

University of Oklahoma - OK

HLC ID 1642

OPEN PATHWAY: Mid-Cycle Review

Visit Date: 8/14/2017

Mr. David L. Boren
President

Stephanie Brzuzy
HLC Liaison

Ralph Katerberg
Review Team Chair

Alexis Collier
Team Member

Dan Durbin
Team Member

Patricia Inman
Team Member

David Jackson
Team Member

Wayne Jacobson
Team Member

Mark Paller
Team Member

Context and Nature of Review

Visit Date

8/14/2017

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

The Assurance Review for the University of Oklahoma was launched by the Review Team upon receipt of the institution's Assurance Argument on Aug. 14, 2017. This being a virtual review, the team's work was supposed to be confined to the information contained in the Assurance Argument. Following a week for review of the Assurance Argument, all team members reported a lack of data on which we could base our evaluation on the five criteria. Based on team member requests, we compiled a list of data and documents that would be helpful in conducting this evaluation. The institution promptly responded in the weeks following by posting additional information in the Addendum section. With these in hand, the team was able to proceed with its review and report preparation.

The team expressed concern about the links supplied within the Assurance Argument. Many of these directed the reader to websites outside of the Assurance System, and often these required considerable search time to uncover the intended information. Without this information the team would not be able to complete this review. While this may have been the result of a misunderstanding of the requirements of the Assurance System, it was a problem that added weeks to our review and report preparation.

Interactions with Constituencies

This was a virtual review of the institution based on the argument and additional document that are listed below.

Additional Documents

- OU-Libraries-Strategic-Plan-Stakeholders-2013.pdf
- OU-Libraries-Faculty-Senate-Briefing-Nov2014.pdf

- OU-Libraries-LSC-Employee-Engagement-Report-Dec2015.pdf
- OU-Libraries-Blue-Ribbon-Comm-Report-Research-Ed-Support.pdf
- OU-Libraries-Listening-Session-Responses-11-04-15.pdf
- OU-Libraries-Master-Plan-SC-Update-2014-05-14.pdf
- OU-Libraries-Space-Usage-Report-Phase1.pdf
- OU-Libraries-Faculty-Town-Hall-Analysis-2013.pdf
- OU-Budget-5-Year-Scenario.pdf
- OU-Budget-Dashboards-by-Source.pdf
- OU-Criterion-5-Response-Summary.pdf
- OU-Finances-Statement-Revenues-Expenses-Changes-in-Net-Position.pdf
- OU-3D-5D-Project-Threshold-Summary.pdf
- OU-Faculty-Qualifications-Memo-2017.pdf
- OU-Diversity-Trends.pdf
- OU-Regents-Agenda-Sample.pdf
- OU-Regents-Minutes-Online-Location.pdf
- OU-Regents-Minutes-012617.pdf
- OU-Regents-Minutes-030817.pdf
- OU-Regents-Minutes-051117.pdf
- OU-Regents-Minutes-120116.pdf
- OU-Regents-Minutes-121216.pdf
- OU-Plan-Update-2014-2015.pdf
- OU-Plan-Update-2015-2016.pdf
- OU-Plan-Update-2016-2017.pdf
- OU-Plan-Update-2017-2018.pdf
- OU-Retention-Minority-Groups-Response.pdf
- OU-Consistency-Modes-Locations-Examples.pdf
- OU-Consistency-Modes-Locations-Response.pdf
- OU-Outcomes-Program-Level.pdf
- OU-Assessment-Feedback-Response.pdf
- OU-Faculty-Qualifications-Response.pdf
- OU-Regents-Committees.pdf
- OU-Response-High-Impact-Revised.pdf
- OU-Gen-Ed-Assessment-Response.pdf
- OU-EthicsPoint-Response.pdf
- OU-Response-Training-Compliance.pdf
- OU-Response-Financial-Officers.pdf

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

The University of Oklahoma (OU)'s mission statement has been approved by the OU Board of Regents. Although no evidence was provided regarding the process by which the Mission Statement was established, the mission appears to be embraced by the University in that it can be found on numerous websites, printed materials, and is used in various campus, College and Departmental planning processes (see 1.B). Across the University of Oklahoma's campuses, students are provided a wide variety of degree options; specialized student services (first year services, Camp Crimson summer orientation sessions, etc.) are provided to first year students and the Academic Plan (for the Normal Campus) outlines student, research and outreach initiatives in all areas of the stated mission. The OU Health Sciences Center and the OU-Tulsa campuses provide focused educational opportunities unique to their focused degree programs and locations.

OU's expenditures align with its mission; their FY 2016 expenditures show that 54% has gone towards instruction, academic support, student services and student aid. 6% of expenditures are directly attributable to public services and 16% towards research. In addition, OU documented an annual budget process that provides opportunities for units to seek resources in alignment with OU's mission. Notable is a faculty hiring process by which units justify their requests in alignment with their strategic plans and goals, which are derived from OU's mission statement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

The OU mission statement is readily found online. It does not appear on the main web page for the university, nor is there a direct link on the main page. However, the main page search engine easily leads to the Public Affairs office site, which prominently displays the mission statement. There are also links on the Provost's web site and the Student Affairs web site. An Academic Strategic Plan was formulated in 2013-14 and is found on the Provost's web site. It is highly detailed with regards to education, research and service goals. The university also has a 10-year strategic plan for research titled "Aspire 2020," which is found on the Research webpage along with supporting documents. Overall, the public can easily identify OU's goals, plans, and institutional priorities.

The publically available strategic plans and goal are clear and many have quantifiable goals. The argument states "portions of the [Academic Strategic] Plan are reviewed and modified annually," although the review team could not find any public documents listing the updates. Similarly, updates to Aspire 2020 are not immediately obvious. Individual colleges certainly update their strategic plans periodically. The argument gives examples of collegiate strategic plans for the College of Allied Health, School of Community Medicine, and College of Public Health, whose strategic plans were last updated in 2014, 2010, and 2016, respectively. The review team was unable to ascertain whether there is a university expectation that every unit have a strategic plan or whether there was an expected frequency for updating strategic plans.

OU has emphasized three main academic goals, consistent with its overall mission that were identified by the Oklahoma State Regents for Higher Education: enhancing access and improving the quality of public higher education for all Oklahomans; increasing the number of college graduates; and better preparing students to meet the challenges of a global economy. These goals apply to both undergraduate and graduate students. Annual reports "University of Oklahoma – Norman Campus; Institutional Degree Completion" detail the numerous activities within OU that contribute to these goals. The tables lists more than 30 high impact strategies now in place, along with the responsible individual, metrics for success and brief narratives regarding recent progress. However, data about the

effect on the highest level outcomes, as enhanced access for Oklahomans or increase in the number of Oklahomans who graduate college was not available to the review team.

The mission documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides. In particular, the various documents reviewed speak directly to undergraduate students on the Norman campus, to graduate students, to health science students, to students on the Tulsa campus, which has a greater emphasis on community partnerships and engagement, and on nontraditional students. Specific expectations for academic work in research and creative activities are also clearly delineated. The scope of and attention to state needs by the state's flagship university are clearly and consistently articulated. The extent of the university's contributions to the state are documented through its multiple community focused programs, including the Institute for Quality Communities and the K-20 Center, the Broader Impacts in Research office and curricula in every unit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

OU, in part a response to the previous HLC review, recognized the need for greater coordination of local initiatives and activities to improve diversity. In 2015, OU created the position of Vice President for University Community with responsibility for directing the Office of University Community, which focuses on diversity and inclusion.

The argument contains an extensive listing of all of the 2016 activities within the College of Education that focus on diversity and inclusion. It is not clear whether other colleges have similar reports or whether this was part of a university-wide requirement.

The percent of minorities enrolled as freshmen increased from 28% in 2011 to 33% in 2016. However, the breakdown of minority groups and the relationship to the population of Oklahoma is not cited in the argument. Also, the retention of some minority groups has improved. For example, the one-year retention of African American students increased from 85% in 2011 to 92% in 2015. The four-year graduation rate of African American students increased from 25-28% in those cohorts.

Five-year trends for staff show relatively little change in minority numbers, a slight increase in faculty numbers, and an increase in student numbers, especially among Health Science students. As noted above, the breakdown of minority groups and the relationship to the population of Oklahoma was not available to the review team.

Despite OU's positive statements about diversity, its governance does not reflect that focus. The Board of Regents members are six white men and one white woman. The governor, not the university itself, appoints the Board so OU should not be held responsible for the lack of diversity at the university's highest level. Nevertheless, this does not set the desired example for the rest of the university community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

OU's organizational structure and institutional memberships provide assurances that it is accountable to the public via its governor-appointed Board of Regents. It does not report to a parent organization nor provide funds to private investors. In its mission statement, OU clearly notes its intent to enhance the educational experience by providing "...service to the state and society." OU categorizes 6% of its expenditures as public service. Each campus reflects the public service mission appropriately. For example, the OU Health Sciences Center links student clinical experiences with offerings in various treatment settings (dental practice, public health, etc.) with services directly available to the public. Research on all the campuses provides societal benefits, and OU has established a "Broader Impacts" unit designed to "institutionalize a broader impacts culture" at OU (bir.ou.edu). OU-Tulsa highlights its focus on the community, with degree programs that focus on local engagement. The campus' students/program also provides free health clinics via the Bedlam Alliance for Community Health. On the Norman campus, a focus has been placed on providing degree programs for adult learners, international education, language assistance, and prevention research/services via the Southwest Prevention Center. Many of OU-Norman's outreach programs are part of an organized community engagement structure (www.ou.edu/outreach.html) within the College of Continuing Education.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

After review of the available documents, the team found evidence to confirm that the institution's mission is broadly understood, is articulated publicly, and guides its operations. The institution understands the relationship between its mission and the diversity of society and its mission demonstrates a commitment to the public good.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

As a state institution, OU exists in a highly regulated environment. Governance of OU is described in the State Constitution (Article XIII Section 8), and its existence is defined in statute (70 Oklahoma Statutes Section 3301). The Board of Regents are appointed by the governor with approval by the legislature and must follow the extensive state's ethics policies for state appointees (326 page document revised July 2017). In addition OU conforms policies and procedures of the Oklahoma State Regents for Higher Education). Highest level policies are set forth by the Board of Regents and are found in the *Regent's Policy Manual*. Regents and administrative policies are publicized through the faculty handbooks and student handbooks. These handbooks are campus specific and are easily found on the OU website.

OU has the expected (and required) compliance officers and entities. The Compliance Office and Compliance Director are organizationally within the General Counsel's office. Within that structure there are the Office of Human Research Participant Protection, Office of Export Controls, IACUC, HRPP, environmental health and safety, radiation safety, healthcare billing, HIPAA. OU also has an Institutional Equity officer (Title VII and other discrimination issues), an office to investigate and prevent sexual discrimination and harassment (Title IX), an Office of Research Services (grant and contract issues), an Athletics Compliance office (NCAA requirements), an Internal Audit (reporting to the Board of Regents). OU also has an ombudsperson within the Provost's Office to handle disputes and conflicts that are not specific rules violations. OU has a Compliance Advisory Committee made up of the Senior Vice President and Provost – Norman Campus; the Senior Vice President and Provost – Health Sciences Center; the Vice President for Health Affairs and Associate Provost – Health Sciences Center; the Vice President for Research – Norman Campus; the Vice President for Research – Health Sciences Center; the Associate Vice President for Clinical Research; the Vice Presidents for Administrative Affairs to advise the Compliance Director and to meet regularly with deans and vice presidents from all three campuses.

OU utilizes EthicsPoint for confidential reporting of rules violations, bias, discrimination, physical or mental harassment or misconduct by OU community members. This system has only been in use for

one year so there are no trends. In the first 12 months there were 135 reports made to EthicsPoint comprising the gamut of expected concerns and suspected violations. The review team was not provided information regarding what types of resolution, in general terms, was achieved. Therefore, it was difficult for the review team to assess the effectiveness of OUs ethics policies. The University Audit office does plan to review EthicsPoint within the next few months, so OU may be able to evaluate effectiveness of the system in its first year.

To publicize and train employees and students about policies and compliance, OU implemented OnPoint LMS, a learning management that now has ten training modules. The assurance argument states that OnPoint has had over 85,000 total completions. OU does not verify centrally that required training has been completed by those individuals nor evaluate how effective is local oversight of compliance training by individual units. In some instances compliance training “should be” 100% because students are required to complete training prior to enrollment. In total, the review team could not ascertain what safeguards exist to prevent those involved in regulated activities from undertaking that work prior to successful completion of training.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

The University appears to promote the transparency of itself, its costs and its programs through a comprehensive web presence. In addition to the more standard information on course offerings and the cost of attendance, the University has also implemented a financial counseling program to help students better understand how to manage their personal finances and be cognizant of options related to financing their education.

However, the review did identify some areas that were less than transparent and could have their prominence improved upon. For example, information related to academic support, IT assistance or general information for internal audiences, such as faculty and staff, was difficult to locate. Furthermore, information pertaining to the University's accreditation status and source (HLC) was very difficult to locate from the University's main page.

It should be noted that while both of these examples were initially difficult to locate, the web pages for the aforementioned examples contained comprehensive information.

In summary, the University does maintain very good visibility (and clarity) through its web presence and associated links and meets this component's requirements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

Deliberations and decisions of OU Regents are public and transparent pursuant to the Oklahoma Open Meeting Act and Open Records Act. All Board of Regents (BOR) meeting minutes are archived online. Review of minutes of recent meetings revealed that the BOR discussed and made decisions regarding finances, substantial program changed, capital projects, promotion and tenure, contracts, and other items. The BOR also spent considerable time dealing with Cameron University and Rogers State University for which it is also responsible.

According to the assurance argument the BOR has the following standing committees: Finance and Audit Committee, the Norman Campus Committee, the Health Sciences Center Committee, and the Athletics Committee. These committees are not identified on the BOR website nor can they be found by search engine within the OU website. The review team was provided the agenda for a meeting of two committees, but minutes were not provided. The review team was, therefore, unable to determine the extent and appropriateness of these committees' deliberations and how they inform and do the work of the BOR.

Review of BOR minutes detail the multitude of actions approved by the Board each meeting. The written summary of discussion does not suggest any unusual interference with administrative functions. Given the sheer magnitude of the items approved by the BOR, it is reasonable to assume that delegation of authority for day-to-day management has occurred and is functional.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

The University is transparent in communicating its core values of intellectual freedom, service and integrity and incorporating those values into their strategic planning goals, especially pertaining to the goal of academic excellence.

This concept is specifically reinforced through both formal policy (ex. academic responsibility) and through practices related to faculty tenure review (both pre and post-tenure). It is further reinforced through its inclusion (as a chapter) in the Faculty Handbook.

Its also worth noting that the University's formed The Institute for the American Constitutional Heritage program that is designed for the study of American constitutionalism to ensure that the University is a place where students can become aware of the roots of liberty and self-governance in order to be acutely aware of their rights and responsibilities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

OU has the expected (and required) policies for responsible conduct of academic activities: scholarly work, creative work, and research. The BOR sets policies for faculty accountability, conflicts of interest, and ethics in research. The review panel read these policies, which are also found in faculty and student handbooks, as appropriate, and found them to address the relevant issues.

The university has the appropriate oversight processes in place for monitoring responsible conduct of academic activities. However, the review panel did not have outcomes or audit data to demonstrate that the oversight that OU provides is effective. The review panel does not know, for example, how frequently the IRB or IACUC finds serious violations in policies nor whether training interventions have been effective in decrease such events. Similarly, the review panel was not presented with evidence for how successfully conflict of interest is disclosed or managed. As noted in 2A, OU implemented OnPoint LMS, a learning management system that is used for compliance training. No data are provided for "compliance" with required compliance training.

The Student Handbook links to a detailed section on academic integrity and academic misconduct. This resource includes four video discussions by faculty on academic integrity. The Integrity Council, consisting of 60 students from across OU, provides peer education, classroom presentations, and sponsors "Integrity Week." Curiously, the website for Integrity Week (http://integrity.ou.edu/integrity_week.html) does not currently contain any information about the event, but lists CocaCola and McAfee & Taft P.C. along with six OU offices as "Our Sponsors." Students are also encouraged to use Turnitin.com to avoid plagiarism and to seek assistance from the writing center for questions about proper citation. The Integrity Council also publishes a novel informational tool titled *Nine Things You Should Already Know About Plagiarism Plus . . . Six Excuses That Don't Work And . . . Three Things You Don't Need To Worry About.*"

OU has an Academic Integrity Code for students, which is also replicated in faculty resources. OU Regents' Policy Manual (section 3.5.4) addresses scholarly misconduct (or research misconduct) and is found online and the Faculty Handbook (section 3.26) provides details about ethics in research and misconduct. The review team did not find any evidence regarding efficacy of enforcement of these policies; there many individuals and units who share enforcement responsibility, such as the Vice

President for Research, the Provost, the Compliance Office, and the General Counsel Office.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

The University promotes a climate of academic freedom along with venues to promote ethical behavior (such as training or Ethics Point capabilities). These internal tools are supplemented with a state level Ethics Rule that pertains to all employees..

While the Review Team feels as if the campus does promote the aforementioned values and acts in an ethical manner, a more personalized (to the University) code of conduct might help further underscore those values and help the University community embrace them more as their own.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Rating

Met

Evidence

Course and program approvals at the University of Oklahoma (OU) follow a faculty-initiated multi-step review process through the formal Academic Programs Council and require additional evaluation by relevant faculty groups for courses seeking General Education status or courses/programs at the graduate level. The Oklahoma State Regents for Higher Education (OSRHE) reviews and approves final course/program degrees offered at various levels, further ensuring they are appropriate to higher education. Currency of established programs is evidenced through reviews of OU's academic programs on a seven-year cycle per OSRHE policy with 21 programs being reviewed in the last two academic-year cycles (2015 to 2017). OU has approximately 50 programs which are reviewed on regular cycles to meet specialized accreditation requirements.

The vast majority of programs on the Norman campus have articulated measurable student learning outcomes as part of their assessment process and are publicly available on the Office of Academic Assessment's website. Professional health programs at the OU Health Science Center (HSC) and OU-Tulsa campuses have stated outcomes as part of their specialized accreditation requirements, some of which are depicted on the individual program's website. OU indicates that for all degree programs, program-level learning goals are mapped to a program's courses as illustrated in the Visual Arts BFA program. Consistent with this expectation, the Courseleaf Course Request form requires a syllabus using a template that includes specifications for both course goals and learning outcomes.

OU's Academic Programs Council reviews all course/program proposals following the same standards for quality regardless of delivery mode. OU provides assessment reports which show that courses offered in different formats and locations are reviewed similarly, and courses offered at

different locations are monitored to maintain quality and consistency across locations. OSHRE guidelines for program approval specify that the academic standards for courses and programs are the same regardless of delivery method, and require institutions to complete an electronic delivery approval process which addresses academic standards, faculty development, and assessment in online delivery. OU further reports that the curricula offered in their international programs are the same as those at their three regular campuses. Faculty hiring and evaluation for OU's international programs are reported to follow standards found in the Faculty Handbooks for the Norman and OUHSC campuses.

OU offers dual credit through OSRHE's policy framework for Concurrent Enrollment of high school students who enroll in college courses. Eligible students can enroll in regular OU courses taught by regular OU faculty up to a combined enrollment of 19 semester hours in high school and OU courses, thus ensuring the quality of the credit earned is the same for high school as college students. OU states that OUHSC relevant colleges maintain full control over the curriculum and faculty quality in their small number of consortial/contractual arrangements in OUHSC related programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

OU's General Education (GE) program requires undergraduate students, regardless of their area of specialization, to complete 40 semester hours of basic GE coursework for the baccalaureate degree, consistent with OSRHE guidelines. The GE educational experience constitutes approximately a third of students' baccalaureate curricula. The Vice Provost of Academic Initiatives oversees the GE curriculum, while the Provost's Advisory Committee for GE monitors the program's adherence to state policy, establishes OU-specific program requirements and guidelines, reviews courses for GE status, and examines whether courses continue to meet GE standards.

OU's GE program provides students with breadth of knowledge, skills, and values through a curricular distribution requirement across traditional arts and sciences coursework, and depth through a senior capstone requirement and at least one upper-level course outside their specialization. The program is founded in the liberal arts and consistent with OSRHE's specified GE framework to impart the common knowledge, skills, and attitudes of an educated person. OSRHE articulates eight GE learning outcomes as part of this framework. OU does not identify program-level GE learning outcomes for the institution but provides guidelines and selected rubrics to evaluate the appropriateness of courses for the GE curriculum. For example, writing is an important goal of GE and must be incorporated into all GE courses; social science courses should give students a better understanding of human behavior and its relationship to social issues; non-western culture courses should help students appreciate the contributions of other peoples; and the capstone experience should challenge students to reflect upon and place their learning in a broader social, intellectual, and

professional context. Faculty teaching GE courses identify GE course-specific learning outcomes on their syllabi and assess them using faculty determined methods also indicated on the syllabus. OU acknowledges that recommendations from its previous Higher Learning Commission site visit included those to review GE and improve its assessment but to date has focused initially on program-level assessment. OU indicates plans, but no timeline, to better articulate category-level GE learning outcomes and develop a GE assessment plan.

Through OU's GE curriculum undergraduate students in every degree program are engaged in communication through a writing requirement in every GE course. Students can collect and analyze information through assignments in the GE science experience in which they can build proficiency integrating and applying scientific methods, or in the humanities in which they can identify, define, and analyze elements of artistic forms. The GE capstone requirement provides opportunities to master modes of inquiry in students' specialization areas. Annual assessment activities required of all programs point to student achievement in these domains, as illustrated in the Health and Exercise Science program in which students complete a research project in the Senior Capstone course. OU's findings from the 2016 National Survey of Student Engagement support faculty assessments. Students report that OU contributed to their knowledge and skills 'very much' or 'quite a bit' in thinking critically (86%), working with others (73%) and writing effectively (71%), which encompass skills adaptable to changing environments

OU's educational experience is aimed at having a diverse student body which includes students from 50 states, over 50 tribal affiliations, and more than 100 foreign countries. In support of their commitment to diversity, representatives in OU's Diversity Enrichment Program work with African American, Latino, Asian American, and Native American students as they transition to college. OU's Student Life facilitates several multicultural communities, and the Colleges of Engineering, Business, and Journalism provide diversity and inclusion programs as illustrated on websites. Within the curriculum, foreign language and non-western civilization GE coursework is required, and OU offers degree programs in African and African American Studies, Native American Studies, and a new Latinx Studies major beginning Fall 2017. OU has comprehensive education abroad programs in 79 countries with one-third of students participating in study abroad during their undergraduate years.

OU's Carnegie Classification of 'highest research activity' signifies that faculty and students contribute to scholarship, creative work, and discovery. All tenured and tenure-track faculty are expected to be involved in scholarly and creative activities which OU can monitor using Digital Measures' Activity Insight software. Norman campus faculty are supported in their respective research endeavors through a variety of means. These include the availability of university research facilities, recognition awards, resources and services offered through the Office of the Vice President for Research, and the promotion and development of research activities by the Research Council. Faculty at OUHSC are provided resources and services through the Office of the Vice President for Research on that campus. Between 2007 and 2016 OU research expenditures increased from \$251.9 to \$289.1 million showing strength in the research enterprise.

The Office of Undergraduate Research coordinates several programs and opportunities for students to engage in faculty-mentored research and creative activities. Among these, shown on relevant websites, are listings of research options, a mentored research fellowship program, workshops, and a Curiosity to Creativity Symposium in which undergraduate students can participate. At the OUHSC campus the Graduate College offers four undergraduate summer research programs in the biomedical and health sciences. OU participates in the Oklahoma-Louis Stokes Alliance for Minority Participant Program which has the goal of increasing under-represented populations in Science, Technology, Engineering, and Mathematics disciplines in their post-graduate education. The Graduate College on the Norman campus supports graduate student learning and pursuit of scholarship through workshops,

fellowships and dissertation awards, and a Student Research and Creativity Day in which graduate students can present their current research.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Evidence

OU has 3,569 instructional faculty with a student-to-faculty ratio of 17 to 1. Eighty percent of the faculty are full-time and 44% are either tenured or tenure-tracked, indicating continuity. Norman and OUHSC campuses' Faculty Handbooks outline expectations for teaching which focus on helping students learn, as well as counseling, clinical supervision, and advising students. Faculty participate on departmental curricula-related committees and the Academic Programs Council which makes recommendations regarding OU curricula. Instructional faculty are required to post on the University's course management system syllabi which specify course goals and learning outcomes faculty strive to ensure students achieve.

OU employs a multi-step authorization, recruiting, screening, and hiring review process for new faculty to ensure they are qualified, as evidenced in the hiring documentation of an assistant professor in cyber-social analytics. OU recruits nationally for tenure, tenure-track, and renewable term faculty at the rank of assistant, associate, and professor and notably offers several resources in support of best recruiting practices. Faculty qualifications are listed in job descriptions. All regular faculty appointments also require Regents' approval. Candidates who do not have a terminal degree at the time of an offer are hired conditionally. Another check on instructor qualifications is through faculty involvement on search committees for full- and part-time faculty and the selection of Graduate Teaching Assistants. OU-Norman and OUHSC Graduate Councils have authority for graduate programs on their respective campuses, including determination and oversight of graduate faculty qualifications. On the Norman campus, for example, the faculty of each department or academic unit

determine the criteria for several levels of graduate faculty status, each of which carries distinct privileges. A master's degree is required to chair a master's committee and the terminal degree to chair a doctoral committee. OU documents in an August 30, 2017 memo that the Office of the Senior Vice President and Provost on the Norman campus sends a reminder to colleges and departments regarding the faculty qualifications required by the Higher Learning Commission. The memo notes that the Office of Institutional Research and Reporting collects annually faculty qualifications and monitors these requirements.

Pursuant to Norman and OUHSC campus Faculty Handbooks, the performance of all salaried faculty is evaluated annually by the department or academic unit based on the criteria and procedures approved by that unit. The evaluations are both formative, and used to determine advancement in salary, promotion, and tenure. Renewable term faculty additionally receive a comprehensive and thorough evaluation during the final year of the multi-year term. Tenured faculty have a mandatory post-tenure review every five years based on the criteria for annual review. According to the Graduate Assistant Handbook, Graduate Teaching Assistants are supervised, observed, and provided with feedback. Students evaluate course instructors on the Norman campus using a local online system, eValuate. The College of Nursing uses a CoursEval system to evaluate courses at the OUHSC campus where evaluation of instruction is more decentralized.

Academic Program Review, specialized accreditation, and annual faculty evaluations provide three main processes by which the institution collects and uses information to assure instructors are current and skilled in their teaching responsibilities for effective program delivery. OU offers numerous examples of how it supports instructors' professional development. The Office of the Senior Vice President and Provost's website for Faculty Development contains information about orientations and a multi-week seminar series for new faculty, funding opportunities for instructors who want to pursue teaching innovations and assessment strategies, and a faculty mentoring program to learn institutional and system networks. Tenure and promotion workshops are offered for untenured faculty and were attended by 75 faculty in 2016. The Center for Teaching Excellence (CTE) runs both Faculty Fellows' and Graduate Teaching Fellows' programs, Teaching Assistant orientations, a Graduate Teaching Academy, programming for development of international teaching assistants, and has a Digital Learning Team to work with faculty integrating digital technologies into their instruction. Of note in CTE's 2016 Impact report was their work in helping transition the institution from the Desire-to-Learn course management system to Canvas, which resulted in more than 1200 instructors using the new system. The Office of the Vice Provost for Academic Affairs and Faculty on the OUHSC campus delivers HSC faculty professional development opportunities which include programming in Education Grand Rounds. OU recognizes faculty who have achieved unusual excellence in teaching, research, and service through a number of distinguished professorships, such as the David L. Boren Professorship.

In accordance with OU Faculty Handbook policies, instructional faculty are expected to include office hours on their syllabi. OU's Student Satisfaction Survey showed 78% of students were satisfied or very satisfied with the availability of faculty during their office hours. Findings from the 2016 administration of the National Survey of Student Engagement revealed that 74% of freshmen and 73% of seniors reported that they either 'sometimes,' 'often,' or 'very often' discussed course topics or ideas with a faculty member outside of class. OU further demonstrates their faculty's accessibility for student inquiry through various mentoring activities and programs across OU campuses. During Fall 2016, for example, twelve faculty participated in the President's Distinguished Faculty Mentoring Program for new students. In the College of Medicine, faculty encourage graduate and professional students in developing interdisciplinary research collaborations through the Gene Team Summer Scholars Programs. In the Biomedical Sciences Graduate Program, faculty supervise and mentor students across laboratory rotations.

Relevant degree and/or experience qualifications for all staff who provide student support services are determined by employing departments in consultation with the Office of Human Resources (HR) and are outlined in job descriptions. HR recruiting and hiring processes help ensure a qualified and diverse work pool and that these processes comply with law and University policy. The HR website provides information and resources for required training of staff in Norman, HSC, and Tulsa programs, as well as a calendar of professional workshops employees can take. An example of other training opportunities offered by divisions or departments is 'Green Zone Training' to understand and better serve veterans. Staff also participate in professional organization conferences related to their work.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

OU provides student support services at each of the three campuses appropriate to the needs of its student population of the respective campus.

At the Norman campus, services are segmented for vulnerable groups such as first generation, multicultural and international students. Many services are physically located together for student convenience and access. In addition, many services targeted for first year students reside within the University College. The single administrative structure suggest better coordination and communication of services. Evidence in a campus study of student use of support services documents the relationship between the use of services and persistence.

The OU Assessment Center administers placement exams for new undergraduates to direct students to appropriate courses. A range of academic support services provides counsel and tutoring to undergraduate, graduate and professional students from initial entry through degree completion. The full range of student services offered at each OU campus is documented in a Resources for Students website specific to each campus. Examples of some of the academic support services include: Writing Centers; student Counseling Centers; and Disability services at each of the campuses. Project Threshold, a TRIO program at the Norman campus to support first generation and economically disadvantaged students, offers tutoring, advising, and other support to students. (Evidence to the institutional commitment to this program is represented in campus commitment of bridge funding to accommodate the loss of federal funding for AY2017-2018).

Academic advising and career guidance is provided by a network of units both within the academic colleges through various academic support units. All first year students are advised by University College. Upon completion of 24 credit hours and declaration of a major, students transition to

advising by the academic college staff. An academic advising flowchart available on the OU Academic Advising website documents the process for advising from entry to graduation. The advising website also details the tools, academic and other advising resources available to students.

The Provost Advisory Committee on Academic Advising is designated by the campus as a central clearinghouse for academic advising information and resources. In addition, OU offers professional development opportunities for academic advisers, including the investment of \$90,000 for training of 20 academic advisers to complete accredited Academic Life Coach training.

The Center for Teaching Excellence provides training, resources and services in support of teaching and faculty development. Resources include seminars and training on teaching strategies, tenure and promotion workshops, syllabus templates and technology consulting. In 2015, OU instituted a Faculty Leadership Academy to develop leadership skills at the Norman campus with a separate Faculty Leadership Program at the HSC tailored to topics related to an academic health center. Programs details and application process are documented on the websites.

The University Library and its various virtual services are available at each campus. The collections and services of each library reflect the academic focus of the particular campus. The Collaborative Learning Center located in the Norman campus library includes collaborative classroom, seminar and group study space. The Dean of University Libraries conducted a multiyear review of the libraries that included input from faculty and graduate students. The review informed a strategic plan (2013) and a master plan (2014) resulting in a number of library renovations. The institution's IT infrastructure provides campus labs, classrooms and centers to support teaching and learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

OU's co-curricular programs and involvement opportunities across the three campuses address a range of interest appropriate to each campus setting and student population. The Vice President for Student Affairs and Dean of Students oversees the departments that provide the out-of-classroom experience that defines student life. At the Norman campus over 400 student organizations including political, professional, and cultural groups complement the academic life of the students. At OUHSC and the Tulsa campus, co-curricular offerings are tailored to the more focused academic interests. Graduate Student Life programs housed in the Norman campus Graduate College support the social engagement of graduate students. OU Student Affairs also offers students volunteer and community service opportunities such as the annual 'Big Event' which pairs students with service projects in the Oklahoma City metro area. A range of leadership programs document the varied opportunities for co-curricular leadership development.

Evidence provided by the institution document ways in which student co-curricular engagement complements and contributes to students' learning experience. OU Student Affairs Assessment Report document systematic annual assessment efforts in place for the co-curricular programming and student services at each campus. Examples of the assessment efforts in the annual report include:

- Gender + Equality Center's post participation survey of self-reported gains in understanding and awareness of gender-based violence;
- HSC Student Affairs Pre/Post- test assessment of the 'Eating Healthy on the Go' program.
- Over 20% of the Fitness and Recreation intramural participants were first year students meeting a department goal for first year student participation.

The assessment report indicates that these outcomes inform future program efforts and planning.

The administration of NSSE and NASPA benchmark assessments provide useful information to establish national and peer group comparisons. The 2012 launch of the Academic Engagement Group under the direction of the Associate Vice Provost for Academic Engagement serves as a central location to oversee a number of academic engagement initiatives associated with high impact practices (HIP) associated with the NSSE assessment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

The University of Oklahoma (OU) offers strong evidence that it provides high-quality degree programs through the joint cooperation of academic units across all campuses. The Academic Programs Council and the Oklahoma State Regents for Higher Education play pivotal roles in ensuring programs represent the standards expected at a large research university, and that learning goals for students are consistent across delivery modes and locations. Regular academic program review, specialized accreditation, and other review processes ensure quality is maintained.

OU has comprehensive General Education requirements, including a senior capstone experience, designed to make sure graduates have the fundamental knowledge, skills, and values they need to succeed as individuals and citizens. OU appointed a Vice Provost for Academic Initiatives to examine the program continually in concert with the Provost's Advisory Committee for General Education, and is thus poised to take additional steps to better articulate outcomes and systematic assessment for it.

OU's rise in research productivity in the last several years speaks to institutional support of faculty and students' contributions to scholarship. OU makes available numerous opportunities for students at all levels to participate in faculty-mentored research and other experiential learning activities.

OU has sufficient and well-qualified faculty, instructors, and staff to support its teaching and learning endeavors, shown through its institutional hiring and review processes. OU affords its personnel various professional development opportunities, including programming offered by the Center for Teaching Excellence and through the Office of Human Resources.

To ensure students learn and succeed, OU presents students with a wide array of academic support services on all campuses. OU's infrastructure involves an extensive library system and growing technological support that includes the roll-out of Canvas, a course management system new for the University. OU additionally offers multiple co-curricular programs and activities, such as leadership programs, high impact activities, and interprofessional education, which contribute to an enriched educational environment for its students.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

OU has a comprehensive program review process in place for degree programs under the directive of the State Regents and in concert with disciplinary specialty accreditation standards. The academic program review (APR) process is an eighteen month process conducted every seven years. At the Norman and Tulsa campus the APR is under the direction of the Office of the Provost while the Graduate College directs the process at the HSC. The institution website outlines the calendar of scheduled reviews, timeline and guidelines for the APR.

The APR committee, appointed by the Provost, is comprised of faculty from departments not under review in that cycle. In preparation for the review, the institutional research office prepares a

departmental profile of five years of enrollment financial and faculty data. Two sample department profiles from the 2015-16 cycle are provided. New to the process since the last HLC visit is the inclusion of an external reviewer who provides a written report to the APR committee. The Provost review includes a set of recommendations to which the department responds with an action plan to implement before the next review. Two examples of APR Final Reports from the 2015-16 cycle are provided in the institution Argument.

The institution awards credit for prior learning and transfer credit in accordance with State Regents policy and accepted transfer credit agencies. These policies are delineated on the institution's admissions website and student handbooks.

The institution documents the process of course prerequisites specified at the point of initial course approval by the Academic Programs Council. Institution course catalog and class schedules reinforce course prerequisites which are also enforced during the course registration process. The catalog and class schedule websites are included in the institution argument. Dual credit policies are addressed under Core Component 3A.

The institution maintains accreditation with a number of discipline specific accrediting organizations. The most recent annual OU Fact Book and the accrediting associations' websites provide evidence that accreditation is current.

The institution evaluates the success of its graduates through surveys, reporting of licensure rates and post-baccalaureate outcomes. Publically available annual reports published by the institution's career center provide program level outcomes reports of first post-graduation plans and employment offers for undergraduates. The institution states that there is an effort to provide similar reporting for master's and PhD graduates.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

As noted in the review of Core Component 3A, the university maintains an annual cycle of learning outcomes assessment in academic programs, with departments providing annual updates on their assessment efforts and actions taken based on their findings. Information from these updates demonstrates how departments are using assessment to improve support for student learning, and allows the institution to verify that faculty are substantively engaged in using program-level assessment data in their departments.

Examples of assessment reports from different years show that the system provides a framework for systematically tracking how departments respond to the feedback provided through the assessment rubric, and the extent to which departments maintain or increase their level of engagement in assessment from one review period to the next. The system also shows that departments have varying levels of engagement with using assessment to assure the quality of their programs, and this system offers the opportunity for the institution to maintain consistent expectations and identify areas where additional institutional support will be needed. If the institution remains committed to sustaining these efforts, this model promises to be a useful resource for ongoing assurance of academic program quality.

The institution provides assessment reports which show that courses offered in different formats and locations are similarly reviewed, and courses offered at different locations are monitored to maintain quality and consistency across locations.

The evidence file provides documentation of systematic assessment of co-curricular learning in the Division of Student Affairs, and demonstrates that systems are in place to maintain review of co-curricular learning on annual basis. These efforts also demonstrate a commitment to acting on assessment findings and using them to improve programs or further define future goals.

The institution has not provided evidence that they have a similar commitment to assessing how well their Gen Ed program is achieving the goals they have set for it. An oversight committee reviews and

approves courses based on a course's intentions to support achievement of Gen Ed outcomes, but we have not received evidence that the institution attempts to follow through and see if approved courses achieve intended goals.

Interim Monitoring (if applicable)

The University of Oklahoma (OU) is expected to create and implement a formal assessment plan for its General Education (GE) program prior to its ten-year comprehensive assurance review by the Higher Learning Commission (HLC). An interim monitoring report must be submitted by June 2019 showing the creation of a GE assessment plan and specification of a process for implementation.

As part of its next comprehensive review and site visit, the institution will be expected to demonstrate that they have successfully initiated a GE assessment plan and have institutional systems for maintaining its implementation on an ongoing basis.

The following steps serve as suggested recommendations for successfully creating an assessment plan and specifying a process for implementation:

- Designate a faculty oversight body which has formal responsibility for assessment of the GE program.
- Clarify ways in which the Oklahoma State Regents of Higher Education's expectations for GE map onto OU's GE distribution requirements, and the relationship between those requirements and Regents' identified GE learning outcomes.
- Prepare a GE assessment plan which includes:
 - articulation of expected student learning outcomes;
 - criteria expected for identifying achievement of the outcomes;
 - means/methods of assessment;
 - how the assessment information will be used; and
 - timeline for assessing the learning goals/outcomes.
- Outline the organizational process for implementing the plan.
- By June 2019, submit the required interim monitoring report to HLC verifying the creation of a GE assessment plan and specification of a process for implementation.

Following submission of the Interim Report in June 2019, we recommend the following steps to help the institution prepare for successful compliance with this criterion by the time of their next comprehensive review:

- By June 2020, pilot or initiate the GE assessment plan. Findings from this beginning implementation can help inform the institution of the extent to which its plan is feasible, sustainable, and effective for determining whether the GE-designated courses are successfully meeting GE expectations.
- By June 2021, based on experiences with initial implementation of the plan, modify the plan as needed and continue implementation.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Rating

Met

Evidence

The university monitors retention and graduation rates, and has set targets for improvement. Through analysis of retention and graduation rates, the institution has strategically targeted support for students in groups that have been shown to be at greater risk of not persisting, as evidenced by the creation of the President's Graduation and Retention Task Force, and by targeted outreach to students shown to be at risk academically (such as the Sooner Success Program and the Center for Student Advancement initiatives) or financially (such as the EDIFAR initiative).

Though gaps remain in retention and graduation rates across groups, institutional retention reports show that rates for all groups have increased during the time period of these initiatives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

The evidence demonstrates that the institution has viable systems in place for assuring the quality of its degree programs, using assessment of student learning to improve major programs and co-curricular learning experiences, and maintaining attention to student persistence and completion. Implementation over the next few years will demonstrate whether these systems are sustainable and can be expected to contribute to the institution on an ongoing basis.

However, inattention to assessment of General Education suggests that curricular learning outside the major is not a priority for the institution, and it is a cause for concern that assessment of General Education has not yet made it onto institutional agendas even though it was identified as an area needing institutional attention in their 2012 comprehensive review.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

The University of Oklahoma's Norman Campus receives operating income from tuition and fees, grants and contracts, sales/services, auxiliary enterprises, and miscellaneous sources. OU maintains a strong financial position to meet its mission goals; the institutions budget, cash balances and capital assets have significantly grown over the last 10 years, more so at the Health Sciences Center. It is noted, however, that in recent years operating expenses have exceeded revenues. These operating revenues have not been fully off-set by non-operating revenues and expenses (which include state appropriations). The 2016 Independent Auditors Report for the Norman Campus (Management's Discussion) notes "Efforts will continue in the upcoming fiscal years to reduce expenses to better match anticipated revenues as the State's economic outlook and funds available for higher education remain uncertain." The OU Health Sciences Center also maintains strong financial health with revenues from tuition and fees, patient care, grants and contracts, sales/services, auxiliaries, and miscellaneous sources. Operating revenues increased in all the funding categories from 809.2 million in 2014 to 881.1 million in 2016. Non-operating revenues (including state appropriations) have declined in recent years, but the net position of the Health Sciences Center appears to have stabilized.

OU documents robust approaches to budgeting and budget allocation, which includes a "production-driven" budget process. This budgeting model, although not without limitations, does help direct

allocations to colleges with the greatest student needs. The institution's leadership and Board of Regents are all involved in a systematic budgeting process.

OU does not have a superordinate entity to which it is expected to disburse revenue. Auxiliary units (including Athletics) are not supported by "Education and General" funding. OU's expenditures are reflective of its mission statement; on the Norman Campus 76% of expenditures were attributable to core mission areas of instruction, research, public service and academic support (also see Core Component 1). OU's Health Sciences Center expended nearly 79.5% of all expenditures in its core mission areas (excluding clinical operations). Over the last 10 years, faculty and staff in all areas of the institution have grown to meet increased student needs.

OU's Human Resources department serves all three campuses; a hiring website (and related formal policies) help ensure appropriate candidates are hired for available positions. Staff training and professional development opportunities are readily available from basic office skills to financial statements and personnel management. A specialized Leadership Council series provides specialized 8-month leadership training to cohorts on each campus. The University also requires annual performance evaluation for all staff members as a supplement to the professional development process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

Oklahoma's State Constitution vests the OU Board of Regents with Governing Board responsibilities for the three OU campuses (and two separate institutions, Rogers State University and Cameron University). Board members are appointed by the Governor for seven-year terms, and are prohibited from working for the institutions they govern. They meet seven times each year. Regent's minutes demonstrate frequent engagement in core areas of governance (financial, academic, and legal). The Regents' Policy Manual acknowledges the key role of faculty in the "origination, formulation, and implementation of University policies through a democratically-elected Faculty Senate." In addition, the President of each campus is an ex officio member of all Regents' committees and they attend Board meetings.

The faculty senate and student government association's officers liaise with the campus presidents to provide input and guidance. In addition, OU has several standing committees whose membership combines faculty and staff. These committees (budget, benefits, retirement, IT, and research) provide opportunities for broad input from the campus community; their activities, reports, and recommendations are documented on campus websites.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The University maintains an active strategic planning process that appears to be both broad and deep in scope. This overarching strategic plan is supported by other, more specific plans that have been developed for key functions. For example, strategic plans for the College of Engineering and their recently approved Health Sciences Center Research Strategic Plan along with the OU-Tulsa strategic plan all provide ample evidence of an active planning process that appears to be extensive and inclusive.

This planning process also appears to be nimble enough to accommodate unforeseen events, such as decreases in state support, the loss of major grant funding or the need to add/expand capacity for emerging or high demand programs. Engagement and coordination among the University administrators who are responsible for supporting the plan's initiatives also appears to be effective and campus communications appears to be transparent and abundant.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

The University appears to be committed to a comprehensive performance measuring program for both operational and financial related metrics. Their commitment is first evidenced by the presence of a centralized Institutional Research and Reporting Office, an Office of Academic Assessment and activities taking place in their Financial Support Services Office.

The effectiveness of their data collection and analytical process, especially with regard to business operations, is evidenced by their 2016 efficiency report. While the business data analytics process appears to be effective, their operationalization of those findings appears to be effective as well.

The efforts that they have undertaken on non-financial (IE academic support) appears to be numerous although the outcomes were not quite as visible to the review team as the aforementioned financial items were.

In summary, it appears that the University has presented adequate evidence to support a robust performance monitoring process and takes appropriate steps to identify areas of opportunities for stakeholders to further analyze and refine.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

The University has provided adequate evidence that its resources, structures and processes are sufficient to fulfill its mission and ensure it is positioned for the future. Their strategic, financial and facilities planning is supported by adequate (and transparent) monitoring systems with appropriate follow-up, especially related to business and financial matters.

While decreases in state support and tuition pricing considerations will place pressure on the University, the depth of their data collection resources and decisions support systems along with the stability of their leadership should help counter those challenges and ensure continued progress.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Interim Report(s) Required

Due Date

6/1/2019

Report Focus

The University of Oklahoma (OU) is expected to create and implement a formal assessment plan for its General Education (GE) program prior to its ten-year comprehensive assurance review by the Higher Learning Commission (HLC). An interim monitoring report must be submitted by June 2019 showing the creation of a GE assessment plan and specification of a process for implementation.

As part of its next comprehensive review and site visit, the institution will be expected to demonstrate that they have successfully initiated a GE assessment plan and have institutional systems for maintaining its implementation on an ongoing basis.

The following steps serve as suggested recommendations for successfully creating an assessment plan and specifying a process for implementation:

- Designate a faculty oversight body which has formal responsibility for assessment of the GE program.
- Clarify ways in which the Oklahoma State Regents of Higher Education's expectations for GE map onto OU's GE distribution requirements, and the relationship between those requirements and Regents' identified GE learning outcomes.
- Prepare a GE assessment plan which includes:
 - articulation of expected student learning outcomes;
 - criteria expected for identifying achievement of the outcomes;
 - means/methods of assessment;
 - how the assessment information will be used; and
 - timeline for assessing the learning goals/outcomes.
- Outline the organizational process for implementing the plan.
- By June 2019, submit the required interim monitoring report to HLC verifying the creation of a GE assessment plan and specification of a process for implementation.

Following submission of the Interim Report in June 2019, we recommend the following steps to help the institution prepare for successful compliance with this criterion by the time of their next comprehensive review:

- By June 2020, pilot or initiate the GE assessment plan. Findings from this beginning implementation can help inform the institution of the extent to which its plan is feasible, sustainable, and effective for determining whether the GE-designated courses are successfully meeting GE expectations.
- By June 2021, based on experiences with initial implementation of the plan, modify the plan as needed and continue implementation

Conclusion

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	University of Oklahoma, OK
TYPE OF REVIEW:	Open Pathway Assurance Review
DESCRIPTION OF REVIEW:	
DATES OF REVIEW:	8/14/2017 -
<input type="checkbox"/>	No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: no change

Degrees Awarded: Bachelors, Masters, Doctors

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2022 - 2023

Recommended Change: no change

Accreditation Stipulations

General:

Doctoral programs abroad are limited to the Ph.D. in Organizational Leadership in Heidelberg Germany, and at military bases in Okinawa and Korea. Program offered at Shanghai Semiconductor Manufacturing International Corporation (SMIC) Private School in Shanghai, China are limited to the Master of Education in Instructional Leadership and Academic Curriculum (ILAC).

Recommended Change: no change

Institutional Status and Requirements Worksheet

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States and internationally.

Recommended Change: no change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. Approval for correspondence education is limited to courses.

Recommended Change: no change

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: no change

Upcoming Events

Comprehensive Evaluation: 2022 - 2023

Recommended Change: no change

Quality Initiative Report: 08/31/2022

Recommended Change: no change

Quality Initiative Proposal: 08/31/2020
Customized

Recommended Change: no change

Monitoring

Upcoming Events

None

Recommended Change: Interim Report due 6/1/2019 on general education assessment

Institutional Status and Requirements Worksheet

Institutional Data

Educational Programs		Recommended Change:
Undergraduate		
Certificate	47	_____
Associate Degrees	0	_____
Baccalaureate Degrees	169	_____
Graduate		
Master's Degrees	172	_____
Specialist Degrees	0	_____
Doctoral Degrees	90	_____

Extended Operations

Branch Campuses

Health Sciences Center, 1000 Stanton L Young Blvd, Oklahoma City, OK, 73117-1208

Schusterman Center, 4502 E 41st St, Tulsa, OK, 74135-2512

Recommended Change: no change

Additional Locations

Ansbach, Army Education Center, Bldg 5817, Room 242, Ansbach/Katterbach, DE, GERMANY, D-91522 - Active

AP Fort Benning, Army Education Center, Building 9230, Ft Benning, GA, 31905-5593 - Active

AP Kaiserslautern, Mannheimerstrasse 132, Kaiserslautern, GERMANY, 67657 - Active

AP Lakenheath Office, Education Center, Bldg 948, Brandon, Suffolk, UNITED KINGDOM, IP27 9PN - Active

AP Naples Office, Vialo Porto, Box 102, Napoli, ITALY, 80144 - Active

AP Ramstein Office, Gebaude 2120, Zimmer 407, Ramstein, GERMANY, 66877 - Active

AP Rota Office, Community Services Bldg., Building 3293, Rota, SPAIN, 11520 - Active

AP Shape Office, Building 212, Rue D'Escaut, Shape, BELGIUM, 7010 - Active

AP Spangdahlem Office, Gebaude 129, Zimmer 207, Spangdahlem, GERMANY, 54529 - Active

AP Stuttgart Office, Geb. 2915, 4th Floor, Boeblingen, GERMANY, 71032 - Active

AP Washington DC Office, 2189 Crystal Plaza Arcade, Arlington, VA, 22202 - Active

Ardmore Higher Ed Center, 611 Veterans Blvd, Ardmore, OK, 73401-9024 - Active

Aviano Air Base, A1 Edificio 147, Aviano PN, ITALY, 33801 - Active

Cameron University, 2800 W. Gore Boulevard, Lawton, OK, 73505 - Active

Douglass Learning Center, 102 E Gore Blvd, Lawton, OK, 73501-3025 - Active

Ft Sill, OU at Fort Sill, 4301 NW Koehler Loop, Ft. Sill, OK, 73503-9009 - Active

Geilenkirchen Air Base, NAEWF-E3A Component, Geilenkirchen, GERMANY, D-52511 - Active



Institutional Status and Requirements Worksheet

Hickam AFB, OU at Hickam AFB, 900 Hangar Ave, Hickam, HI, 96853 - Active
 Hurlburt, OU at Hurlburt Field, 221 Lukasik Ave., Hurlburt Field, FL, 32544-5416 - Active
 Mildenhall, 100 MSS/DPE; Unit 4925, Bury St Edmunds, UNITED KINGDOM, IP28 8NG - Active
 Nellis AFB, OU at Nellis AFB, 4475 England Ave Ste 217, Nellis , NV, 89191-6525 - Active
 Tinker AFB, OU at Tinker AFB, 7751 1st St. Ste 105, Midwest City, OK, 73145-9148 - Active
 Tri County Tech Center, 6101 SE Nowata Rd, Bartlesville, OK, 74006 - Active
 Vilseck, Rose Barracks, Vilseck, GERMANY, 92249 - Active
 Weatherford, 2605 E Main St, Weatherford, OK, 73096-2639 - Active
 Wiesbaden, Building 1023E Rm 6, Wiesbaden, GERMANY, 65205 - Active

Recommended Change: no change

Distance Delivery

05.0199 - Area Studies, Other, Bachelor, World Cultural Studies
 05.0201 - African-American/Black Studies, Bachelor, African & African American Studies
 05.0202 - American Indian/Native American Studies, Bachelor, Native American Studies
 05.0207 - Women's Studies, Bachelor, Women's and Gender Studies
 09.0101 - Speech Communication and Rhetoric, Bachelor, Communication
 11.0401 - Information Science/Studies, Bachelor, Information Studies
 13.0601 - Educational Evaluation and Research, Certificate, Applications of Educational Research and Evaluation
 13.1099 - Special Education and Teaching, Other, Certificate, Secondary Transition Education Specialist
 14.2501 - Petroleum Engineering, Certificate, Natural Gas Technology
 14.2501 - Petroleum Engineering, Master, Natural Gas Engineering and Management
 16.0102 - Linguistics, Bachelor, Linguistics
 16.0402 - Russian Language and Literature, Bachelor, Russian
 16.0901 - French Language and Literature, Bachelor, French
 16.0902 - Italian Language and Literature, Bachelor, Italian
 16.0905 - Spanish Language and Literature, Bachelor, Spanish
 16.1200 - Classics and Classical Languages, Literatures, and Linguistics, General, Bachelor, Classics with Concentrations in Latin or Classical Studies
 23.0101 - English Language and Literature, General, Bachelor, English with Concentrations in Writing or Literary and Cultural Studies
 24.0101 - Liberal Arts and Sciences/Liberal Studies, Bachelor, Administrative Leadership
 24.0101 - Liberal Arts and Sciences/Liberal Studies, Bachelor, Liberal Studies
 24.0101 - Liberal Arts and Sciences/Liberal Studies, Certificate, Administrative Leadership
 24.0101 - Liberal Arts and Sciences/Liberal Studies, Master, Administrative Leadership
 24.0101 - Liberal Arts and Sciences/Liberal Studies, Master, Human and Health Services Administration
 24.0101 - Liberal Arts and Sciences/Liberal Studies, Master, Integrated Studies
 24.0101 - Liberal Arts and Sciences/Liberal Studies, Master, Museum Studies
 24.0101 - Liberal Arts and Sciences/Liberal Studies, Master, Prevention Science
 24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other, Bachelor, Arts & Sciences Planned Program, Concentrations in Social Sciences and Organizational Studies or Interdisciplinary Perspectives on the Environment
 25.0101 - Library and Information Science, Master, Library and Information Studies
 26.0202 - Biochemistry, Bachelor, Biochemistry
 26.0301 - Botany/Plant Biology, Bachelor, Botany
 26.0701 - Zoology/Animal Biology, Bachelor, Biology
 26.1102 - Biostatistics, Master, Biostatistics
 26.1309 - Epidemiology, Master, Epidemiology
 27.0101 - Mathematics, General, Bachelor, Mathematics

Institutional Status and Requirements Worksheet

- 30.0000 - Multi-/Interdisciplinary Studies, General, Bachelor, Multidisciplinary Studies
- 30.9999 - Multi-/Interdisciplinary Studies, Other, Master, Concentration in International Relations
- 38.0101 - Philosophy, Bachelor, Philosophy
- 38.0201 - Religion/Religious Studies, Bachelor, Ethics and Religion
- 38.0201 - Religion/Religious Studies, Bachelor, Religious Studies
- 40.0201 - Astronomy, Bachelor, Astronomy
- 40.0801 - Physics, General, Bachelor, Physics
- 42.0101 - Psychology, General, Bachelor, Psychology
- 43.0103 - Criminal Justice/Law Enforcement Administration, Bachelor, Criminal Justice
- 43.0104 - Criminal Justice/Safety Studies, Master, Criminal Justice
- 44.0401 - Public Administration, Bachelor, Public Affairs and Administration
- 45.0201 - Anthropology, Bachelor, Anthropology
- 45.0601 - Economics, General, Bachelor, Economics
- 45.1101 - Sociology, Bachelor, Criminology
- 45.1101 - Sociology, Bachelor, Sociology
- 50.0601 - Film/Cinema/Video Studies, Bachelor, Film & Media Studies
- 51.0701 - Health/Health Care Administration/Management, Master, Health Administration and Policy
- 51.0702 - Hospital and Health Care Facilities Administration/Management, Bachelor, Lifespan Care Administration
- 51.0905 - Nuclear Medical Technology/Technologist, Bachelor, Nuclear Medicine
- 51.0907 - Medical Radiologic Technology/Science - Radiation Therapist, Bachelor, Radiation Sciences
- 51.0907 - Medical Radiologic Technology/Science - Radiation Therapist, Bachelor, Radiation Therapist
- 51.0907 - Medical Radiologic Technology/Science - Radiation Therapist, Bachelor, Radiography
- 51.0910 - Diagnostic Medical Sonography/Sonographer and Ultrasound Technician, Bachelor, Sonography
- 51.2001 - Pharmacy, Specialist, Pharmacy Entry Level
- 51.2201 - Public Health, General, Certificate, Certificate in Public Health
- 51.2201 - Public Health, General, Doctor, Public Health DrPH
- 51.2201 - Public Health, General, Master, General Public Health
- 51.2201 - Public Health, General, Master, Public Health Preparedness and Terrorism Response
- 51.2206 - Occupational Health and Industrial Hygiene, Master, Environmental Health
- 51.2206 - Occupational Health and Industrial Hygiene, Master, Occupational Health
- 51.2207 - Public Health Education and Promotion, Master, Health Promotion
- 51.2306 - Occupational Therapy/Therapist, Specialist, Occupational Therapy
- 51.2308 - Physical Therapy/Therapist, Specialist, Physical Therapy
- 51.2399 - Rehabilitation and Therapeutic Professions, Other, Doctor, Rehabilitation Sciences
- 51.3801 - Registered Nursing/Registered Nurse, Bachelor, Bachelor of Science in Nursing-Accelerated BSN
- 51.3801 - Registered Nursing/Registered Nurse, Bachelor, BS in Nursing-Career Mobility for Licensed LPNs
- 51.3801 - Registered Nursing/Registered Nurse, Bachelor, BS in Nursing-Career Mobility for Licensed RNs
- 51.3801 - Registered Nursing/Registered Nurse, Bachelor, BS in Nursing-Collaborative BSN
- 51.3801 - Registered Nursing/Registered Nurse, Bachelor, BS in Nursing-Traditional BSN
- 51.3802 - Nursing Administration, Master, Master of Science - Nursing Administration/Management
- 51.3803 - Adult Health Nurse/Nursing, Master, Master of Science - Adult Nurse Practitioner
- 51.3805 - Family Practice Nurse/Nursing, Master, Master of Science - Family Nurse Practitioner
- 51.3806 - Maternal/Child Health and Neonatal Nurse/Nursing, Master, Master of Science - Neonatal Nurse Practitioner
- 51.3808 - Nursing Science, Doctor, Nursing - PhD
- 51.3808 - Nursing Science, Master, MS Nursing - Nursing Educator Pathway
- 51.3809 - Pediatric Nurse/Nursing, Master, Master of Science - Pediatric Nurse Practitioner
- 51.3813 - Clinical Nurse Specialist, Master, Master of Science - Acute Care Clinical Nurse Specialist
- 51.3813 - Clinical Nurse Specialist, Master, Master of Science in Nursing - Clinical Nurse Leader
- 51.3818 - Nursing Practice, Certificate, Nurse Practitioner-Post Masters Certificate
- 51.3818 - Nursing Practice, Specialist, Doctor of Nursing Practice

Institutional Status and Requirements Worksheet

52.1005 - Human Resources Development, Certificate, Human Resource Diversity & Development
52.1099 - Human Resources Management and Services, Other, Bachelor, Human Relations
52.1099 - Human Resources Management and Services, Other, Master, Human Relations
52.1207 - Knowledge Management, Master, Knowledge Management
54.0101 - History, General, Bachelor, History

Recommended Change: no change

Correspondence Education

None

Recommended Change: no change

Contractual Arrangements

51.0602 Dental Hygiene/Hygienist - Bachelor - BS-Dental Hygiene - Tri County Tech

51.0602 Dental Hygiene/Hygienist - Bachelor - BS-Dental Hygiene - Southern Oklahoma Technology Center

51.0602 Dental Hygiene/Hygienist - Bachelor - Dental Hygiene/Hygienist - Western Technology Center

None

Recommended Change: no change

Consortial Arrangements

None

Recommended Change: no change
