuses on the future success of its constituents**, and **integrates technology** into every area of its activity.

The university began a formal **strategic planning** process in October of 2006, drawing on the contributions of several hundred students, faculty, staff, alumni, board members, and community leaders in order to articulate objectives and to define the university's strategic niche. This successful process led to the development and implementation of a teaching philosophy focused on Transformative Learning as well as to the university's recognition as Oklahoma's first metropolitan university. Under the leadership of President Don Betz, the university recently embarked on a new comprehensive planning process that will guide the institution's efforts to fulfill its mission in the next decade as it meets the challenges posed by the rapidly changing environment for public higher education.

The university's **Mission Statement**, **Vision Statement**, and **Call to Action** provide a template for academic and non-academic units including individual academic departments and schools, support services, and student organizations to define their distinctive missions and to articulate the ways in which they support the mission of the university as a whole. The university's assessment and strategic planning processes, in turn, use the university's mission and the mission statements of individual units as touchstones in developing strategies for continuous improvement.

The University of Central Oklahoma takes seriously its responsibility as a steward of the resources entrusted to it, and it manages those resources in a manner **responsive to economic and social change** by allocating funding to support its programs through a budgeting process that protects and promotes the educational activities of the institution, even during difficult fiscal times. The budget allocation process provides a recurring annual opportunity to redirect basic resources in response to significant changes in the institution's operating environment, and these adjustments ensure the university's continuing ability to fulfill its mission.

The university takes seriously its commitment to the **future success of its constituents**. The Office of Career Services helps to fulfill this commitment by overseeing a university-wide internship program, by connecting students to employers seeking University of Central Oklahoma graduates, and by offering career education programs throughout the year. The Development Office and University of Central Oklahoma Foundation, in turn, work with alumni, community partners, and external foundations to establish endowments to ensure the continuing success of university, and it manages and distributes funds from these endowments in order to help students and faculty and staff members achieve success.

The institution pursues a variety of initiatives that ensure the **cutting-edge technologies** are integrated into every aspect of the university's work. In order to support its rapidly expanding program of online education and to allow active learners to participate in a virtual environment that will be available anytime, anywhere, and through any computer or mobile device, the university recently adopted Desire to Learn as its new online learning management system. The Center for eLearning and Continuing Education offers workshops, design support, course development, technical training, on-call support, hardware and software incentives, and financial incentives to enhance

the quality and expand the range of instructional technologies employed in each of the university's undergraduate and graduate programs.

Significant Initiatives

The university's Division of Academic Affairs plays a leadership role in securing and managing the resources necessary to maintain healthy programs, revive low-producing programs and build new programs to meet the demonstrated needs of its diverse constituencies. In 2005, for example, the Division of Academic Affairs advocated, received permission for, and implemented a **faculty pay system based on average salaries at peer institutions as reported by the College and University Professional Association for Human Resources**. This new system, which replaced the existing static pay-card system and which raised salaries, in some cases significantly, in disciplines across campus, has allowed the university successfully to fill twenty-six previously unfilled positions in the College of Business as well as several positions in the College of Mathematics and Science and the College of Education and Professional Studies.

The university has also developed and implemented a **new system for supporting and sharing the revenue from its summer session**. For many years, summer session operations had resulted in significant revenue shortfalls. Beginning three years ago, the Division of Academic Affairs asked colleges to reconsider summer staffing to ensure that tuition revenues would meet or exceed faculty costs; in return, the Division of Academic Affairs agreed to share the revenue generated by summer courses with the colleges. This highly successful voluntary program, which has significantly increased summer revenues, provides funding for important college-level initiatives in support of student learning.

The Division of Academic Affairs initiated a multi-divisional **Program Prioritization Process** in the spring of 2011. By the fall of 2011, each program in every division on campus had submitted a detailed self-assessment, which was scored using standard rubrics for academic and support programs. The results of this assessment are already guiding unit-level program creation, deletion and reorganization processes. The Program Prioritization process for academic units is now being incorporated into the Self-Study for Continuous Improvement process that each academic unit completes every five years.

In order to support **student engagement in all six areas of Transformative Learning**, the Division of Academic Affairs has reallocated resources to support the creation of the Center for Transformative Teaching and Learning, the annual Collegium on College Teaching Practice (formerly Faculty Enhancement Day), the annual Faculty Teaching and Learning Institute, the Centre for Global Competency, the Creating a Study Tour Leadership Experience program, the American Democracy Project, and innovative learning spaces such as the Center for Transformative Learning. The Office of Research and Grants, in turn, has established new initiatives to support faculty and student engagement in Transformative Learning including the Community Partnership Matching Grant

program, the Scholarship of Teaching and Learning grant program, the undergraduate Research, Creative and Scholarly Activity grant program, and an Interdisciplinary Grant program. Faculty Liaisons to other divisions directly involved in Transformative Learning including the Volunteer and Service Learning Center, the Wellness Center, and the Centre for Global Competency promote communication, collaboration and the efficient use of resources in institutionalizing Transformative Learning at the University of Central Oklahoma.

As the university moves forward during the second decade of the twenty-first century, the **Division of Academic Affairs** will develop new strategies for interdisciplinary communication; place the expertise of students and faculty and staff members at the service of the wider community; and work with its local, regional and national stakeholders both to meet the evolving needs of its diverse constituencies and to articulate and celebrate the value of Transformative Learning to the life of the communities that the university serves.

The **Division of Student Affairs**, for its part, will revise the Student Affairs Strategic Plan and refine its internal assessment processes in order to support Transformative Learning in a variety of new contexts, will establish an "International House" on campus, will expand the opportunities for students to participate in service learning activities and "glocal" (global-local) cultural exchange programs, and will create new facilities and develop new programs in order to support the evolving needs of students in the twenty-first century.

The **Division of Enrollment Management**, in turn, will work with stakeholders across campus to develop a strategic enrollment management plan consistent with the university's new strategic plan, will align its work with student learning outcomes founded on Council for the Advancement of Standards guidelines, will provide expanded online services for students, will secure external grants to support its student success initiatives, and will collaborate with the Office of Information Technology to implement a new degree audit system.

The **Division of Administration and Finance** will restructure the university's finance and budget process, will implement a fully realized Employee Lifecycle Plan, will identify and cultivate alternate revenue streams to support up to twenty percent of the institution's budgetary needs, and will add up to 350,000 square feet of classroom, office, laboratory, residential and athletic space to campus.

The **Office of Information Technology**, which has recently coordinated the university's successful transition to the Desire to Learn learning management system and student gmail, will implement a new Information Technology management system and will update the campus portal.

The **Office of University Relations** will continue to explore the possibility of establishing "expert blogs" that will place the expertise of the university's faculty and staff at the service of the metropolitan community, and it will develop strategies to communi-



cate the university's commitment to Transformative Learning even more widely among the communities that the institution serves.

Concluding Remarks

The University of Central Oklahoma has achieved its goals in this self-study process. Stakeholders from every area of the university have contributed to the development of this accurate, useful and thorough report by providing information, drafting and reviewing chapters, editing and fact-checking, and designing and formatting this document. The resulting report demonstrates that the University of Central Oklahoma is rich in talent and is committed to the personal and professional development and the future success of its constituents. The self-study process has also produced a set of action items that will guide the university's continuous improvement efforts in the coming years.

The self-study process has helped the university community to understand more clearly the importance of institutional accreditation, and one now often hears, during meetings and discussions, the question, "What does HLC say about that?" Faculty and staff members who have uploaded their vitae into Digital Measures, students who have helped to organize events leading up to the site visit and who designed this document in the "Ink Tank" studio, the members of the university's department-, school- and college-level external advisory boards, and the institution's many other internal and external constituents are all more fully aware than ever before of the accreditation process and its requirements.

Most important, as this report demonstrates, the entire university community has affirmed that it is fulfilling its mission of helping students learn by providing Transformative Learning experiences so that they will become productive, creative, ethical and engaged citizens and leaders.

