ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

UNIVERSITY OF OKLAHOMA
NORMAN OKLAHOMA

MARCH 5-7, 2012

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Contents

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The team evaluated the institution for the purposes of continued accreditation, Federal compliance, and pathway eligibility.

B. Institutional Context

The University of Oklahoma is one of the country's leading public, research universities. With 1162 faculty, 30,315 students, 24 colleges, 3 campuses, and a wide range of baccalaureate, master's, doctoral, and professional degree, as well as certificate, programs, it is committed to quality in its research, instructional, and service missions. It is held in very high regard by its many external constituencies.

It recently achieved "Very High Research" status from the Carnegie Foundation, joining an elite group of institutions with that designation. It is committed to teaching and learning and student progress at all levels. Its outreach efforts to the state, region, nation, and the world are outstanding.

Throughout its history, like many other public institutions, it has needed to respond to challenging economic conditions at the national and state levels, as it does today. In response, through strong, stable leadership in the senior administrative team, the University has engaged in strategic decision-making and has a robust planning process evident at all levels of the institution.

Since the last comprehensive visit the institution has had approved: distance delivery of both a bachelor's and master's program (2008) from the Norman Campus; a new degree site in California (2010); and a Master of Education in Instructional Leadership and Academic Curriculum on the campus in Shanghai. The University has been approved to offer up to 20% of its total degree programs through distance education. No changes in affiliation status were requested through this site visit.

C. Unique Aspects or Additions to the Visit

Team members visited campuses in Norman, Oklahoma City, and Tulsa.

D. Additional Locations or Branch Campuses Visited (if applicable)

Norman Campus (all Team members – March 5-6-7, 2012)

Oklahoma City – Health Sciences Campus
(One team member – March 6, 2012 – 8:30 am – 2:00 pm)

Tulsa Campus
(Two team members – March 6, 2012 – 8:30 am – 2:00 pm)

E. Distance Delivery Reviewed

Three Team Members, including the Chair, reviewed Self Study materials, including relevant compliance documents, and websites, and met with the senior administrative team responsible for this aspect of the University's educational mission.

The University of Oklahoma Outreach is a separate Vice Presidential area that includes the College of Continuing Education and the College of Liberal Studies. It began in 1913 as the University's Extension Division, becoming the Continuing Education and Public Service Division in 1962 and then the College of Continuing Education in 1992. The University is nationally recognized for its pioneering efforts in continuing education.

Today, annually, Outreach offers more that 2,000 courses and activities in more than 30 different program formats to more than 200,000 non-traditional learners, and with more than 500 staff members, throughout the world. Four undergraduate degrees and 10 graduate degree programs are offered through University Outreach. Select undergraduate and graduate programs are available in two delivery options- on-line; on-site. The relevant sections on credit hours and program length in the compliance report were reviewed and discussed with University administrators. There were no issues.

For 100% on-line instruction on all OU campuses, classes are offered in eight and sixteen week academic sessions throughout the year. Through course specific websites, and a web portal, Desire2Learn, students receive instruction and interact with their instructors and other students, in an on-line environment.

In addition University Outreach offers and oversees conferences and workshops, community programs, professional development services, personal enrichment programs/activities, corporate services, and a long-established (50+ years), respected set of military programs.

The University did not request a change in its affiliation status with regard to distance education.

F. Interactions with Constituencies

President

Senior Vice President and Provost
Senior Vice President and Provost and Executive Dean, College of Medicine
Executive Vice President and Vice President of Administration and Finance
Special Assistant to the President
Assistant to the Senior Vice President and Provost

Vice President for Strategic Planning and Economic Development
Executive Director, Corporate Engagement Office
Executive Director, Office of Technology Development

Vice President for Development

Vice President for Governmental Relations

Vice President for Research (Norman)
Associate Vice President for Research
Vice President for Research (Oklahoma City - Health Sciences Campus)
ASPIRE 2020 Action Team leaders (5 faculty members)
Assistant Vice President for Research and Director, Center for Applied Research and
  Development
Associate Director, Center for Research Program Development and Enrichment
Director, Sooner Engineering Education Center
Director, Pre-Award Services Office
Director, Post-Award Services Office
Undergraduate Research Coordinator

Vice President for Student Affairs and Dean of Students
Associate Vice President for Student Affairs and Associate Dean of Students
Director of Leadership Development
Director of Recreation Services and Chair, Student Affairs Assessment Committee

Vice President for University Outreach and Dean, College of Liberal Studies
Senior Associate Vice President for University Outreach, Continuing Education Academic
    Programs
Associate Dean, College of Liberal Studies
Associate Director, Center for Early Childhood and Professional Development
Director, National Resource Center for Youth Services
Executive Director of World Literature Today
Director, Osher Lifelong Learning Institute
Associate Director, Carl Albert Center

Vice President for Information Technology and Chief Information Officer
Assistant Vice President, Technology and Advancement
Director, OU Supercomputer Center for Education and Research
Learning Spaces Manager
A/V Operations Manager

University Equal Opportunity Officer
Institutional Equity and Title IX Coordinator

Three Members of the Oklahoma University Regents
Eight Members of the College Board of Visitors (Norman Campus)
Mayor of Norman

Dean, College of Arts and Sciences and Vice Provost for Instruction
Dean University College
Associate Dean, University College
Director, Assessment Center, University College
Associate Dean, College of Arts and Sciences
Professor, School of Meteorology
Chair, Department of Classics and Letters
Associate Professor, Department of Zoology
Assessment Coordinator, Office of Assessment and Director, Nonprofit Leadership Program
Associate Provost for Academic Engagement and Executive Director of Learning, Teaching,

And Writing
Associate Provost, Academic Integrity
Associate Provost, Academic Advising
Chair, Department of International and Area Studies
Director of Education Abroad
Director, International Student Services
Director, Institute for the American Constitutional Heritage

Associate Vice President and Chief Human Resources Officer
Human Resources Director – OU – Tulsa
Associate Director, Human Resources – Health Sciences Campus

Dean, Graduate College

Vice President for Enrollment and Student Financial Services and Registrar
Director, Financial Aid Services
Director, Graduation Office
Director, Enrollment Services and Academic Records

Dean, University Libraries
Associate Dean of Libraries for Finance, Administration and Human Resources
Director of Collection Development and Scholarly Communication
Director of Public relations and Strategic Initiatives

Chair, Academic Programs Council
Faculty Senate Leaders

Director, Law Library
Associate Provost, Institutional Research and Reporting (and Staff Members)
Assistant Vice President for Research, Director of Planning and Operations
Director of Facilities Management
Export Control Officer and Facility Security Officer
Staff Architect
Director, Disability Resource Center
Director, OU Press

Meeting with College Deans
Meeting with 10 Department Chairs
Meeting with Members of the Institutional Review Board
Meeting with Museum Directors

Open Session with Faculty with representation from multiple academic units
Open Session with Students with representation from various programs
Open Session with Staff with representation from several offices

Tours:
National Weather Center; Sam Noble Museum of Natural History; Fred Jones Art Museum

Oklahoma City Campus
Executive Leadership Team:
* Senior Vice President and Provost, Executive Dean, College of Medicine

* Vice President for Research
* Vice President for Administration and Finance
* Vice Provost for Health Sciences
* Vice Provost for Academic Affairs and Faculty Development
* Associate Vice President for Information Technology

Health Sciences Deans (or Associate Deans)
* Allied Health
* Dentistry
* Medicine
* Nursing
* Pharmacy
* Public Health
* Graduate

Open Session with Staff
Open Session with Students
Open Session with Faculty
Campus Tour – Assistant Vice President for Facilities

Tulsa Campus
President of OU-Tulsa
Associate Vice President for Academic Affairs
Associate Vice President for OU-Tulsa
Associate Vice President for Finance and Administration
Associate Vice President for Development and Planning
Assistant Vice President for Campus Affairs
Director of Public Affairs
Director of Human Resources
Director of Information Technology
Director of Student Affairs
Director, Schusterman Center Library

Open Session with Students
Open Session with Faculty
Campus Tour

G. Principal Documents, Materials, and Web Pages Reviewed

2011 Factbook
Board of Regents' Equal Opportunity Statement
Community Impact Report 2009
Desire2Learn
Oklahoma Constitution
Oklahoma State Regents for Higher Education Policy and Procedures Manual
Oklahoma Statutes
Regents' Minutes
Regents' Policy Manual
Academic Program Review Materials
ADA Self-Evaluation Guide
Agreement for Architectural Services – ADA Requirements

Annual Spring Planning and Goal Setting
Athletics Department Compliance Manual
Athletics Department Student-Athlete Handbook
Compliance Training
Conflict of Interest and Related Policies
Dream Course Proposal Memorandum
Financial Conflicts of Interest Policy
General Catalog
Graduate Admissions Program
Graduate College Bulletin
HES Internship Manual
HES Internship Memorandum of Understanding
HES Peer Teaching Evaluation
Honoring Our Commitment to Students Policy
Preparing for the Future Faculty Course Description
President's Statement of Commitment to Affirmative Action
Price College Report (Vols. 1 and 2)
Program Accreditation Materials
Program Assessment Materials
Publication Policy
Reasonable Accommodation Policy
Refund Policy – College of Liberal Studies Undergraduate Programs
Refund Policy – Graduate Programs
Refund Policy – Intersession
Refund Policy – OU
Staff Handbook
Standards of Conduct
Strategic Plan 2011-1012
Student Code
Teaching Scholars Initiative
Tenure and Promotion Criteria
Transfer Equivalencies/Credit
Undergraduate Degree Requirements
Unit Mission Statements
Academic Affiliation Templates
Academic Calendars
Academic Program Council (website)
Academic Technology Strategic Plans and Reports
Admission and Transfer Requirements
College of Allied Health Policies and Procedures
College of Dentistry Clinical Manuals
Handbooks: Colleges of Dentistry, Medicine, Nursing, Pharmacy
College of Public Health Student Bulletin
Compliance Advisory Committee
Compliance and Quality Improvement Program
Compliance On-Line Training
Distinguished Professorships and Awards
Educational Grand Rounds
Endowed Chairs and Professorships
Faculty Awards and Honors Guidelines
Faculty Handbook

Faculty Leadership Program
Graduate College Appointment Guidelines
Graduate Program Reviews
Institutional Research Reports
Mediasite Video recordings of Live Training Sessions
National Board and Professional Licensing Exam Results
Nursing Continuing Education
Office of Compliance Policy and Regulations
Office of Educational Development and Support
OU School of Community Medicine Strategic Plan 2010-2014
Specialty Accreditation Materials
Standards of Conduct Training
Student Handbook
Student Satisfaction Survey Results
Transfer Credit Guidelines
2011 Strategic Planning Chart
Academic Program Reviews 2002-2010
Annual Planning and Goal Setting Reports 2002-2011
Budget Books 2004-2011
College Profiles 2001-2010
Course Method of Delivery Reports 2002-2010
General Education Course Reports 2001-2010
Graduate Assistant Reports 2001-2010
International Student Reports 2001-2010
Minority Student Reports 2001-2010
Scholarship Reports 2000-2009
Students with Disabilities Reports 2002-2011
Transfer Student Reports 2002-2011
OU Audited Financial Statements 2001-2011
Graduation and Retention Reports 2000-2009
Academic Integrity Code
ADA Transition Plan
ADAAA Compliance Issues
Moody's Median Report July 2011
Strategic Plan

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

In 2009, the University created a pre-planning committee; in 2010 a Self Study
Coordinator was appointed and a Steering Committee was formed with broad
representation. Criteria Committees were established. Throughout the preparation of the
Self Study, there was active involvement of faculty, staff, students, alumni, the Board of
Regents, and external offices. A theme for the report was developed: "forming leaders
with a global view concerned for the common good in a changing and uncertain world".

During Autumn 2011, a draft report was made available for comment and the Report
was finalized at the end of the calendar year. The Self Study Coordinator met with
numerous constituencies across the University early in 2012 to continue to provide

updates on the process, and worked closely with the Chair of the Site Review Team on the details of the site visit.

B. Integrity of the Self-Study Report

On December 1, 2011, the Chair of the Site Review Team made an early visit to the campus and met with many senior leaders of the institution to discuss the process that had been followed, and to learn of the central issues associated with each criterion. That visit helped frame the structure of the site visit in March 2012.

Throughout the Site Visit, team members received detailed input from all groups across the University that the process adopted for the preparation of the Self Study was thorough and inclusive. Each criterion chapter included appropriate numbers of examples of evidence and there was ample access to materials through physical and virtual resource rooms.

There were no issues raised by any Site Review Team member about the integrity of this thorough, well presented, Self Study Report.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the institution to previously identified challenges to be adequate (Self-Study pp.140-150).

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information. Worksheet and appendix attached.

IV. FULFILLMENT OF THE CRITERIA

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

1. Evidence that Core Components are met

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

The University of Oklahoma's mission statement is clear and is focused on excellence in teaching, research and service, to provide an outstanding student experience. It is publicly available, including on the OU website and in printed materials. Academic colleges, student affairs and other portions of the University also have mission statements that were reviewed and they are congruent with the overall mission.

The four presidential priorities – teaching quality, research expansion, globalization, and creation of community – embody key elements of the mission and set strategic directions that appear to be clear, specific and known by all. From the President's self-acknowledged "stump" speech to the document, "Review of Presidential Priorities" presented at the OU Regents Retreat and Norman Campus Deans' Retreat in June 2011, the presidential priorities are ubiquitous, and there is strong evidence that they enjoy widespread support from faculty, senate, department chairs, deans, and the executive leadership team.

The OU-Tulsa campus has a clearly articulated mission and coherent organizational structure. The campus, a center since 2002, has 1400 students, primarily graduate and professional, in more than 40 programs. It operates in a hub and spoke model, with the campus as hub with the spokes being the many clinical and community resources used for service learning. It is heavily funded by the community and has 71 endowed chairs.

There is a campus President. Leadership is acknowledged by faculty and students to be very strong. The relationship with Norman and the Health Sciences Center at times, and depending on the program, creates a layer of complexity for faculty, staff, and administrators - with two sets of systems, expectations related to faculty hires and tenure, as well as student data.

At the Health Sciences Campus in Oklahoma City, the mission is clearly stated and understood by administration, faculty, staff, and students. Health professional education spans primary to tertiary care, including public outreach and community engagement. Multiple centers of excellence demonstrate core values: caring for patients; honesty and integrity; respect; effectiveness; communication; leadership. This campus is composed of 7 academic centers (medicine, dentistry, nursing, pharmacy, allied health, public health, and the graduate school). Integration with the Norman campus is evident in shared HR services, enrollment management and admissions, IR services, common employee benefits, and shared IT Infrastructure.

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

The President has sustained a multi-pronged approach to delivering experiences that expose students to international experiences and the 21st century demands of being an effective citizen in a global society. One Presidential priority, as he conveyed in the opening meeting with the site visit team, is focused on increasing the number of students who study abroad. The Dean of International Studies and his team of directors reported on the institutional progress over the past year, including the establishment of the College of International Studies. They also discussed the collaborative environment that exists across campus that supports a shared responsibility for this work. The College of International Studies works collaboratively with all University units to support the development and execution of study abroad offerings; to provide high quality and consistent support to international students before, during and after enrollment at the University of Oklahoma; and to offer undergraduate and graduate programs in International Studies.

A number of more recent University efforts speak to ongoing efforts to advance the mission of an outstanding student educational experience through, excellence in teaching, research, and service. For example, the K20 Center is an innovative program to engage the K-12 school system across Oklahoma. Founded more than a decade ago, it has formed relationships with school districts in every county in the State. Originally formed with an emphasis on service to the public school system, the K20 Center has grown in both its size and efforts. As documented in the 2010 K20 center Annual Report, and in a conversation with its director, two assistant directors and a member of its advisory board, it currently helps in-service teachers stay current in content knowledge and their pedagogical skills, while also pursuing research about what technologies actually improve K-12 education. The Center employs over three dozen College of Education graduate students who have presented their research results at national and international conference, and published their results in refereed journals.

University Outreach, through its mission statement and it's various activities, including distance education, states that it is "a lifelong learning organization dedicated to helping individuals, businesses, groups, and communities transform themselves through knowledge." It now offers 2,000 courses, and activities in more than 3o different program formats to more than 200,000 nontraditional learners throughout the world.

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

Through conversations with directors from the Health Sciences Center, Student Affairs, Human Resources, personnel at an open staff meeting, and executive leaders, it is clear that an awareness of the University of Oklahoma's mission and the various missions of its component parts, pervades the institution. This awareness in turn helps to provide an overall direction for institutional planning. While academic colleges, the research office, and other units are encouraged to be entrepreneurial in their initiatives, the unit missions reviewed were aligned with the institutional mission, which provides context for those efforts. See also Core Component 1a.

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

The mission, vision and priorities are clearly articulated by the President and executive leadership team, and understood by a broad cross-section of deans, department chairs and administrative directors, as well as being driven, at the most general level, by the Regents.

In a meeting with department chairs, they articulated an understanding of how the program review process and the collegiate planning processes inform, and are often directly incorporated into, the institutional plan for achieving the institutional mission. In meetings that included deans, they confirmed that while they enjoy significant opportunity to be entrepreneurial in their individual collegiate units, they align the strategic initiative of their units with the institutional mission and, in particular, the priorities articulated by the President.

In a meeting with members of the University's various Boards of Visitors, participants cited their involvement in initiatives such as the K20 Center, the Governor's Cup competition, and a Presidential Dream Course on leadership as examples of how the Boards work through their colleagues' units to advance the institutional mission.

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

The activities of the University of Oklahoma are aligned with its mission "to provide the best possible educational experience for our students through excellence in teaching, research, and

creative activity, and service to the state and society." It has twice been honored with the Templeton Foundation Award as a "Character Building College" for stressing the value of community, and it consistently ranks as one of "America's Best College Buys" by Institutional Research and Evaluation. It recently received Very High Research Classification from the Carnegie Foundation reflecting the growth in this aspect of its mission.

The Board of Regents exercises its responsibility to ensure that the University operates legally, responsibly, and with fiscal honesty, abiding by applicable local, state, and federal laws and regulations, as revealed in Board Minutes. The General Counsel and Director of the Internal Auditing report to the Board and the President and the Director of Compliance reports to the General Counsel. Compliance procedures are built into virtually every aspect of University operations.

The University thoroughly and consistently implements policies on the rights and responsibilities of each of its internal constituencies - seen clearly in a review of the Regents' Manual, and in faculty, staff and student handbooks. Its structures and processes ensure the integrity of its co-curricular and auxiliary activities, evident it the Internal Audit, but in units ranging from Student Affairs to the Purchasing Department. All unit heads, or designees, are responsible for reviewing, clearing, and maintaining information posted on the OU website – adhering to web policies established by the University's Public Affairs Office and requirements established by OU Web Communications.

The University documents timely response to complaints and grievances, especially from students, for example through the Equal Opportunity Office and the President's Action Line.

2. **Evidence that one or more specified Core Components need institutional attention**

   None

3. **Evidence that one or more specified Core Components require Commission follow-up.**

   None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up.**

   None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its

mission, improve the quality of its education, and respond to future challenges and opportunities.

1.   Evidence that Core Components are met

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

From a financial standpoint, the University of Oklahoma faces a short-term future filled with uncertainties that could pose significant issues. To note only the most substantial:

At the Federal level, patient care revenues, exceeding $320 million in FY11, constitute over a Quarter of the University's annual operating revenue (26% in FY09, 26.3% in FY10 and 28% in FY11). The size and direction of this revenue stream during the years to come, however, is subject to some extent on implementation by U.S. Congress and the Executive Branch of the provisions of the Patent Protection and Affordable Care Act of 2010. Significant reductions in reimbursement to health care providers are not impossible in the near-term future.

At the State level, State appropriations for University operations fell from $260 million in FY09 to $241 million in FY10, where they remained for FY11. The reductions in FY10 FY11 appropriations were buffered by appropriates by the State of Oklahoma of $19 million (in FY10) and $17 million (in FY11) from funds available under the American Reinvestment and Recovery Act of 2009. That source, however, is no longer available and its departure puts an obvious constraint on University revenues.

At the same time, some consideration is being given by the Governor of Oklahoma and members of the state legislature to reducing – and perhaps even eliminating – the state income tax. Depending on how it is implemented, such a proposal could have a significant effect on future appropriations for university operations.

At the Local level, the costs to the University of funding its share of the benefits plans for its Employees and retirees have risen substantially over the last few years (by nearly 26% between FY08 and FY11), and show no signs of stabilizing in the near term future. Continuation of this trend will exert a substantial constraint on the University's ability to fund its primary initiative while   simultaneously maintaining its comparatively low tuition rate.

Administrators at the University are well aware of all these items, and of others not mentioned here, and they develop and implement plans accordingly. One example of this is the recent outsourcing of infrastructure maintenance and the monetization of the returns from that policy. This action created a bridge fund available for use (1) to buffer the effects of the loss of ARRA appropriations from the state and (2) to invest in high priority strategic Initiatives designed to move the University forward in selected research areas (which will increase its likely capture of grants, contracts, and associated indirect cost recovery funds). A second is the creation of the position of Vice President for Strategic Planning and Economic Development and the Intensive efforts put forward by that office to develop profitable relationships between the University's research personnel and major private sector companies.

Evidence for the fulfillment of this criterion by the University of Oklahoma is not limited to the financial sphere. The University has invested significant funds toward the goal of increasing its first-year student retention rate and its six-year undergraduate graduation rate, with clear and measurable success in both. It has raised substantial endowment funds and invested those in the creation of chaired professorships. It has substantially enhanced the physical facilities at all

three of its campuses and, along the way, created the kinds of indoor and outdoor spaces to encourage the formation and sustaining of community among its faculty, staff, and students. It has successfully deployed a new administrative, student and financial computing systems to streamline its operations in a number of areas and to makes it Web presence more friendly to and functional for current and prospective students. It has organized or re-organized administrative and academic units – the College of International Studies, the Center for Research Program Development and Enrichment, and the Community of Engagement Committee are three notable examples among a host of others – to enable its faculty and staff to respond to new opportunities in teaching, research and service.

Core Component 2b. The organization's resource base support its educational program and its plans for maintaining and strengthening their quality in the future.

As noted above, the University of Oklahoma has not been timid in investing in a variety of new initiatives and program areas since its last reaffirmation of accreditation by the Higher Learning Commission. Even so, these investments have not come at the expense of the institution's financial strength and stability. The strongest evidence for this comes from the University's consolidated financial statements. Between FY08 and FY11, the University registered an increase of 12.1% in total operating expenses but a corresponding increase of 21.5% in total operating revenues. Its total net assets increased by $53.4 million over that period, of which an increase in unrestricted net assets accounted for $23.5 million.

Its holdings in unrestricted cash and cash-equivalents in FYII, at $595.5 million, were sufficient to carry 38.7% of that year's total operating expenses, in the unlikely event of an emergency arising to require their use for that purpose; in FY09, the unrestricted cash and cash-equivalents (at $416.8 million) were sufficient to carry 29% of that year's total operating expenses. In parallel fashion, net tuition revenue per full-time-equivalent student increased from approximately $9,620 in FY09 to $10,404 in FY11, an annual rate of increase of 4% over each of those two years. All in all, this constitutes evidence of strong financial performance over the last few years. While it cannot guarantee continued strong performance in the future, it suggests that the likelihood of that result is high.

At the Health Sciences Center in Oklahoma City, budget trends are positive. Despite a relatively flat state appropriations since 1995, there is an upward trend for the total budget from all sources. Clinical revenue is approximately 50% of the total budget of $533,607,093. Multiple partnerships assure continued success, including through philanthropy, the City Chamber of Commerce, and the city itself.

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

In its Self Study and in a variety of supplementary documents provided as part of that effort, the University has clearly documented it efforts and investments over the last decade to achieve its goals, as well as its results. In most cases, those results are quite impressive. The University would benefit from a more intense and deliberate internal effort at evaluation of those investments, to identify the ones which have been most effective. If resources become more

constrained over the next few years, the results of such evaluations will be invaluable in helping to inform future decisions about investments.

An example comes in the area of undergraduate retention and graduation rates. Increasing these was noted ten years ago by the Higher Learning Commission as an area to which the University should devote additional resources to this matter, and the evidence for increases in these rates over the last few years is clear. At the same time, the University has seen an increase in the measurable aptitude of and achievement levels of its entering classes of undergraduates, which also contributes to elevated rates of retention and subsequent graduation. In this area, teasing out the relative strength of each of these dynamics in producing the desired outcome is an analytical task; the results of which should prove invaluable in guiding future operational and budget decisions. Operational analyses like these can be conducted by staff in any number of different offices at the University. They should be coordinated (and perhaps conducted) by and through the Office of Institutional Research, so as to focus University efforts and expenditures on the most pressing of topics and questions.

Other examples of continuous improvement initiatives for the University staff are: the availability of workshops from the training center for staff covering interpersonal, managerial and technical topics, the formulation of a new staff handbook with improved processes and procedures for disciplinary actions, grievances and appeals, movement toward a "tobacco-free" campus, and follow up actions taken based on the results of a staff survey.

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

The mission of the University of Oklahoma is ultimately determined by the Oklahoma State Regents for Higher Education. That mission – "... to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society . . ." – is broad in scope. The President's priorities fall well within the scope of that mission, and internal planning within the institution clearly address those priorities.

One example is Aspire 2020, a relatively new effort organized and conducted under the auspices of the University's Vice President for Research. Aspire 2020 is an attempt to assemble faculty from across the institution to address, develop and pursue ways and means of increasing the research intensity characteristic of the University. Teams have developed suggestions and proposals for (among other things) increasing (1) the participation of undergraduate students in faculty research, (2) the levels of support for and the academic qualifications of graduate students recruited by the university, and (3) the number of external grant proposals submitted by University faculty for research support. Faculty interviewed during the site visit, across a variety of disciplinary affiliations and including relatively new as well as more veteran professors, were unanimous in their enthusiasm for the effort. It has clearly elevated the level of camaraderie among the participants, helping them identify and explore new possibilities for interdisciplinary cooperation in research. In all respects, this effort aligns quite closely with the University's overall mission to pursue and achieve excellence in teaching, research and service.

At OU-Tulsa, planning is systematic and inclusive of faculty, staff, and students as well as the community. There is a strategic plan with 5 emphases: community engagement – tracking the impact through the new Institute for Philanthropy, Action, and Community; campus life –

leadership and professional development and a sense of place and honor; expanding programs – strategically based on community needs; strategic research areas; interdisciplinary integration.

At the Health Sciences Center, research and teaching continue to be priorities among academic units. Planning for faculty development, recruitment and retention is ongoing and forward looking. Student enrollments are holding steady and enrollment management is investing appropriate resources for capacity in academic units. There is continued effort at maintaining full professional accreditation for the academic and clinical programs.

There is increased emphasis on translational (clinical) research – bench to bedside activities and training. Research and teaching space will continue to be an investment in planning, and expansion planning for clinical practice plans will assure positive revenue streams for all clinical units. There is continued effort at integration with programs and services provided on all campuses in the OU system.

2.   **Evidence that one or more specified Core Components need institutional attention**

None

3.   **Evidence that one or more specified Core Components require Commission follow-up.**

None

4.   **Evidence that one or more specified Core Components are not met and require Commission follow-up.**

None

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1.   **Evidence that Core Components are met**

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

The University clearly differentiates learning goals for undergraduate, graduate, and professional programs by identifying the expected learning outcomes for each, and extends to

all educational offerings. An overarching feature is that The University of Oklahoma participates in the Oklahoma State Regents for Higher Education's "Oklahoma Education Information System." This system provides the impetus and framework for the University to develop <u>annual</u> assessment reports for its academic programs. A template exists for submitting annual undergraduate and graduate assessment reports with four sections: entry-level assessment; mid-level (general education) assessment; academic program outcomes assessment; and student satisfaction. The information is shared with the Oklahoma Regents, administrators and departments/programs. At the course level, the University requires instructors to develop a syllabus that describes learning objectives and specifies assignments, and to post it on the University's course management system.

All academic departments on the Norman campus produce annual assessment reports. They consist of three components: expected outcomes; assessment(s) used; and implementation strategies. Students are charged an assessment fee, $1.25 per semester hour, that funds assessment activities and operations. Academic departments are awarded $2500 each year for submitting their undergraduate assessment reports in a timely fashion and $1500 each year for their graduate assessment reports. Each academic department is expected to have three faculty members participating in this activity: the department chair; one undergraduate assessment liaison; and one graduate program assessment liaison.

OU faculty are involved in defining expected student learning outcomes and in determining whether they are achieved. For example, with regard to the general education curriculum, there are policies and guidelines for general education courses that specify characteristics of the courses and general education assessment rubrics were developed by faculty. The actual assessment of general education has focused on writing assessment. There is Provost's Advisory Committee on General Education Oversight composed of 13 faculty regularly reviews the requirements.

The University's professional programs use their professional organizations to guide their assessment of student outcomes. The College of Law relies on student performance on the Bar Examination. Colleges in the Health Sciences Center rely on the University's graduate program review process and specialized accreditation and licensing criteria to assess program quality criteria established by these professional organizations. The Tulsa campus has a systematic plan for assessing student outcomes.

The University assigns credit hours to courses and defines total credit hour requirements for degree programs based on Oklahoma State Regents for Higher Education policies that are administered by the Academic Programs Council and the Graduate Council. Approved courses and programs are sent to the Provost, University of Oklahoma Regents, and Oklahoma State Regents for Higher Education for notification and approval.

With regard to on-line education, on-line courses are governed by the Oklahoma State Regents for Higher Education University policy "Electronically Delivered/Traditional Off-Campus Courses and Programs". University Outreach, College of Liberal Studies, has faculty (Faculty Fellows) fully involved in the development of course content and student learning outcomes, their routine review, and the appropriate use of technology. The College has its own IT staff and library. The Dean interacts regularly with the Provost on on-line activities.

Program Review occurs every seven years with departments submitting five years of data. A noteworthy feature of this process is that it incorporates program assessment results into the review. It also contains specific action plans for implementing recommendations. The action plans are expected to be implemented by the next review with evidence that they had been

implemented. Indeed, assessment, academic program review, and oversight of general education are among the Provost's priorities for maintaining and enhancing integrity of all academic processes.

There is an Office of Assessment to support student outcomes assessment at the Norman campus. Annual assessment workshops are held, and academic departments are expected to participate every three years.

Academic support areas are also involved with assessment. The University Library values assessment information in its operation and is attempting to enhance its use of assessment data. It is creating an "assessment librarian" position. It has participated in "Libqual," an Association of Research Libraries program to assess student, faculty, and staff experiences with the Library, and it has done its own surveys of its patrons. It has created an assessment steering committee. The Law Library assesses usage of its library resources through regular surveys of Law students. Student Affairs has created a comprehensive template for assessment of all of its programs. This template includes learning outcomes for each, such as in Career Services Leadership Development, the Student Union, and Housing and Food Services. These programs serve students on the Norman, Tulsa, and Health Sciences Center campuses.

Student satisfaction activities represent a large-scale effort involving population surveys of all Norman campus students and nearly all academic and nonacademic departments. Student evaluations of teaching are made publicly available. Different surveys have been used, including the ACT Student Opinion Survey, the National Survey of Student Engagement, and a locally developed instrument. The latter was mentioned in many interviews with academic and nonacademic administrators as being helpful in improving their services to students. For example, the library used student satisfaction survey results to improve its perceived standing among other University units.

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

President Boren has made "great teaching" one of his four initiatives, and he has recently commissioned a task force of faculty to explore developing a "core curriculum" - with one of the stated purposes being to ensure that the University supports effective teaching, especially for first-year students. This is a research university that values teaching as a major component of faculty responsibility, and University leaders regularly and openly describe the University of Oklahoma as a "research university that cares about teaching."

The University evaluates teaching and recognizes effective teaching. A number of programs exist at the University to support and reward effective teaching: Faculty Fellows; faculty hired for teaching-intensive workloads; and creation of an instructional integrity position. Great teaching is rewarded through the conferring of Presidential Professorships that offer a four year stipend to the professor. Several annual teaching (and advising) awards are offered. Promotion and tenure decisions value high-quality instruction, and there have been instances in which teaching represented the majority of the faculty workload in successful tenure cases.

The University supports professional development designed to facilitate teaching and learning. The Provost created the position of Associate Provost for Academic Engagement to assist the University in developing a writing center that serves students and faculty. This position also exists to promote faculty instructional development. The University offers faculty ongoing opportunities to make improvements and innovations in their teaching. A variety of services

exist to support improvements and innovations in instruction and learning interactions between faculty and students. There is a system of faculty evaluation of teaching, including a mid-semester feedback mechanism.

As noted in 3a (above) qualified faculty determine curricular content and strategies for instruction. The Provost advocates effective teaching through encouraging faculty to undergo syllabi review; peer teaching evaluations; review of appropriate grade distributions.

Core Component - 3c The organization creates effective learning environments.

The University provides an environment that supports all learners. The University reorganized its learning programs to coexist in one location, Wagner Hall: Student Learning Center; Assessment Center; Writing Center; Center for Student Advancement; Freshman Programs; Project Threshold; Graduation Office, and various student services offices. Student success is fostered through central services that include writing centers, university college, honors college, student life, multicultural student services, student success seminars, academic advising, student learning center, disability resource center, President's distinguished faculty mentoring program, and college level resources.

Advising systems focus on student learning for academic success, regardless of student location. The Provost's Committee on Academic Advising and the Associate Provost for Academic Advising Oversight are instrumental in helping ensure that professional and faculty advisers provide consistent and accurate information to students. All colleges except the College of Business require students to meet with advisers each semester.

The University of Oklahoma values student success as measured by retention and graduation rates. The President's Graduation and Retention Rates Task Force is a 39-member comprehensive committee charged with ensuring that there are no University-created barriers to successful student persistence.

Student Affairs plays an important role with regard to the learning environment. Its mission is to support the academic mission of the University. Student Affairs expects that its services and opportunities should not detract from students' academic experiences. Student Affairs has a "Co-Curricular Involvement Policy" that limits the time commitment for students to lessen the potential for students' conflict between academic and extracurricular activities. This policy also specifies a minimum GP A for students to be involved in campus activities. And Student Affairs units established learning objectives for students participating in their programs.

At OU-Tulsa, students expressed strong support for the campus. They indicated that the strengths are team-based learning, case-based learning, the quality of faculty, and their integrated and interdisciplinary learning in clinics. Learning resources are viewed as strong, including the new library. The campus is responsive to their requests for change, and in a timely manner. They are involved in decision-making and feel empowered and they meet monthly with the President. They all felt a sense of mission to improve the health of community and/or be engaged in the community even if their discipline was outside the health field.

At the Health Sciences Center, clinical skills teaching is a priority in each academic unit. The campus provides multiple opportunities and programs facilitating clinical learning. Students are involved on curriculum committees, and admissions processes and decisions. Cultural awareness and diversity are apparent in both the curriculum and the student body. Inter-professional learning opportunities are available, as are research opportunities – both

undergraduate and graduate. Integration with the Norman campus is evident through shared coursework (public health) and research (neuroscience; chemistry; biomedical engineering). Participation in shared clinical services (psychological counseling center) is available for student learning and participation. There is a strong emphasis on extending clinical services to the medically underserved and uninsured through the health sciences clinics, as well as city clinics served by students and faculty.

Core Component – 3d The organization's learning resources support student learning and effective teaching.

The University ensures access to the resources necessary to support learning and teaching. Learning resources are a strength of this University. Students benefit from research facilities such as the University Research campus, which is in development and has as its foundation, the Stephenson Research and Technology Center and the National Weather Center. There are impressive performance and arts centers as well as an outstanding Fred Jones Jr. Museum of Art and Noble Oklahoma Museum of Natural History. A state of the art Engineering Practice Facility funded by Exxon Mobil as well as the Sooner Engineering Education Research Center provide support for teaching and learning. The Library system for the University includes the Bizzell Memorial Library, law, special collections and branch libraries. The School of Nursing utilizes a simulation laboratory. The Tulsa campus has strong classroom, library and research facilities that include simulation and engineering laboratories.

The Office of the Provost has associate and vice provost positions whose responsibilities are to support teaching and learning: Academic Advising Oversight; Instruction; Academic Integrity; Academic Engagement. The Academic Programs Council exists to review and approve academic courses and programs within the scope of Regents and University policies, and a Graduate Council exists to review and approve graduate courses and programs.

The University's goal to improve retention and graduation rates involves improving student services through the Vice President for Administration and Finance. The Provost also serves as an advocate to student success by regularly emphasizing effective teaching. The University supports teaching through the creation of a Learning and Teaching program. The Learning and Teaching office currently has three staff and expects to grow once it hires a permanent director. Learning and Teaching initiatives include the following: Teacher Scholars conferences; Course Innovations; President's Core Curriculum Initiative; Dream Courses; the Oklahoma Scholars and Leadership Program.

Effective use of technology is supported. There have been recent changes in the course management system and the deployment of oZONE, a student portal to university services. Faculty have been offered workshops to prepare them for D2L, but there is not yet data to support how this new course management system is being received by faculty. There is evidence of on-line and blended course delivery across the campuses. The College of Arts and Sciences was one of the first on the Norman Campus to offer courses delivered entirely on-line, providing a lead example of providing IT support for faculty and students. The College's Online Program website demonstrates its commitment to on-line education and it has a grant program available for technology needs.

The University evaluates the use and effectiveness of its learning resources to enhance student learning and effective teaching, notably through faculty, staff and student surveys and the migration from Blackboard to Desire to Learn (D2L) course management systems is an important recent example.

2. Evidence that one or more specified Core Components need institutional attention.

Although the Self-Study revealed widespread attention to student learning outcomes and substantial activity, many academic units appear to not have identifiable student learning outcomes as displayed on the assessment web site, http://assess.ou.edu/assessment-reports.html. This site, and conversations with faculty and staff during the site visit, revealed the extent to which academic units had, and had not, implemented assessment of teaching and learning. Indeed, the Self-Study stated that" ... OU does not, at present, have a framework for ensuring consistency throughout the University in developing student outcome goals, in assessing student performance against those goals, and in using assessment data to make strategic changes to courses or programs." The Team's meetings with faculty and staff confirmed this observation that assessment of student learning outcomes to improve teaching and learning is not universally understood or practiced. Several University academic leaders noted the need to expand the assessment of general education beyond the current assessment of writing, and noted the need for resources to do so. This issue needs institutional attention.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

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

Board of Regents members are passionate about OU and are supportive of its strategic initiatives. They are willing to advocate for OU with the Governor and legislators, when called upon. They view the OU teaching and research missions as key to Oklahoma's future,

particularly since the state is among the lowest in percentage of population with bachelor's degrees.

A tiered strategic planning process seeks input from and encourages active involvement of regents, faculty, staff, officers, students, and alumni. The plan's output matrix demonstrates broad commitment to teaching, research, and service at all levels of the University.

Research expenditures at the OU-Norman campus have increased steadily--about $51 million to $90 million from 2000 to 2011. The increasing levels of research activity and excellence was acknowledged in 2010 by the Carnegie Foundation through classification of OU as a very high research institution and making it the only higher education institution in Oklahoma with this classification.

The Aspire 2020 initiative was designed as a roadmap for scholarship at OU-Norman and Tulsa, and outlines plans to transform the institution's research culture, research engagement, and research competitiveness. There was agreement among those faculty with whom we spoke that these largely-faculty driven Aspire 2020 committees created energy, enthusiasm, engagement and new ways of considering research, particularly multidisciplinary research. Recent awards include a U S Department of Interior Regional Climate Science Center and a 5-year, $25 million National Oceanic and Atmospheric Administration cooperative institute; awards such as these have enabled OU to recruit top scholars in atmospheric sciences and related disciplines.

As a result of Aspire 2020, there is significant evidence of implementation of faculty recommendations. For example, the research council grant program has been restructured, each department has a research liaison that meets bi-monthly with the Vice President for Research and staff of the Center for Research Program Development and Enrichment (CRPDE), the number of faculty receiving teaching release time has increased, multi-disciplinary research and creative activities have increased, staffing in the CRPDE has increased, those landing major grants are being feted at campus-wide celebrations, etc. A social activity designed to increase interaction among faculty from different disciplines drew 150 faculty the first time it was held; faculty gave the university-wide research activity high marks for providing an informal OppOliunity for them to meet colleagues across the campus. Fundamentally, faculty reported that they saw individual and organizational change as a result of Aspire 2020 and that some committees continue to meet and pursue research process improvements.

The ability to recruit and retain outstanding faculty has been enhanced by the increase in the number of endowed faculty positions in the past 17 years-from 100 to 560. However, it is noted that there is an opportunity for improving the endowed faculty reappointment/renewal process; in some cases, there is no mechanism built into individual, endowed faculty position procedures that require renewal consideration based upon performance since the original appointment.

Through the Health Sciences Campus in Oklahoma City, OU ranks 73 among the nation's schools of medicine in NIH funding. Research revenues are increasing as a component of overall revenues – now at an all time high. Fundamental research continues to be the principal research activity, with new, increased emphasis on translational clinical research. Research strengths are in core laboratories, health services and clinical trials, Native American populations, and the primate center. The most recent 5 year plan achieved all its strategic goals and the new 5 year plan will build on past successes. Integration with the Norman campus includes research in bioengineering and through shared stipends for Graduate Research Associates placed in Norman, but funded through resources of the Health Sciences Center.

Research is focused on cancer; diabetes and metabolism; neuroscience; infectious disease/immunology; and geriatrics(an example of inter-professional teaching and research). NIH awards are at an all-time high, as are patients to OU clinical centers.

The campus at OU-Tulsa has identified strategic research areas. There is a large number of endowed chairs for the size of the campus, and there are funded institutes. The faculty are actively engaged in research and have the same promotion and tenure standards as the other campuses.

In the last 15 years, undergraduate participation in education abroad experiences has increased from 2% to 25%, and the president is committed to the goal of further increases.

OU demonstrates a commitment to learning among the community and its alumni through the many formal and nonformal education offerings of the College of Continuing Education which include: senior seminars; the Mornings with a Professor program, Elderlearn, the OU Book Club and the Osher Lifelong Learning Institute.

A faculty-in-residence program in the student residence halls provides the opportunity for a faculty member and his/her family to reside in the complex for a year or longer. The program has been very successful, with faculty and students indicating there is mutual benefit and mutual growth from their frequent interactions. Several students commented that they saw the faculty-in- residence program as key to their ability to cope with being hours and states away from their family support systems. The President interviews all faculty-in-residence applicants, of which there is a waiting list, thus creating high visibility for and high commitment to the program.

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

Oklahoma's undergraduate degrees have at their base a general education curriculum that was developed in the late 1980s and implemented in 1990. The 40-credit-hour university-wide curriculum emphasizes four core disciplinary areas (symbolic and oral communication, natural science, social science, and humanities) together with a senior capstone experience in the major. The common core is supplemented at the college level with, for example, enhanced requirements in foreign language for Arts & Sciences majors and in mathematics for Business majors. Beyond course distribution lists for the core areas, the current general education scheme is built around core values of writing, ethics, and attention to diversity issues. Finally, the 1990 statement on the philosophy of general education emphasizes that "general education courses should be taught by regular faculty," and faculty are encouraged to provide opportunities for students' active involvement, even in large lecture courses.

The provost's advisory committee on general education oversight (PAC-GEO) meets to evaluate proposals for potential inclusion in the general education list. Members echoed the directives from the 1990 document that criteria for inclusion must go beyond content-level knowledge and address disciplinary methodologies, frameworks, and skills as well as the strong writing requirements. Most helpful in this process has been the recent (September 2011) development of criterion rubrics for evaluating proposals. This provides committee members with a framework for evaluation and, more importantly, makes explicit the specific components that must be in place as faculty members develop the proposals.

The criterion rubrics described above will be used not only for considering new classes, but for re-evaluating courses already in the curriculum. Some 950 courses fit into one of the subcomponents, and members recognize the need to reduce, particularly as some "advertised" general education courses have not been offered in years.

A point of distinction and pride for the OU faculty is the fact that general education is not "owned" by the College of Liberal Arts and Sciences but overseen by a committee representing faculty from across the campus.

Faculty report that the undergraduate research program has steadily matured and that all students have the opportunity to participate. (Students in the Honors College are required to complete a thesis.) Student stipends, writing assistance, travel money to present research at conferences; undergraduate research day, etc. are some of the ways that the institution demonstrates a commitment to undergraduate research. In response to a recommendation coming from Aspire 2020 to engage undergraduate students sooner in their careers, Research Sooner! was launched. This year a First Year Research Experience (FYRE) program is being piloted-60 freshman applied, 20 were accepted and 17 enrolled in the credit-bearing program. Also, a Research Sooner! Coordinator for Undergraduate Research Programs has been hired to lead the development and implementation of an undergraduate research strategic plan and an assessment plan. Additionally, administrators and faculty report that promotion and tenure committees value and count the advising of undergraduate research when evaluating faculty promotion and tenure portfolios. The following case study was shared to illustrate the way in which undergraduate research is woven into the fabric of the institution. Five faculty were principal investigators on one NSF equipment grant. The grant supported 105 undergraduates in independent and Honors research projects in the labs of the faculty. Among these 105 undergraduates were 56 women and 15 students from (NSF) underrepresented groups, and publications emanating from the grant support included 47 undergraduates as co-authors. All five faculty also have received numerous distinguished awards for their successes in integrating teaching and research activities.

Graduate program assessment occurs largely at the departmental level and is designed and implemented by the graduate faculty of the unit. Annually, departments report on their graduate programs to the Graduate College; graduate programs are also assessed during the academic program review process. The Dean of the Graduate College conducts an exit survey with all graduate students, however, he is launching a longitudinal assessment program that will survey students during their first semesters, periodically through their experiences, at graduation and one year later. Additionally, instructional technology staff have built a graduate student tracking system and are in the process of building annual reports for each of the departments.

Many recent initiatives have emphasized interdisciplinary scholarship as an area of potential distinction for OU faculty. Several centers (e.g., the Center for American Constitutional Heritage) join together faculty from various disciplines, and the office of the Vice-provost for Research has encouraged joint submission of grant proposals. An advisory committee to the Vice-provost strongly support interdisciplinary research initiatives both as stimulating for individual faculty research and a way to challenge traditional academic insularity through cross-curricular connections.

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

In response to feedback from faculty that graduate student stipends were not competitive, the Dean of the Graduate School in collaboration with the OU Foundation created a Graduate Student Fellowship Program. Each year departments submit applications for graduate fellowships in the amount of $25,000 (maximum of $5,000 per year for five years). Departments can use the dollars to attract top students and encourage students to compete for national fellowships. Departments whose students receive national fellowships are given the latitude to use fellowship funds that are freed up to recruit or reward other graduate assistants.

Two years ago, the Dean of the Graduate College conducted a 'quality of life' survey and focus groups with graduate students. The results indicated that the graduate student body desired more integration of their academic and social lives and that the campus needed to be more family friendly. The campus is addressing these needs in its new construction and renovation of buildings by including lactation rooms, student lounges and other amenities to create comfortable working environment.

Issues related to the assessment of student learning in the majors normally arise through the program review process. The six-year cycle of review alerts both chairs and deans to the changing trends in enrollment, retention, and graduation in each major department. Chairs attested to their support of this process and note that the review both provides useful statistical information and encourages self-reflection and assessment. Generally missing from the reviews (except in the cases of departments who complete accreditation reviews in the professional fields [such as education]) is a systematic review of assessment data among majors. All OU undergraduate majors feature a capstone or senior seminar; thus, the institution is encouraged to formalize its processes for gathering and reporting assessment data. The team stresses that assessment data must go beyond retention and graduation rates to include achievement on learning outcomes (both course and department level) so that information can be used in curriculum revision.

The OU Cousins program matches U S and international students with the goal of establishing informal relationships for mutual benefit. U S student participants in the OU Cousins programs gave the program high marks in helping them learn about a country of interest to them through these relationships.

Core Component 4d The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The Office of Research Services, which contains pre-award and post-award services, has recently moved to the University Research Campus. Prior to the relocation, the Office of Research Services was physically distributed across three buildings making interaction and coordination challenging for faculty and staff. While they have no formal feedback loops to rely upon to improve processes, the Office of Research Services relies upon anecdotal feedback as well as suggestions channeled through the Research Advisory Council to improve processes and services. Additionally, faculty candidate interview schedules include the opportunity to meet with administrators in the Office of Research Services so candidates are aware of the grant making and implementation services.

The Center for Research Program Development and Enrichment (CRPDE) was established in 2010 to assist faculty, research scientists, postdocs and students build robust, competitive research, scholarship and creative activity programs across the OU Norman and Tulsa campuses. Shortly after forming, the CRPDE staff conducted a faculty survey to determine what they wanted from the center. Today, through research interests reported by research

liaisons, CRPDE staff connect research strengths with funding OppOliunities and facilitate the development of teams and proposals for external funding. CRPDE staff are committed to the Vice President for Research's goal of increasing the collaboration and external grant competitiveness between OU Norman and the Health Sciences Center. CRPDE has grown in importance to faculty and impact on external funds awarded in a relatively short time; additional staff will be added to assist the campus in its continued external grant growth.

Units that deal with compliance (Human Research Protections/Institutional Research Board; IACUC; HIP AA, Environmental Health and Safety; Radiation and Laboratory Safety; and Export Controls) report to the OU Legal Counsel rather than the Vice President for Research. This reporting structure allows for compliance units to act independent of the Vice President for Research's Office.

Members of the Human Research Protections/Institutional Research Board identify two primary board responsibilities: to insure faculty and students researchers follow federal regulations and university policy and to facilitate faculty and student research. The faculty leadership of the Board has been in place for many years, offering continuity and depth of expertise; board membership is voluntary with those serving come from diverse areas of expertise and disciplines. Faculty on the board reported that their service is considered part of their faculty load. The IRB office promotes education and training through general workshops for faculty and students as well as one-to-one meetings and has an online application process that handles approximately 350 studies per year (on average, there are 700 open studies at any one time).

The Center for Applied Research and Development (CARD) was established as a result of an Aspire 2020 recommendation to broaden OU's research enterprise. CARD identifies new applied research and development opportunities that are congruent with OU-Norman's strengths in basic research. Staffed by non-faculty research and professionals across multiple disciplines, CARD is an entry point for industry partners and federal and state agencies interested in the development of practical technologies and services. CARD also is a vehicle for faculty involved in applied research and development consulting and offers employment for undergraduate and graduate students.

Strategies to invest in OU's strongest research programs, grow other areas of complementarity with research strengths, continue to recruit outstanding talent (faculty, administrative, graduate student, etc.) and to fully realize what it means to be a comprehensive institution, all contribute to the development of OU and particularly, the University Research Campus. University Research Campus logistics (e.g. close proximity to the OU-Norman campus, access to 277 acres of un-programmed land, opportunities for co-location of corporation, academic and government organizations, economic development through incubation, company relocation and alliances, designation as an Enterprise Zone, full support of 24/7 mission-critical activities) result in the University Research Park being an attractive location for public-public and public-private partnerships to be established and grown. This growth has the potential to transform OU, its faculty, staff and students, as well as the economic landscape of Oklahoma.

At the Health Sciences Center, faculty development and mentoring programs have been in place for two decades and faculty continue to be productive – 363 early career faculty have completed the program.

2. Evidence that one or more specified Core Components need organizational attention:

None.

3. Evidence that one or more specified Core Components require Commission follow-up:

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up:

None.

Recommendation of the Team

Criterion met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1.   Evidence that Core Components are met

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

As called for by its mission of serving the state and society, the University of Oklahoma identifies its various constituencies in the mission statements of its colleges, divisions, centers, units, and/or offices, and serves them in ways that are valued by all entities. While the university's primary commitment is serving the state of Oklahoma, the university reaches beyond state boundaries to the region, nation, and world.

Town and gown collaboration started with the establishment of University Extension in 1913 and has strong evidence of fostering innovation and partnership with many opportunities for engagement and service to the broader community. The University has a long and laudable history of providing outreach and engagement programs and services to its students and constituents. Many outreach opportunities have successful records spanning many years and serving hundreds and sometimes thousands of people. Some programs target populations of the most vulnerable - the poor, the elderly, the disabled, and children.

There are numerous examples of how OU learns from its constituencies and analyzes its capacity to serve them. The K20 Center uses feedback from teachers and leaders and analyzes the school community needs and expectations and ranks third nationally in providing leadership development and supporting schools in systematic change. The nonprofit reporting team Oklahoma Watch collaborates with other news organizations and higher education institutions and has enhanced and expanded its capabilities to reach the greatest numbers of Oklahomans

possible and was instrumental in the passage of the first prison reform legislation in two decades.

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

The University of Oklahoma has many programs and centers that provide value to the local community by engaging faculty, staff, and students to share knowledge, education, and applied research to the benefit of their constituencies. In addition to University Extension, OU has created a number of administrative or educational units, within University Outreach and beyond, to identify and respond to external needs: the Mid-Continent Comprehensive Center; the K20 Center; the American Indian Institute; the Center for Effective Schools; the OU Engage Portal; the E¬TEAM; the Economic Development Institute; the National Center for Disability Education and Training; the National Resource Center for Youth Services; the Center for Public Management; the Workforce Oklahoma Training Institute; KGOU Radio; and the Institute for Quality Communities, among many others.

The College of Law provides free income tax assistance to low-income individuals, senior citizens, non-English-speaking people, and the disabled through its Volunteer Income Tax Assistance Program. It also sponsors the student-led Students for Access to Justice program that connects students with pro bono volunteer opportunities. The SAT J has its own pro bono program offering assistance to victims of domestic violence who seek protective orders.

The National Center for Disability Education and Training (within University Outreach) sponsors several exemplary programs to Oklahomans. Of note is Oklahoma Work Incentives Planning and Assistance which provides return-to-work information to Social Security beneficiaries receiving Supplemental Security Income and Social Security Disability Insurance. This program has been in existence for more than 10 years. Also, the DRS Job Coach Training program has developed and teaches courses for employment specialists working in community-based providers. For more than 21 years this program has been delivered to over 100 agencies resulting in the employment of thousands of disabled Oklahomans.

The College of Liberal Studies offers both undergraduate and graduate programs for non-traditional students. Engaging their own faculty members as well as faculty from many departments the College provide courses to more than 1800 students annually. Advanced Programs in the College has a long-standing history of service to the military and continues to offer 5 masters degrees and 1 PhD program in collaboration with the Graduate College.

The Corporate Engagement Office, the Office of Technology Development (OTO), and the Center for the Creation of Economic Wealth support, coordinate, and integrate research activities and facilitate access to OU resources to expand current and new corporate relations and enhance external relations with economic development organizations in the region. Their efforts have resulted in the creation of new companies or execution of licenses with companies that benefit from the University's innovation. OTO has helped launch 36 companies that have generated more than $75 million in capital and more than$30 million in estimated equity for the University. The Center for the Creation of Economic Wealth broadens exposure to the entrepreneurial process, engages students in real-world business enterprise, and accelerates

OU technology commercialization.

The University of Oklahoma has two world-class museums on the campus: the Fred Jones, Jr. Museum of Art and the Sam Noble Museum of Natural History. Founded in 1899 by the Territorial Legislature, the Noble Museum has more than 7,000,000 artifacts including some one-of-a-kind items. The Jones Museum of Art has an impressive collection of French Impressionism, 20th century American painting and sculpture, photography, Asian art, Native American art and graphics. Both museums sponsor many exhibits and programs for university students and faculty and the community at large, especially school children. The museums collaborate in a variety of ways including joint exhibits and other programming. The Noble Museum is state funded while the budget for the Jones comes from the University. Both are to be commended for their commitment to campus and community outreach and their integration into the curriculum.

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

OU seeks multiple ways to address the needs of its constituencies. The Sooner Flight Academy of University Outreach uses experiential education related to the world of flight to STEM concepts to children and teachers. For the past five years, the Osher Lifelong Learning Institute has been providing low-cost, noncredit courses for the 50-plus age group and now engages nearly 700 mature learners in 82 courses annually.

Of particular note are these initiatives: the partnership between OU and the Oklahoma Climatological Survey that trains Oklahoma emergency management officials. OK-FIRST has been awarded the Innovations in America Government Award from the Ford Foundation and the Harvard University; and the many programs of the K-20 Center and the Jeannine Rainbolt College of Education, most notably the K20 Scholars Program scholarships for students entering OU to pursue STEM degrees – nearly 800 schools across Oklahoma constitute the network with which the K20 Center works.

At the Health Sciences Center: Oklahoma City, there are multiple examples of community service and outreach: Big Event; community clinics for the underserved; activities of the staff senate (Community Engagement Committee); the Poison Control Center; and multiple examples of community health education. Dentistry has a Kids Day, served by faculty and students; Nursing staffs the Bedlam Clinic in Tulsa; and there are extensive health education services and activities such as TAR Wars (anti-smoking) in schools. Students engage in the Mission of Mercy that serves about 8000 patients over a 2-day period; and they sponsor a Bridges to Access Symposium that motivates and recruits volunteers for health education services across all campuses.

Core Component 5d. Internal and External Constituencies value the services the organization provides.

OU uses environmental scanning regularly to understand the changing needs of its constituencies. In addition to the University-wide 2008 Community Engagement Survey, the Donald E. Pray Law Library conducts an annual survey and monitors national surveys and literature and on the use of legal resources. The University Libraries surveyed users in 2010 to

determine how library space was used and what users valued most. More than 1100 responses reveals the users' strong interest in providing feedback. In response the library renovated two large group study rooms to provide more comfortable seating and collaborative technology capabilities. In addition, OU's Information Technology has a marketing and communications team that engages its constituencies to enhance the overall IT customer experience and renovate computer labs and other technologies.

For the past five years, the Osher Lifelong Learning Institute has been providing low-cost, non-credit courses for the 50-plus age group and now engages nearly 700 mature learners in 82 courses annually. Many courses are offered on campus, but some are held in area locations in an effort to afford easy access for the participants.

As examples of providing continuing education for licensed professionals in the community, continuing Legal Education programs offered through the College of Law allow area attorneys to fulfill their mandatory requirements for continuing education. In addition, the College of Pharmacy, the Department of Rehabilitation Sciences, and the College of Nursing offer such opportunities.

Since 1977 the University has opened the Medieval Fair of Norman every spring. It is one of the few free admittance medieval fairs in the nation. The fair has been expanded to a three day event due to the interest of schools who incorporate attendance to the fair for their students who are studying the Middle Ages. It is the state's largest weekend event and was selected as one of the top 100 events in the nation by Events Media Network.

Integration into the community is a specific strength at OU-Tulsa. It has an arrangement with the University of Tulsa related to community medicine initiatives. There are many outreach activities that have an impact on the community and provide student experiences. Community members interviewed, value the impact of the camps on the community.

2. **Evidence that one or more specified Core Components need institutional attention.**

   None

3. **Evidence that one or more specified Core Components require Commission follow-up.**

   None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up.**

   None

   Recommendation of the Team:

   Criterion met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

Recommendation: No Change

Rationale for recommendation: No request for change was made. All federal compliance issues were addressed appropriately; all criteria were met with no follow-up Commission action required; and there were no issues with regard to current affiliation status.

B. Nature of Institution

1. Legal status

No Change

2. Degrees awarded

No Change.

C. Conditions of Affiliation

1. Stipulation on affiliation status

No Change

2. Approval of additional locations

No Change

3. Approval of distance delivery

No Change

4. Reports required

No Change

5. Other visits scheduled

No Change

6. Other embedded change request

No Change

7. Campus Evaluation Visit

None

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

Timing for next comprehensive visit (academic year – 2022-2023)

Rationale for recommendation: The University of Oklahoma completed a thorough, self-study process that resulted in strong Report. The Site Review Team did not identify any issues with regard to either federal compliance or the criteria for re-accreditation that would result in short-term follow-up action by the Commission, or warrant a comprehensive review earlier than 10 years.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS
(This section is optional.)

Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street...

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WORKSHEET FOR USE BY EVALUATION TEAMS

Review the "Protocol for Peer Reviewers Reviewing Credit Hours Under the Commission's New Policies" before completing this Worksheet.

APPENDIX A:
CREDITS AND PROGRAM LENGTH

A: Answer the Following Questions

Institutional Policies on Credit Hours

➤ Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

[X] Yes   [ ] No

Comments: Such a policy is set by the Oklahoma State Regents for Higher Education.

➤ Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution?

[X] Yes   [ ] No

Comments:

➤ For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

[X] Yes   [ ] No

Comments:

> Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

| X | Yes | | | No |

Comments:

Application of Policies

> Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

| X | Yes | | | No |

Comments:

> Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

| X | Yes | | | No |

Comments:

> If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

| X | Yes | | | No |

Comments:

> If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

X	Yes			No

Comments:

> Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

X	Yes			No

Comments:

B: Identify the Sample Courses and Programs Reviewed by the Team. For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

It is important to stress that the University of Oklahoma assigns credit hours to courses and defines total credit hour requirements for degree programs (including distance courses and programs) based on the Oklahoma State Regents for Higher Education policies. All are reviewed thoroughly by the University's Academic Programs Council and where appropriate the Graduate Council. Approved courses and programs are then sent to the Provost, University of Oklahoma Regents, and Oklahoma State Regents for Higher Education for notification and approval. In addition the University engages in the periodic review of courses (including distance courses) to ensure curricular expectations are being maintained.

A set of sample syllabi were provided in the Resource Room, and the following were among the programs (undergraduate and graduate) reviewed: College of Arts and Sciences (Anthropology, Classics and Letters, Economics, English History, Mathematics, Social Work; College of Atmospheric and Geographic Sciences (Meteorology); Michael F. Price College of Business (Bachelor's of Business Administration and Master's of Business Administration) ; Jeannine Rainbolt College of Education (all bachelor of Science majors and the Master's of Education); College of Engineering (undergraduate and graduate) Aerospace and Mechanical, Computer Science, and Industrial Engineering) Weitzenhoffer Family College of Fine Arts (Dance MFA; Music BMA and DMA; University of Oklahoma Health Sciences Center (Dentistry – JD; Nursing BSN); College of Law (JD); and College of Liberal Studies – distance education programs (Bachelor of Arts in Liberal Studies, Bachelor of Science in Criminal Justice, and Master's Programs in Administrative Leadership, Museum Studies).

C: Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's credit hour policies and practices?

☐ Yes   ☒ No

Rationale: There is no evidence in materials reviewed that follow-up is required.

Identify the type of Commission monitoring required and the due date:

D: Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

None

WORKSHEET FOR USE BY EVALUATION TEAMS

APPENDIX B:
CLOCK HOUR WORKSHEET

Instructions: Complete the following worksheet only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Such programs typically include those that must be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

A: Answer the Following Questions

➢ Does the institution's credit to clock hour formula match the federal formula?

[X] Yes   [ ] No

Comments:

➢ If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

➢ Did the team determine in reviewing the institution's credit hour policies that they reasonable within the federal definition as well as within the range of good practice in higher education?

[X] Yes   [ ] No

Comments:

➤ Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

| X | Yes | | No

Comments:

B: Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

| | Yes | | No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C: Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

| | Yes | X | No

Rationale:

Identify the type of Commission monitoring required and the due date: None.

WORKSHEET FOR THE EVALUATION TEAM
ON FEDERAL COMPLIANCE REQUIREMENTS

This worksheet becomes an appendix to the team report.

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

Self Study pp: FC 1-31.

Two documents are central to many of the Federal Compliance Program components: Oklahoma State Regents for Higher Education Policy and Procedures Manual (credit hours, academic calendar standards, requirements for courses and programs, electronic delivery, grading, and transfer); and the OU General Catalog

Among the others reviewed:

Academic Integrity Website
Academic Misconduct Code
Admission and Transfer Requirements
Center for Independent and Distance Learning Website
Compliance Advisory Committee
Compliance and Quality Improvement Program
Conflict of Interest and Related Policies
Financial Conflict of Interest Policy
Financial Statements 2009, 2010, 2011
President's Action Line
Provost's Website
Refund Policies
Regents' Minutes
Specialized Accreditation Materials
Transfer Credit Guidelines
Transfer Equivalencies

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria

for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments:

   Additional Monitoring, if any: None

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments:

   Additional Monitoring, if any: None

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

       Comments:

       Additional Monitoring, if any: None

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

       Comments:

       Additional Monitoring, if any: None

(date)

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program.*

- *General Program Requirements: The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- *Financial Responsibility Requirements: The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

- *Default Rates. The institution has provided the Commission with information about three years of default rates. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- *Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures: The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- *Student Right to Know. The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

- *Satisfactory Academic Progress and Attendance. The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.*

- *Contractual Relationships: The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (The institution should review the Contractual Change Application on the Commission's Web site for more information. If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.)*

- *Consortial Relationships: The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships (The institution should review the Consortial Change Application on the Commission's Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and*

has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.)

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional Monitoring, if any: None

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional Monitoring, if any: None

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.* ***Note that if the team is recommending initial or***

(date)

continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments:

   Additional Monitoring, if any: None

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. **Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.***

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments:

Additional Monitoring, if any: None

(date)

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

UNIVERSITY OF OKLAHOMA
NORMAN OKLAHOMA

MARCH 5-7, 2012

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. W. Randy Smith (Team Chair), Vice Provost for Academic Programs, The Ohio State University, Columbus, OH 43210

Dr. Mary L. Fisher, Associate Vice Chancellor for Academic Affairs/Associate Dean, of the Faculties, Indiana University -Purdue University Indianapolis, Indianapolis, IN 46202-2896

Dr. Susan Fritz, Associate Vice President for Academic Affairs, University of Nebraska, Lincoln, NE 68583-0743

Dr. Jennifer L. Heller, Assistant Director of the Humanities and Western Civilization Program, University of Kansas, Lawrence, KS, 66045-7574

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Dr. Jeffrey Slovak, Deputy Vice President for Finance and Administration, Governor's State University, University Park, IL 60484

Dr. Marcia Krautter Suter, Chair, Library Teaching and Learning, Bowling Green State University, Bowling Green, OH 43403

Dr. Michael Williford, Associate Provost for Institutional Research and Assessment, Ohio University, Athens OH 45701

Dr. Leanne Wirkkula, Assistant Dean for Strategic and Academic Initiatives, Carlson School of Management, University of Minnesota – Twin Cities, Minneapolis MN 55455

Contents

I.   OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

The University of Oklahoma is one of the country's strongest public, research universities, well known and respected, with a rich history. It has three campuses – in Norman, Oklahoma City, and Tulsa – and is led by a long-term, strong, highly visible, President who has developed a broad vision for the university and who has ensured that the institution has "stayed the course" throughout the years, including through difficult economic times. The result has been dramatic progress in <u>all</u> dimensions of the University's mission.

The University has a dynamic leadership team that has fostered involvement by faculty, students, and staff across all campuses, and has developed support for the vision, and related actions, to strengthen the institution as it moves forward. The three campuses are appropriately integrated.

II.   CONSULATIONS OF THE TEAM

The team makes suggestions in four broad areas. Each is presented to encourage continued attention to an issue <u>already acknowledged</u> and being addressed by the University, and/or to take advantage of current opportunities.

<u>Planning</u>

The University clearly is committed to planning, at all levels – from central administrative offices such as research, to college and unit-level activities. It is important now to find the best ways to <u>align</u> those activities. How do the pieces fit, and how do broad institutional goals get translated and implemented at the local level? All large, decentralized universities face this challenge.

The University is also committed to program review, and that may be the mechanism to help with alignment. Other institutions have addressed this issue. For example, as individual units are being reviewed on a regular cycle, no matter what the actual template for the review is (components deemed important for <u>every</u> review) the unit could be given the latitude to focus on some areas that are more specifically linked to planning initiatives of its college or Vice Presidential area. This allows the unit to do an overall assessment, as specified in the template, to help it move forward, but <u>also</u> to show where it fits with one or more specific institutional initiatives.

Critical to this process is an evaluation and site visit by a strong external review team that can address: where the unit stands today among its peers; what issues it is facing; and what steps could be taken to help it address those issues. Use of such peers brings

instant credibility to the process to faculty, staff, and students.

With an internal self-study document, and one from an external team, the unit leader, along with the Dean/Director could then interact with the Provost/Vice President – a formal meeting is useful - to develop an appropriate plan of action, one that could have short term and long term dimensions; one that then could be the starting point for its next program review.

The University is encouraged to review program review processes at other large public research universities.

Diversity

One of the issues raised by the 2002 Site Team concerned diversity, especially faculty in leadership positions across the University. In its 2012 Self Study, the University recognizes that its gains in this area have been halting and uneven. The Team is aware of the context of the state/region within which diversity planning needs to occur.

The percentage of faculty who are female has increased, but it has decreased at the dean, associate dean levels. Conversations with staff from Human Resources, academic deans, and Student Affairs, and with the President, showed that there is commitment to achieving greater diversity at these levels. Several deans noted that their colleges have diversity plans. However, overall the efforts seem to be local, uneven in focus, and potentially unfocused. A greater university-wide effort is needed.

There are various ways to approach this effort. It could develop a formal written goal with specific, enumerated sub-goals, and mechanisms to help realize them. It could pursue the development of a diversity strategic plan – a focused planning effort, open and transparent, that would build legitimacy for a renewed effort in this area. It could integrate diversity goals into its CIS recruitment planning and efforts. The specifics of the approach are something best determined within the broader OU community, but the need for a deeper, focused effort addressing diversity is apparent.

This suggestion is also related to succession planning, a process the University also needs to address, and the need to have diversity visible in central administrative positions.

Assessment

Virtually every institution of higher education is involved in assessment activities today. Large institutions face the issue of fostering its development and implementation at

many levels in the organizational structure.

With regard to student learning outcomes (as discussed in the Assurance Section –
Criterion 3), the University has ongoing activities in general education, and in
undergraduate major and graduate programs. It is important now to take such activity to
the next levels. For example, the University could: continue to encourage all
departments and course instructors to adopt high standards for assessing learning
outcomes to improve teaching and learning: ask the Core Curriculum Task Force to
review existing rubrics and assessment data in preparing its report to the President;
develop and implement an incremental plan to assess general education (see
"undergraduate education" below); and consider requiring an assessment plan as part of
course approval. More broadly, the University has developed and implemented many
thoughtful initiatives related to student learning. A <u>systematic</u> way to evaluate them
would be useful. And regular review/ understanding of factors contributing to retention,
can help the University make strategic decisions about selected programming for that
purpose.

The Provost's office needs to assume a strong leadership role in such efforts, perhaps
with a designated person in a lead role. The national dialogue on student learning and
accountability needs continuous and growing attention, and the central academic office
of the University should lead to assure the seriousness of purpose that is needed.

More broadly, there have already been efforts (Criterion 2) of assessing various
administrative areas of the University with successful outcomes. The University, working
perhaps through the Institutional Research office, should study those efforts to help
determine what factors help make them successful, and then use that information for
future assessment work. Making decisions in difficult economic times could be supported
by using approaches that are known to have worked elsewhere within the University.

<u>Undergraduate Education</u>

The University has developed and implemented a wide range of activities and initiatives
for undergraduate students to help strengthen the undergraduate experience. The
decision to appoint a Director of Undergraduate Teaching and Learning provides a timely
opportunity to pull those activities together into a more organized set, and then build
(plan) from that base.

Currently general education is presented as a collection of courses in various cross-
disciplinary content areas rather than a set of aspirational goals or learning outcomes.
General education review is not yet systematic, which means that neither is the
assessment of student learning. Both issues are to be considered by PAC-GEO,

however, it is imperative that the institution continue to support a more systematic approach to assessment in the general education core (see "assessment" above).

The President has recently challenged the faculty to consider a new paradigm for general education. Although work is just about to begin, it will surely dovetail with the President's related initiatives on teaching and learning – enhancing engagement during freshman year, and enhancing connections between undergraduates and tenure-track faculty.

III.   **RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES**

Despite serious economic conditions in recent years, and uncertainty about the near future, the University has been characterized by strong financial stewardship and has developed creative measures to address issues it faces – in a purposeful and transparent manner.

The research mission is at an exciting stage of development and the University has received Very High Research standing from the Carnegie Foundation – at tribute to faculty research activity and support from the central administration. Indeed there is dynamic leadership of the Office of Research that is developing strategies for investment in targeted areas – ASPIRE 2020, and research clusters. The engagement with faculty, departments, and colleges in the process is strong and much appreciated by the various constituencies.

The University shows concerted and continuing attention to undergraduate education. Retention and graduation rates have improved. Actions related to honors, international experiences, and undergraduate research are strong, as is the commitment to providing facilities for students. The students express support for the educational experience they receive.

The outreach and engagement mission is exceptionally strong and very impressive. In a wide array of activities, and through excellent institutional-level leadership, the University gives full attention to "serving " at local community, state, regional, national, and international levels.

Infrastructure is an important priority, as seen through investments in the research park, new buildings, the museums, and IT.

There is a solid administrative structure, and the central administrative team has the

support and respect of the Regents, faculty, students, staff, and their formal governance groups. This 3-campus university works effectively. Each one has a level of autonomy and a distinctive niche, but all three work together as one University.

INSTITUTION and STATE: University of Oklahoma, OK

TYPE OF REVIEW *(from ESS)*: Continued Accreditation

DESCRIPTION OF REVIEW *(from ESS)*:

DATES OF REVIEW: 3/5/12 - 3/7/12

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: nc

DEGREES AWARDED: B, M, D

TEAM RECOMMENDATION: nc

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: 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).

TEAM RECOMMENDATION: nc

APPROVAL OF NEW ADDITIONAL LOCATIONS: The Commission's Notification Program is only available for offering existing degree programs at new locations in Oklahoma or for offering existing Master's level programs at new military base locations in the United States and around the world.

TEAM RECOMMENDATION: nc

APPROVAL OF DISTANCE EDUCATION DEGREES: The institution has been approved under Commission policy to offer up to 20% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

TEAM RECOMMENDATION: nc

REPORTS REQUIRED: None

TEAM RECOMMENDATION: nc

OTHER VISITS SCHEDULED: Additional Location Confirmation: 2011 - 2012; An additional location confirmation visit will be scheduled to the Shanghai Semiconductor Manufacturing International Corporation (SMIC) Private School in Shanghai, China within six months of opening the site

TEAM RECOMMENDATION: nc

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2001 - 2002

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2011 - 2012

TEAM RECOMMENDATION: **2022-23 (Due to timing of official HLC action)**

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: University of Oklahoma, OK

TYPE OF REVIEW *(from ESS):* Continued Accreditation

__x_ No change to Organization Profile

Educational Programs

		Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate	Associate	0	
	Bachelors	162	
Programs leading to Graduate	Masters	156	
	Specialist	0	
	First Professional		
	Doctoral	102	

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	Oklahoma City (Health Sciences Center) ; Tulsa (Schusterman Center)	
Additional Locations:	Ada (East Central University) ; Ardmore (Ardmore Higher Ed Center) ; Bartlesville (Tri County Tech Center) ; Duncan (Duncan) ; Ft. Sill (Ft Sill) ; Lawton (Cameron University) ; Midwest City (Rose State College) ; Midwest City (Tinker AFB) ; Oklahoma City (OCCC) ; Weatherford (Weatherford) ; Woodward (Woodward Hospital)	

Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	Glendale, CA (OUCN at Glendale Adventist Medical Center) ; San Diego, CA (Coast Guard Station) ; San Diego, CA (OUCN at Sharp Cabrillo) ; Hurlburt Field, FL (Hurlburt) ; Hickam, HI (Hickam AFB) ; Mt. Home, ID	

	(AP Mt. Home Office) ; Offutt, NE (Offutt AFB) ; Nellis , NV (Nellis AFB) ; Arlington, VA (AP Washington DC Office)	
Course Locations:	None	

Out-of-USA:	Present Wording:	**Recommended Change:** (+ or -)
Campuses:	None	
Additional Locations:	Shape, Belgium (AP Shape Office) ; Shanghai, China (SMIC Private School) ; Ansbach, Germany (Ansbach) ; Boeblingen, Germany (AP Stuttgart Office) ; Geilenkirchen, Germany (Geilenkirchen Air Base) ; Heidelburg, Germany (Patton Barracks) ; Hohenfels, Germany (AP Hohenfels Office) ; Mannheim, Germany (Sullivan Barracks) ; Ramstein, Germany (AP Ramstein Office) ; Spangdahlem, Germany (AP Spangdahlem Office) ; Vilseck, Germany (Vilseck) ; Wiesbaden, Germany (Wiesbaden) ; Aviano, Italy (Aviano Air Base) ; Naples, Italy (AP Naples Office) ; Lajes, Portugal (AP Lajes Office) ; Rota, Spain (AP Rota Office) ; Lakenheath, United Kingdom (AP Lakenheath Office) ; Mildenhall, United Kingdom (Mildenhall)	
Course Locations:	Arezzo, Italy (OU at Arezzo) ; Oxford, United Kingdom (OU at Oxford)	

Distance Education Programs:

Present Offerings:

Bachelor - 05.0201 African-American/Black Studies (African & African American Studies) offered via Internet; Bachelor - 05.0202 American Indian/Native American Studies (Native American Studies) offered via Internet; Bachelor - 05.0207 Women's Studies (Women's and Gender Studies) offered via Internet; Bachelor - 09.0101 Speech Communication and Rhetoric (Communication) offered via Internet; Bachelor - 11.0401 Information Science/Studies (Information Studies) offered via Internet; Bachelor - 16.0102 Linguistics (Linguistics) offered via Internet; Bachelor - 16.0402 Russian Language and Literature (Russian) offered via Internet; Bachelor -

16.0901 French Language and Literature (French) offered via Internet; Bachelor - 16.0902 Italian Language and Literature (Italian) offered via Internet; Bachelor - 16.0905 Spanish Language and Literature (Spanish) offered via Internet; Bachelor - 16.1200 Classics and Classical Languages, Literatures, and Linguistics, General (Classics with Concentrations in Latin or Classical Studies) offered via Internet; Bachelor - 23.0101 English Language and Literature, General (English with Concentrations in Writing or Literary and Cultural Studies) offered via Internet; Bachelor - 24.0101 Liberal Arts and Sciences/Liberal Studies (Administrative Leadership) offered via Internet; Bachelor - 24.0101 Liberal Arts and Sciences/Liberal Studies (Liberal Studies) offered via Internet; Bachelor - 24.0103 Humanities/Humanistic Studies (Letters) offered via Internet; Bachelor - 24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other (Arts & Sciences Planned Program, Concentrations in Social Sciences and Organizational Studies or Interdisciplinary Perspectives on the Environment) offered via Internet; Bachelor - 26.0202 Biochemistry (Biochemistry) offered via Internet; Bachelor - 26.0301 Botany/Plant Biology (Botany) offered via Internet; Bachelor - 26.0701 Zoology/Animal Biology (Zoology) offered via Internet; Bachelor - 27.0101 Mathematics, General (Mathematics) offered via Internet; Bachelor - 30.0000 Multi-/Interdisciplinary Studies, General (Multidisciplinary Studies) offered via Internet; Bachelor - 38.0101 Philosophy (Philosophy) offered via Internet; Bachelor - 38.0201 Religion/Religious Studies (Ethics and Religion) offered via Internet; Bachelor - 38.0201 Religion/Religious Studies (Religious Studies) offered via Internet; Bachelor - 40.0201 Astronomy (Astronomy) offered via Internet; Bachelor - 40.0801 Physics, General (Physics) offered via Internet; Bachelor - 42.0101 Psychology, General (Psychology) offered via Internet; Bachelor - 43.0103 Criminal Justice/Law Enforcement Administration (Criminal Justice) offered via Internet; Bachelor - 44.0401 Public Administration (Public Affairs and Administration) offered via Internet; Bachelor - 44.0701 Social Work (Social Work) offered via Internet; Bachelor - 45.0201 Anthropology (Anthropology) offered via Internet; Bachelor - 45.0601 Economics, General (Economics) offered via Internet; Bachelor - 45.1001 Political Science and Government, General (Political Science) offered via Internet; Bachelor - 45.1101 Sociology (Criminology) offered via Internet; Bachelor - 45.1101 Sociology (Sociology) offered via Internet; Bachelor - 50.0601 Film/Cinema/Video Studies (Film & Media Studies) offered via Internet; Bachelor - 51.0905 Nuclear Medical Technology/Technologist (Nuclear Medicine) offered via Internet; Bachelor - 51.0907 Medical Radiologic Technology/Science - Radiation Therapist (Radiation Sciences) offered via Internet; Bachelor - 51.0907 Medical Radiologic Technology/Science - Radiation Therapist (Radiation Therapist) offered via Internet; Bachelor - 51.0907 Medical Radiologic Technology/Science - Radiation Therapist (Radiography) offered via Internet; Bachelor - 51.0910 Diagnostic Medical Sonography/Sonographer and Ultrasound Technician (Sonography) offered via Internet; Bachelor - 51.3801 Registered Nursing/Registered Nurse (Bachelor of Science in Nursing-Accelerated BSN) offered via Internet; Bachelor - 51.3801 Registered Nursing/Registered Nurse (BS in Nursing-Career Mobility for Licensed LPNs) offered via Internet; Bachelor - 51.3801 Registered Nursing/Registered Nurse (BS in Nursing-Career Mobility for Licensed RNs) offered via Internet; Bachelor - 51.3801 Registered Nursing/Registered Nurse (BS in Nursing-Collaborative BSN) offered via Internet; Bachelor - 51.3801 Registered Nursing/Registered Nurse (BS in Nursing-Traditional BSN) offered via Internet; Bachelor - 52.1099 Human Resources Management and Services, Other (Human Relations) offered via Internet; Bachelor - 54.0101 History, General (History) offered via Internet; Certificate - 51.2201 Public Health, General (Certificate in Public Health) offered via Internet; Certificate - 51.3818 Nursing Practice (Nurse Practitioner-Post Masters Certificate) offered via Internet; Doctor - 51.2201 Public Health, General (Public Health DrPH) offered via Internet; Doctor - 51.2399 Rehabilitation and Therapeutic Professions, Other (Rehabilitation Sciences) offered via Internet; Doctor - 51.3808 Nursing Science (Nursing - PhD) offered via Internet; Master - 24.0101 Liberal Arts and Sciences/Liberal Studies (Administrative Leadership) offered via Internet; Master - 24.0101 Liberal Arts and Sciences/Liberal Studies (Human and Health Services Administration) offered via Internet; Master - 24.0101 Liberal Arts and Sciences/Liberal Studies (Liberal Studies-Integrated Studies) offered via Internet; Master - 24.0101 Liberal Arts and Sciences/Liberal Studies (Museum Studies) offered via Internet; Master - 24.0101 Liberal Arts and Sciences/Liberal Studies (Prevention Science) offered via Internet; Master - 25.0101 Library and Information Science (Library and Information Studies) offered via Internet; Master - 26.1102 Biostatistics (Biostatistics) offered via Internet; Master - 26.1309 Epidemiology (Epidemiology) offered via Internet; Master - 30.9999 Multi-/Interdisciplinary Studies, Other (Concentration in International Relations) offered via Internet; Master - 51.0701 Health/Health Care Administration/Management (Health Administration and Policy) offered via Internet; Master - 51.2201 Public Health, General (General Public Health) offered via Internet; Master - 51.2201 Public Health, General (Public Health Preparedness and Terrorism Response) offered via Internet; Master - 51.2206 Occupational Health and Industrial Hygiene (Environmental Health) offered via Internet; Master - 51.2206 Occupational Health and Industrial Hygiene (Occupational Health) offered via Internet; Master - 51.2207 Public Health Education and Promotion (Health Promotion) offered via Internet; Master - 51.3802 Nursing Administration (Master of Science - Nursing Administration/Management) offered via Internet; Master - 51.3803 Adult Health Nurse/Nursing (Master of Science - Adult Nurse Practitioner) offered via Internet; Master - 51.3805 Family Practice Nurse/Nursing (Master of Science - Family Nurse Practitioner) offered via

Internet; Master - 51.3806 Maternal/Child Health and Neonatal Nurse/Nursing (Master of Science - Neonatal Nurse Practitioner) offered via Internet; Master - 51.3808 Nursing Science (MS Nursing - Nursing Educator Pathway) offered via Internet; Master - 51.3809 Pediatric Nurse/Nursing (Master of Science - Pediatric Nurse Practitioner) offered via Internet; Master - 51.3813 Clinical Nurse Specialist (Master of Science - Acute Care Clinical Nurse Specialist) offered via Internet; Master - 51.3813 Clinical Nurse Specialist (Master of Science in Nursing - Clinical Nurse Leader) offered via Internet; Master - 52.1099 Human Resources Management and Services, Other (Human Relations) offered via Internet; Master - 52.1207 Knowledge Management (Knowledge Management) offered via Internet; Specialist - 51.2001 Pharmacy (Pharmacy Entry Level) offered via Internet; Specialist - 51.2306 Occupational Therapy/Therapist (Occupational Therapy) offered via Internet; Specialist - 51.2308 Physical Therapy/Therapist (Physical Therapy) offered via Internet; Specialist - 51.3818 Nursing Practice (Doctor of Nursing Practice) offered via Internet

Recommended Change:
    (+ or -)
Correspondence Education Programs:

Present Offerings:

None