University of Oklahoma - OK

HLC ID 1642

OPEN PATHWAY: Reaffirmation Review   Review Date: 5/1/2023

Dr. Joseph Harroz
President

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Context and Nature of Review

Review Date

5/1/2023

Review Type:
Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- Multi-campus Review

Institutional Context

Founded in 1890, the University of Oklahoma (OU) is the state flagship public research university and operates its primary campus in Norman, OK. OU has two branch campuses, the Health Sciences Center (OUHSC) in Oklahoma City, OK and the Schusterman Center in Tulsa, OK (OU-Tulsa). OU also has fifteen active additional locations in Oklahoma, Germany, Italy, Spain, and the United Kingdom. The university is governed by a seven-member Board of Regents appointed by the Governor.

President David Boren, who led the university from 1994 to 2018, was briefly succeeded by President James L. Gallogly from July 2018 to May 2019. Significant budget deficits were identified during this period, with differing public narratives regarding the underlying causes of the issues. The COVID-19 pandemic caused additional disruption to operations. Changes to the budgeting process, staff reorganizations and the spin-off of OU Health from OUHSC to improve efficiencies have been implemented. Some elements of the changes were still in transition at the time of this review. The university is now experiencing record enrollments and is financially stable, although operating in a politically challenging environment as are many academic institutions nationally.

Following a year as Interim President and previous service to OU including nine years as dean of the College of Law, Joseph Harroz, Jr. was formally appointed to the presidency in May 2020 and continues to lead OU. At the direction of the Board of Regents, under the leadership of President Harroz, and with input from its constituents, OU has recently embarked on an ambitious strategic plan to achieve American Association of Universities (AAU) public level benchmarks within five years. The strategic plan is focused on five pillars that guide its operations and budgetary prioritizations: 1) Become a Top-Tier Public Research University, 2) Prepare Students for a Life of Success, Meaning, Service, and Positive Impact, 3) Make OU's Excellence Affordable and Attainable, 4) Become a Place of Belonging and Emotional Growth for All Students, Faculty, Staff, and Alumni, and 5) Enrich and Positively Impact Oklahoma, the Nation, and the World through Research and Creative Activity. The university has adopted the Chicago principles as part of its commitment to free speech and academic freedom.

Interactions with Constituencies

Chair, University of Oklahoma Board of Regents

Vice Chair, University of Oklahoma Board of Regents

Member, University of Oklahoma Board of Regents

Executive Secretary of the Board of Regents

President, University of Oklahoma

Interim President, Tulsa Campus

Senior VP, Provost Norman Campus

Senior VP, Provost Health Sciences Center

Senior VP & CFO

VP for Campus Operations

VP , Chief Advancement Officer

VP and Chief Human Resources Officer

VP for Diversity, Equity, and Inclusion, Chief Diversity Officer

VP for the Division of Enrollment Management & Executive Director of the Office of Admissions & Recruitment

VP of Executive Affairs, Chief of Staff

Vice Provost for Faculty

VP, General Counsel

VP for Online Learning, Interim Dean of College of Professional and Continuing Studies (PACS)

VP for Research, Health Sciences Center

VP for Research and Partnerships, Norman Campus Research, Norman

VP for Student Affairs, Dean of Students

Acting Chief Communications Officer

Chief Government Affairs Officer

Chief Strategy Officer

Institutional Equity Officer/Title IX Coordinator

Registrar, Academic Records

Associate VP for Budget & Finance, Chief Budget Officer

Associate VP for Student Affairs, Housing, Residential Life, and New Student Programs

Assistant General Counsel

Associate Provost & Director, Institutional Research & Reporting

Associate Provost for Policy & Administration

Dean, Architecture

Dean, Arts & Sciences

Dean, Atmospheric & Geogrc. Scs.

Dean, Earth & Energy

Dean, Education

Dean, Engineering

Dean, Fine Arts

Dean, Graduate College

Dean, Honors College

Dean, International Studies

Dean, Law

Dean, Library Sciences

Interim Dean, Professional and Continuing Studies

Senior Associate Dean for Academic Programs and Engagement, Michael F. Price Chair in Business

Associate Dean, Christopher C. Gibbs College of Architecture

Associate Dean, Dodge Family College of Arts and Sciences

Associate Dean, Gallogly College of Engineering

Associate Dean, Weitzenhoffer Family College of Fine Arts

Interim Associate Dean for Partnerships, Gallogly College of Engineering

Academic Chair, Geography & Envir Sustainability

College Assessment Representatives (Chair and 8 members)

General Education Assessment Subcommittee (Chair and 4 members)

Professor, Gaylord College of Journalism and Mass Communication

Professor, Petroleum & Geological Engineering

Professor, Psychology

Professor, School of Geosciences

Associate Professor, African & African American Studies

Associate Professor, Biology

Associate Professor and Director of the Construction Science Division, Christopher C. Gibbs College of Architecture

Associate Professor, History

Associate Professor, Journalism

Associate Professor, Management & Int'l Business

Associate Professor, School of Drama

Assistant Professor, Biology

Assistant Professor, David L. Boren College of International Studies

Assistant Professor, Instruc Lead & Acad Curriculum

Instructor of Accounting, Michael F. Price College of Business

Staff Council Executive Committee (6 members)

Staff Senate (15 -20 members)

Advising Director, College of Professional and Continuing Studies

Associate Director, Center for Faculty Excellence

Director, Education Abroad

Associate Director of First-Year Composition, Dept. of English

Associate First-Year Math Director

Director, Fitness & Recreation

Director of International Admissions & Recruitment & UWC Scholars Programs

Director, Office of Academic Assessment

Director, OU Online

Director of Special Projects, OU Online

Director, Benefits & Retirement

Director, Compensation

Director, HR Systems & Services

Director, Talent Acquisition

HR Business Partner Manager

Executive Director, TRIO Center, DEI

Associate Director, TRIO Center, DEI

Diversity & Inclusion Program Director, DEI

Graduate Assistant, DEI

Program Administrator, DEI

Senior Program Coordinator, DEI

Asst Director, Marketing and Comms

Data Analyst, College of Professional and Continuing Studies

Education Abroad

Learning & Organizational Development Manager

Project Coordinator, Institutional Research & Reporting

Senior Instructional Designer, Office of Digital Learning

Senior Program Manager, Provost Office Administration

Student Life Director

Student Government Association members including:

SGA President

SGA Vice President

Undergraduate Student Congress Chair

2023/2024 Undergraduate Student Congress Vice Chair

2022/2023 Undergraduate Student Congress Vice Chair

Graduate Student Senate Vice Chair

Graduate Student Senate Secretary

2022/2023 Campus Activities Council Chair

2023/2024 Campus Activities Council Chair

University Policy Committee Chair: Student Congress

External Affairs Committee Chair: Student Congress

Campus Outreach and Safety Committee Chair: Student Congress

Congressional Administration Committee Chair: Student Congress

Sustainability Committee Chair: Student Congress

SGA Chief of Staff

Interior Department Director: Executive Branch

Public Relations Director: Executive Branch

Executive Assistant: Executive Branch

Additional Documents

University of Oklahoma website, www.ou.edu

https://www.ou.edu/web/news_events/articles/news_2019/ou-president-jim-gallogly-announces-plans-to-retire

Data table of OU Degree Counts provided by OU's Institutional Research & Reporting

OU HSC Academic Program Council's Policy Manual

www.fitchratings.com

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Rationale

The University of Oklahoma (OU) articulates its mission publicly and has successfully operationalized that mission throughout its operations. Self-described as "the state's higher education flagship, the University of Oklahoma is a research-intensive, student-centered, public-facing, state-serving residential institution," the University of Oklahoma developed it mission through a process that was suited to the context of the institution. The guiding statement was developed in 1995 by then President David Boren. That statement reads: *"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."* This mission statement is by design broad in scope and is in keeping with what we have come to expect from mission statements of large research-oriented flagship universities. President Boren consulted a wide range of stakeholders in creating the mission statement, that stands unrevised since its publication. As documented in the HLC Mid-Cycle Review (10/18/2017), OU provides no evidence regarding the process by which the Mission Statement came into being. However, current stakeholders (administration, faculty, students, and staff) embrace this definition both as a traditional document, but also as a high-level articulation of what the university does and what it stands for. Even though the overarching mission remains unchanged, OU has grown tremendously in the past 28 years. The University's *Lead-On, University* strategic plan captures that growth and lays out in detail the immediate future of the institution. The university is passing through a watershed moment in its history – a protracted transition from what

one staff member described as a transition from a "personality led" institution to a "systems led" institution.

As President Joseph Harroz explains in his first annual update to the plan, the *Lead-On, University* strategic plan contains the "positive indicators" of the University's progress and lays out OU's path forward. The document is characterized by the compact but "elegant" articulation of the University's fundamental purpose – *"We Change Lives."* This strategic plan incorporates President' Boren's guiding statement as it lays out a cogent plan that will guide and shape OU's future.

The University of Oklahoma's mission and related statements are current and reference the institution's emphasis on five pillars:

Pillar 1: Become a Top Tier University

Pillar 2: Prepare Students for a Life of Success, Meaning and Positive Impact

Pillar 3: Make OU's Excellence Affordable and Attainable

Pillar 4: Become A Place of Belonging and Emotional Growth for All Students, Faculty, Staff and Alumni

Pillar 5: Positively Impact Oklahoma, the Nation, and the World Through Research and Creative Activity

Since its unveiling on July 28, 2020, the *Lead On, University* strategic plan document has quickly come to guide OU's daily operations and inform the ethos that undergirds those operations. From the Regents to students and staff, *Lead On* is recognized as the institution's guiding document and most stakeholders are well-versed in the contents of the plan. Indeed, one might argue that the *Lead On, University* strategic plan is literally the operationalization of the original mission – a plan that clearly states the purpose of the university and the ways in which it operates. What is also clear is that in ways that may or may not have been the case with the original mission, *Lead On* is a collaborative effort that enjoys widespread support because of the thoughtful manner in which it was conceived and developed. Noteworthy is the fact that the OU administration relied upon its faculty to carefully think through and develop the overarching document. As detailed below, the faculty was responsible for including the extremely important fourth pillar that was not present in early iterations of the document. It is under this pillar that OU's Diversity, Equity, and Inclusion find its fullest and most potent articulation.

Lead On, University has become part of the fabric of daily life at OU from the delivery of certain required courses in the core curriculum to the strategic plans of each academic unit down to the level of academic departments. OU leadership has insisted that all strategic planning follow the form and structure of the original. The impressive *Bigger Broader Better* strategic plan from the Price College is a fine example of the effectiveness of this strategy. In keeping with the original, *Bigger Broader Better* offers a framework that begins with a persuasive message from Dean Corey Phelps who echoes the vision articulated by President Harroz as it references and emulates *Lead On, University*. Like its parent, *Bigger Broader Better* describes in detail the process that produced it – a process described as being "comprehensive, disciplined, and inclusive." Mirroring the pillars of *Lead On, University*, *Bigger Broader Better* is centered on five priorities (pillars) (three described as visionary and two

described as enabling). "Visionary" and "Enabling" are apt terms to describe *Lead On, University* and the plans aggregated underneath it. Within this system of documents, the University of Oklahoma identifies the nature, scope and intended constituents of its higher education offerings and services.

The University of Oklahoma's academic offerings, student support services, and enrollment profile are consistent with its stated mission and the institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans and institutional priorities. The mission statement is the first paragraph of the OU General Catalogue, enjoys pride of place in *Lead On, University*; and is included in *Profiles of the University of Oklahoma* (published annually). The mission has its own web page that connects to a page containing mission statements produced by individual academic units. Finally, the mission figures prominently in the strategic documents governing OU Tulsa and the Health Science Center.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

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

Rating

Met

Rationale

The institution's mission demonstrates commitment to the public good by attempting to *provide the best possible educational experience for its students through excellence in teaching, research, and creative activity.* The university integrates *"service to the state and society"* into its mission statement. OU embraces its role as one of the State of Oklahoma's flagship institutions. As such, OU's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. During the HLC team visit, stakeholders provided substantial testimonial support that demonstrates that the institution engages with its external constituencies and responds to their needs as its mission and capacity allow. OU provides substantial evidence of its commitment to the public good in its assurance argument. These documents demonstrate the university's commitment to public good permeates all aspects of the university's activities. The list of outreach activities used as direct evidence here is by design representative and not all-inclusive.

Evidence of OU's commitment to the public good is manifest through its broad array of outreach programs. This commitment to outreach / engagement crosses a wide range of sectors and community needs. Four prominent areas of commitment to the public good are OU's commitment to the intellectual welfare of the state, community health, early childhood education, and community outreach. These activities are spread across all three campuses – Norman, HSC (Oklahoma City), and Tulsa.

Commitment to Intellectual Welfare of the State

Examples of OU's commitment to the intellectual welfare of the state are many. One of the most prominent examples of this commitment is OU's participation in SHAREOK, a joint institutional repository for the University of Oklahoma Libraries (OU), Oklahoma State University Libraries (OSU), and the University of Central Oklahoma Max Chambers Library (UCO). The project allows

the OU community to share the scholarly content they wish to share, such as slide decks, articles, teaching and learning materials, syllabi, etc. The OU Libraries also support the Open OU initiative, which provides access to Open Educational Resources and offers guidance on making academic work freely available via Open Access publication. The University Libraries participate in a broad range of outreach activities with numerous local and regional communities.

Commitment to supporting Community Health

OU's commitment to supporting community health is best exemplified by a suite of community health screenings that cover all areas of the state. For example, the Stephenson Cancer Center offers an impressive array of free cancer screenings available to the public. Project Panhandle provides screenings for Hispanic women in Texas County, and Project Pawhuska provides similar screenings for American Indian women in Osage County.

Commitment to Early Childhood Education

The Early Childhood Education Institute is an applied research institute with multiple ongoing projects designed to advance and support equity in early childhood programming and policies by generating and disseminating high-quality, meaningful research. The impact of the institute is broad even though its focus is local. The benefits of the program are best encapsulated by statements from directors and project managers:

"As a researcher, I benefit greatly from our interactions with local program partners whose teams are in the field working with children and families every day. Hearing these experiences helps me understand the nuances of our measures and data, allowing me to ask better questions and reach more effective conclusions and recommendations." Assistant Director of Research

"Our project work looked very different this past year due to staff working from home and not having access to our study participants at their schools, which is where we would normally conduct our assessments. However, we were able to adjust successfully and even add a new cohort of children who were entering Kindergarten from Educare in the hopes of capturing how the pandemic affected their transition." Project Director

"The past year has looked a little different for our project. We couldn't do assessments or observations in the schools for most of 2020, but this gave us time to do tasks for our project that we wouldn't have had much time for otherwise. Our staff also took advantage of professional development opportunities to expand their understanding of diversity in research by participating in campus-wide opportunities such as Diversity, Equity, and Inclusion (DEI) events as well as ECEI-led study and shares, antiracist-workplace trainings, and equity sessions to gain a deeper understanding of how inequities play a role in the communities we research." Project Director

These statements provide direct evidence of the University of Oklahoma's commitment to the public good and service to the state.

Commitment to Community Engagement

OU prides itself on its commitment to community engagement. A representative example of OU's commitment to community engagement is the Graduate Certificate in Community Engagement. This certificate program is an innovative academic offering that moves beyond encouraging engagement but helps students to understand how to do so professionally. The certificate allows students to

explore how they are uniquely suited to impact their community. OU claims that it also contributes to their knowledge base and skills set, while giving them a distinctive educational edge upon graduation. The course of study systematically teaches students about organizational dynamics, the anatomy of a community, as well as aspects of community observation and interaction. Students build upon their skills as they progress through the program. When they complete the program, they will have received professional training in methods of conducting community assessments, theories of developing and implementing programs and systems of change, public policy, and administration as modes of transformation, and measuring successes and program evaluation. This program is not mere theory – students are required to participate in a six-week program implementation experience with a community partner agency. This and similar OU academic programs demonstrate that community outreach is embedded in the institutions mission and is not adjunct to its broader purpose. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. Further evidence of this is evidenced by the wide range of summer programs serving the educational needs of the K-12 and Adult Education community. The university is especially proud of the Sooner Flight Academy, museum programs, research laboratory experiences, and a wide range of summer sports camps and programs sponsored by the Division of Athletics. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

The institution's mission demonstrates that the University of Oklahoma fully embraces its responsibilities as a public university and that it is strongly committed to the public good. This commitment to the public good is emulated by the student body. As per the OU's assurance argument, the Student Government Association and other Registered Student Organizations participate in and sponsor events ranging from Higher Education Day at the state capitol, a community service day, and the Green Week Dance Marathon, which helps support the Oklahoma Children's Hospital Foundation and Children's Miracle Network Hospitals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Rationale

The University of Oklahoma is committed to providing opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves. Unfortunately, straight-forward methods for providing these opportunities are difficult to pursue given the political climate of the state. The university finds itself facing the same challenges as other universities across the country as debates continue about the politicization of public education in our historical moment. Comments from students, staff, the administration, and the regents are consistent regarding the challenge that OU leadership must navigate - in particular, President Harroz. The university's long-standing academic mission, comprehensive and community sensitive research activity, and implied and explicit service obligations are sophisticated and range from teaching about the history of race relations in the state and the nation to research focused on disparities in educational outcomes for different segments of the population to providing low or no-cost healthcare screenings for underserved minority groups. In all three areas of endeavor (Research, Teaching, Service), the university depends upon the largess of donors and the generosity of the state government. President Harroz and Provost Wright must "walk a tightrope" to secure financial support for a broad mission that includes addressing politically sensitive issues / subjects while attempting to maintain support of individuals and institutions that may be alienated by any attention being paid to anything that might support Diversity, Equity, or Inclusion efforts. *Lead On, University* is a thoughtful and smart plan of action that promises to lead the university into a promising future. However, a critical plank in that strategic plan (Pillar #4) hinges upon the university's embrace of principles that foster diversity, recognize the importance of eliminating barriers to equitable opportunities and outcomes, and creating a space that is inviting and inclusive – an environment where people of all backgrounds may feel a genuine sense of belonging. The pillar expresses OU's commitment to becoming "a Place of Belonging and Emotional Growth for all Students, Faculty, Staff, [Patients], and Alumni." Despite the political forces arrayed against it, the institution encourages curricular and cocurricular activities that prepare students for informed citizenship and workplace success.

Again, despite political headwinds, OU's processes and activities demonstrate inclusive and equitable treatment of diverse populations. At the time of the HLC visit, a controversial "Drag Show" on campus was top of mind and mentioned by faculty, students, staff, and the administration as an exercise in free speech – an affirmation of the First Amendment to the United States Constitution as opposed to an attempted political indoctrination of OU students. For many, this show also demonstrated that the multiple public displays of racial intolerance and bigotry by OU students in recent years are not representative of the OU student body or the academic institution. In conversation after conversation, members of the HLC team learned that the institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. Each of these groups also expressed a desire to receive additional DEI training. Members of the staff saw this training as a valuable component of their professional development. Faculty saw DEI as an important factor in their ability to recruit and retain faculty members from underrepresented groups – valuable complementary voices. Perhaps most prescient and poignant was the genuine desire of students to receive instruction and guidance in these matters so that they can enter national and international job markets with the skills and perspectives they will need to succeed outside of the State of Oklahoma or the Southwest.

Every first-year student on the Norman Campus is required to complete a First-Year Experience general education course designed around five core learning objectives: cultural fluency, critical thinking, civil discourse, citizenship, and community engagement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

Members of the OU administration, faculty, students, and staff embrace the institution's mission statement both as a traditional document and as a high-level articulation of how the university intends to operate in the future. The *Lead On, University* strategic plan carefully incorporates the OU mission and uses it to inform the institution's compact but "elegant" articulation of its fundamental purpose – *"We Change Lives." Lead On, University* has become part of the fabric of daily life at OU from the delivery of certain required courses in the core curriculum to the strategic plans of each academic unit down to the level of academic departments. The University of Oklahoma's academic offerings, student support services, and enrollment profile are consistent with its stated mission and the institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans and institutional priorities. The institution provides ample direct and indirect evidence that demonstrate OU's commitment to the public good. The institution's educational responsibilities take primacy over other purposes and stakeholders provide substantial and compelling evidence that the institution engages with its external constituencies and responds to their needs as its mission and capacity allow. The assurance argument documents a commitment to the public good that permeates all aspects of the university's activities. OU's broad array of outreach programs address community needs across the state. Four prominent areas of commitment to the public good are OU's commitment to the intellectual welfare of the state, community health, early childhood education, and community outreach. These activities are spread across all three campuses – Norman, HSC (Oklahoma City), and Tulsa - and further demonstrate that the University of Oklahoma fully embraces its responsibilities as a public university and that it is strongly committed to the public good. Importantly, this commitment to the public good is emulated by the student body. Despite political headwinds, OU's processes and activities demonstrate inclusive and equitable treatment of diverse populations and fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. Incoming students complete a First-Year Experience general education course designed around five core learning objectives: cultural fluency, critical thinking, civil discourse, citizenship, and community engagement. *Lead On, University* is a thoughtful and smart strategic plan that embraces the principles of diversity, equity, inclusion, and access. Through its carefully integrated strategic plan, the University of Oklahoma (OU) successfully articulates its mission publicly and has operationalized that mission throughout the institution.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Rating

Met

Rationale

The university's policies are informed by its purpose "to change lives" and its mission "to provide the best possible educational experience for our teaching, research and creative activity, and service to the state and society." The University's governing board, The Board of Regents, is itself governed by state statutes and the Board delegates operational authority to the president who delegates responsibilities to his leadership team. The Board and all university employees are responsible for complying with state laws and each constituency has established policies to ensure fair and ethical behavior. In addition to the documentary evidence provided in the argument and supplemental documents provided during the visit, the board, administration, faculty, and staff referred to these policies and the processes that they follow to ensure ethical conduct. In addition, the University established the Enterprise Risk and Compliance Oversight Steering Committee to identify, manage, report, and mitigate risks for all University campuses.

The university operates with integrity in its financial situation and the Board provides review and oversight of the financial statements on a quarterly basis, prohibits deficits in the University accounts and requires administrators to review accounts monthly to ensure compliance. In conversations with the HLC team, deans confirmed their attention to and management of their unit's respective budgets and accounts.

The University has an Office of Academic Integrity and an Integrity Council. The Office provides guides to academic integrity for students and faculty and the Integrity Council is a student run system that educates, adjudicates, and remediates students who violated the Academic Integrity Code.

OU's Human Resources department provides policies to guide search committees and screens candidates and new hires. In addition, newly hired employees are subject to the standards of conduct outlined in faculty and staff handbooks and confirmed in conversations that their onboarding

included training via OU's OnPoint learning system to inform them of these policies and their responsibilities to uphold them.

Auxiliary enterprises on campus are also subject to policies and oversight. Although senior administrators reported that the Athletics Department is not subsidized with tuition and fees (state funds), it is guided by both University and NCAA policies, bylaws and rules.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

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

Rating

Met

Rationale

The university readily provides information about itself and its programs via its website and other media. The university operates an Open Records Office in accordance with the state's Open Records Act and the Board complies with the state's Open Meetings Act. In addition, the newly created Policy Management Policy created an Office of Policy Management that is implementing a new PolicyTech software platform to establish a transparent and efficient process for the creation, review, and revision of all university policies and handbooks and to ensure access for the entire university community. Administrative staff members expressed enthusiasm for this innovation as they found the current system for researching policies cumbersome. The Office of Institutional Research and Reporting provides easily accessible information about the university and its accreditation relations to the public via the university's website. Current and prospective students have ready access to admissions information, the course catalog, and the University's Net Price Calculator among other sources of information.

The university also communicates with the OU community via emailed newsletters. Although some faculty members shared that these emails help to keep them informed about the President's priorities, others expressed the need for more detailed information including rationale for new policies and initiatives.

Finally, the University and its academic units monitor student satisfaction and experience through university and college surveys. The results of the 2023 HLC student survey of OU students found that 81% of student respondents agreed or strongly agreed that the communication they received from the school about the enrollment process was clear. Sixty-seven percent (67%) of the student respondents agreed or strongly agreed that they receive clear information about how much their education would cost. Faculty and advisors communicated that all new students are paired with a Money Coach to assist them with financial planning and decision making. Finally, 78% of students agreed or strongly agreed that overall, they are satisfied with the experience at OU.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Rationale

Members of the Board of Regents are trained and knowledgeable on the university and its policies and they comply with laws governing Board operations including conflict of interest rules to ensure that Board members act independently. In conversations with the HLC team newer members of the Board spoke in detail about their own training that included meeting key university personnel including deans, VPs, students, faculty, etc. As reflected in the Board's minutes and in their discussion with the HLC team of the strategic planning process, the Board is committed to advancing the mission of OU and they consult internal and external OU stakeholders in decision-making. Correspondence between the Board and the (then) faculty chairs of the President's Academic Planning and Budget Advisory Committee (PAPBAC) documents the interaction on the development of the Lead On strategic plan.

As reflected in the bylaws the Board of Regents delegates operational authority to the President and his leadership team. Through the Faculty Senate and their service on university committees OU faculty provide input and oversight on academic matters.

Discussions with three board members demonstrated their familiarity with key issues facing the university and their appropriate role in advocating for the long-term interests of the institution, with particular emphasis on the importance of all the pillars in the strategic plan to the growth of OU.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

OU supports, through its policies and practices, academic freedom for its faculty and students. The Faculty Handbooks and the OU Board of Regents' Manual contain policies on both academic freedom and academic responsibility. Faculty are entitled to full freedom in research, publication, and freedom in the classroom when discussing course content. In addition, the January 2022 Presidental Statement affirms students' first amendment rights and in November 2022 the Board of Regents adopted the Chicago Statement of Principles on Freedom of Speech for all OU campuses. OU's *Lead On* strategic plan reaffirms OU's commitment to these rights.

If a faculty member or a student feels that their academic freedom has been violated there are procedures to file grievances with the Faculty Appeals Board or the Academic Appeals Boards for students within their respective colleges. Students are educated about the history and principles of free speech and each year OU celebrates an annual Free Speech week. Students exercise their first amendment rights on campus regularly including in the student-run OU Daily newspaper. In addition, the Oklahoma State Regents for Higher Education (OSRHE) provides oversight of the university's free speech policies and training.

Based on conversations with some faculty members there is an opportunity for the University to strengthen its communication of its support of academic freedom for faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Rationale

OU ensures its compliance with regulatory and ethical obligation for responsible acquisition, discovery, and application for knowledge by its faculty, staff, and students – at each of it locations (Norman, HSC and Tulsa). Employees are supported by the Office of Compliance and its Programs of Compliance that provides federal regulatory guidance. Fiscal accountability is the purview of the Offices of Healthcare Billing Compliance Office, the Office of Research Financial Services, and the Grants & Contracts Accounting Offices.

In addition to conflict-of-interest policies, OU also has an Ethics in Research policy that addresses scholarly misconduct. OU has a Research Integrity Officer for both the HSC and the Norman campuses to address alleged violations to its Ethics in Research policy. Student misconduct is addressed by various codes of conduct: Academic Integrity Code (Norman), Academic Misconduct Code (HSC), and Code of Academic Responsibility (Law).

OU also provides training on research and academic integrity for faculty, staff, and students. And OU supports them at all stages of research. Enforcement is achieved through monitoring as well as reporting tools such as OU Report It! Faculty and Staff commented on the effectiveness of the OU Report It! Tool and its unique feature that allows for anonymous reporting and dialogue.

Facility tours indicated that appropriate laboratory safety standards are maintained including regular inspections of safety equipment such as fume hoods. Security measures have been expanded as OU's engagement in research relevant to national security topics has increased, to enable proper control of sensitive data, export-controlled equipment and facility access.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

OU operates with integrity. Its policy and procedures guide ethical and responsible behavior. There are oversight offices and procedures to address misconduct and to ensure compliance with relevant university, state, and federal policies. As the university works to advance its mission and purpose, it communicates its successes and challenges with its key stakeholders. The Board of Regents and OU leadership consult with appropriate constituencies to inform their decisions. As OU works to advance research as a strategic priority and to continue to build a campus culture of belonging, it embraces academic freedom and freedom of expression while ensuring that its policies and practices for the creation and dissemination of knowledge are ethical and responsible.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Rating

Met

Rationale

According to the 2023 fact book and Institutional Research and Reporting data, OU has 144 baccalaureate degree programs, 150 master's level programs, 93 doctoral level programs, and ten undergraduate and 73 graduate certificate programs. Of these, 14 of the bachelor's degree programs (~10%), 50 of the graduate programs (~20%), and 21 of the certificate programs (~25%) are offered online. OU delivers these programs through three campuses located at Norman, Oklahoma City (Health Sciences Center), and Tulsa (Schusterman Center). Norman campus serves as the central location with a traditional residential university structure and offers nearly 83% of the OU's academic programs. The dual-credit (Concurrent enrollment) programs are also offered exclusively at the Norman Campus. The Health Sciences Center (HSC) provides the rest (~17%) of the degree programs focusing on clinical and professional practices. Tulsa campus, operating with a core focus on community engagement, offers programs as an extension of and closely coordinated with academic departments based at the other two campuses. Around two-thirds of Tulsa programs are Norman-based, and the remaining are based on Health Sciences Center. In addition, OU's Norman and HSC campuses maintain several additional locations in Moore, Lawton, Duncan, Ardmore, Bartlesville, and Weatherford inside Oklahoma, and also in other countries (United Kingdom, Germany, Spain, and Italy) for their educational offerings, as evidenced in the *"List of the additional locations linked to each of the branch campuses"* provided.

OU is a state research institution guided predominantly by the Oklahoma State Regents for Higher Education (OSRHE) policies for all its academic operations. OU has a systematic process in place for assuring the currency, relevance, and rigor of the academic programs and courses. The proposals for new courses/programs and curricular revisions are reviewed at multiple levels, beginning at the

departmental level, prior to reviewing at the college and other levels. Upon approval from the college, Norman and its associated Tulsa curriculum are reviewed by the Academic Program Council (APC) (for undergraduate and pre-professional programs) and the Graduate Council (for graduate programs) operating at Norman. The HSC and Tulsa-based HSC programs go through a slightly different review process than the Norman programs, instead following the guidelines established by OUHSC APC Policies and Procedures Manual which involve the Professional College Curriculum Review Committee and Graduate College Curriculum Committee (aka, Graduate Council), governed by the HSC representatives. After approval from the appropriate councils, the curriculum items move to the respective campus' Senior Vice President and Provost for further approval. Courses approved by the provost are added to the university catalog. At the same time, new programs and substantive modifications are further reviewed by the Board of Regents and forwarded to the OSRHE for final approval. For all the course-related curricular processes, *CourseLeaf*, the university's course inventory system, is used at both HSC and Norman campuses. Review of the meeting minutes from Norman APC (March 3, 2023), Norman Graduate Council (February 1, 2023), HSC APC (April 6, 2023), and HSC Graduate Council (March 16, 2023) exemplify the committee operations. Additionally, during site visits, conversations with the Norman APC and Norman Graduate Council members and HSC faculty members re-confirmed these processes.

The OUHSC APC manual provides detailed policies and operating procedures, in adherence to OSRHE policies and specialized accreditations wherever applicable, for ensuring excellence in their curriculum offerings. The manual includes a course numbering policy, credit and clock hours' standards, a description of instruction modes, how to add, revise and drop a course, request a new degree/certificate program, and other standards ensuring quality. However, the Norman campus curricular operations lack a policy and procedure manual to guide its operations. Conversations with the Norman curriculum committee members, including the Registrar and Vice Provost for Instruction and Student Success, confirmed the above statement. Nevertheless, the Norman APC and Graduate Council members provide necessary guidance as and when needed. While this demonstrates that Norman has a reasonable hierarchical curricular review process, having a written policies and procedures manual would be critical to ensure consistency in quality in the long-term. The reviewers recommend OU formulate an academic policy and procedures manual for the Norman campus to guide its curricular functions in the near future.

All the OU's programs claim to have clearly defined program goals/learning outcomes. Programs at the Norman campus, including certificates, list their learning outcomes on the Office of Academic Assessment webpage in addition to the program assessment management system. Likewise, the HSC programs have listed their program goals on their program page when depicted by their specialized accreditation standards. The goals for the programs that do not fall under the umbrella of specialized accreditation are not immediately accessible to the public. The Norman and HSC campuses use different assessment management systems that limit the interoperability of the campuses. This may also impede the public display of the goals and outcomes. The learning outcomes are distinguished for undergraduate, graduate, and certificate programs. All OU programs go through a seven-year program review cycle mandated by the OSRHE, further assuring continuous quality improvement in programs. Additionally, new degree programs undergo post-approval reviews, including Academic Program Review (APR) and the OSRHE's post-approval (post-audit) and productivity assessment processes.

OU closely adheres to the OSRHE's directions for maintaining consistency of quality in their programs and courses across various delivery modes. The courses require adequate levels of student performance appropriate to the credits awarded. They are consistent across online and face-to-face

delivery modes, as evidenced by the review of course syllabi from the two modes for SPAN 1115 - Beginning Spanish, ECON 1113 -Principles of Macroeconomics, and DRAM 3723 - History of Theatre II courses. The dual-credit programs adhere to the State Regents standards of maintaining equivalence of university full-time program quality and hence follow the same learning outcomes and level of achievement for students enrolled in it. OU claims to control the curriculum and faculty qualifications for curricular contractual agreements with other entities, as specified by OSRHE's guidelines.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Rationale

OU's educational offerings encompass programs over a broad spectrum of fields through its 21 colleges (14 Norman and 7 HSC) and span fine arts, science & engineering, education, business, law, international studies, health, and medicine. In addition, OU also offers specialized programs that primarily focus on the educational needs of adults and non-traditional students through the College of Professional and Continuing Studies. Furthermore, the University College provides customized courses targeted at first-year students, and intellectually motivated undergraduate students are catered through the Honors College.

OU's educational purpose is grounded on "Prepare Students for a Life of Success, Meaning, Service, and Positive Impact" (Pillar-2 of OU Norman *Lead On* strategic plan), "Become a Place of Belonging and Emotional Growth for All Students, Faculty, Staff, and Alumni" (Pillar-4 of OU Norman *Lead On* strategic plan), "Enrich and Positively Impact Oklahoma, the Nation, and the World through Research and Creative Activity" (Pillar-5 of OU Norman *Lead On* strategic plan). The institution's general education (Gen Ed) program reflects these principles in its 40-credit-hour curriculum in adherence to the requirements of OSRHE policy. The Gen Ed coursework is distributed among the five core areas (1) Symbolic and Oral Communication, (2) Natural Science, (3) Social Science, (4) Humanities, and (5) First Year Experience. Out of the 40 credit hour requirement, at least one course, with a minimum of 3 credits, is required to be from the upper division level and should be outside of the student's major. The student learning outcomes of Gen Ed are clearly articulated under six broad knowledge and intellectual venues (1) Communication skills, (2) Technology and

Information Literacy, (3) Critical Analysis and Scientific Reasoning, (4) Quantitative and Numerical analysis, (5) Community, Culture, and Diversity, and (6) Arts and Humanities. The Provost's Advisory Committee for General Education Oversight (PACGEO), composed of faculty and staff from the Norman campus and HSC who are involved in teaching or advising students about the general education requirements, oversees Gen Ed program curriculum, assessment, and improvements as evidenced by reviewing the PACGEO meeting minutes from April 19 and May 9, 2022.

OU recognizes human and cultural diversity, which is evident through its strategic plans and underlying tactics, as evidenced by the examples below,

- "Make diversity, equity, and inclusion a cultural strength of OU with the goal of ensuring that everyone in the OU community is valued and understood, is dignified and respectful toward others, and feels connected" (Strategy 1 of Pillar 4 Norman and HSC *Lead on*)

  - "Design focused student programming that fosters individual and shared life-changing experiences that promote intellectual, social, and emotional growth" (Norman and HSC Tactic 6)

  - "Promote multicultural in-person experiences that bring students of different backgrounds together to learn from one another" (Norman and HSC Tactic 10)

- "Embrace global engagement as an integral part of the OU experience" (Strategy 5 of Pillar 2 Norman *Lead on*)

  - "Ensure that every major includes educational experience that situate disciplinary knowledge in a global perspective" (Tactic 2)

  - "Commit to cultural programs and extracurricular experiences that dramatically enhance the global awareness of all students, faculty, and staff" (Tactic 3)

Collectively, these tactics provide students with ample opportunities to gain lifelong skills to live and work in a multicultural world through various options. Several programs facilitate multi- and inter-cultural learning through the College of International Studies, the Honors College, and departments of African & African American Studies, Native American Studies, Women's and Gender Studies, and Latinx Studies. In addition, Student Life activities through multicultural programs and services, Fraternity & Sorority community, and student organizations provide additional unconventional learning experiences. Finally, conversations with the Student Government Association members showcased an in-depth understanding of human diversity and cultures among OU's students.

As OU strategically has been moving its traits to become a top-tier research university in the nation, the institution increased its investments in research and emphasized research and scholarly productivity. OU's federal research expenditures are projected to increase to $144 million in FY2022 from a starting point of $112 million in FY2019 and are expected to reach $200 million by FY2027. Some of the notable research investments include (1) the creation of the Office of Undergraduate and Creative Activity (UReCA) at Norman in 2022, (2) the establishment of the Undergraduate Research Director Position at Norman to engage undergraduate student community in research to explore their content area through active, process-driven learning, and (3) providing summer fellowships to enable undergraduate students to perform research and creative activity under the mentorship of a faculty member. OU has introduced monitoring mechanisms to track and evaluate the research performance

of its members. Notably, Key Performance Indicators (KPIs) such as OU Research Citations Normalized (KPI #11), Total Extramural Research Awards (KPI #17), and OU Research Publications (KPI #20), listed in the Board of Regents Workshop Session materials on Lead On KPI Dashboards, appear to be effective in their purpose. KPI #17 indicates that the extramural research awards totaled $231 million in FY2022. This was at $162 million in FY2019. Though nascent, OU is making an effort to track all the KPIs efficiently. These actions reflect that OU's student and faculty community actively engages in scholarly and creative endeavors.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Rationale

According to the 2023 OU fact book, OU employed a total of 3752 faculty members and 6455 staff members across all campuses in 2022 to serve its 31,655 students (total headcount enrollment). Around 71% of the faculty are full-time and are shared between the Norman (1779) and HSC (868) campuses. Of the full-time faculty, 58% of Norman and 23% of HSC are either tenured or tenure track. Temporary faculty constitutes the remaining 29% of the total members. Based on reviewing the 2022 IPEDS report, the Norman programs maintain an average student-to-faculty ratio of 17:1. The corresponding ratio for the HSC campus is around 8:1. For online courses, the ratios provided for Norman and HSC campuses are 22:1 and 16:1, respectively. In terms of staffing appointments, 96% are permanent full-time employees distributed between Norman (58%) and HSC (42%). Tulsa faculty/staff receive appointments from their host base, either Norman or HSC. The evidence suggests that OU maintains adequate numbers and continuity of faculty members to carry out the classroom and non-classroom roles of faculty and adequate staff members to support its operations. OU has devised strategic plans to recruit 150 new faculty hires for the Norman Campus over a seven-year period and 100 to 150 over a ten-year period at HSC to meet the projected student growth (Tactic 1 of Strategy 1 Pillar 1 Norman and HSC Lead On). Staffing demands are claimed to have been proportionally maintained to meet the needs of the faculty and students, although exact numbers still need to be specified.

OU's administration recognizes a gap between the demographics of the student population and the corresponding faculty/staff population. The student population at OU (per 2022 enrollment data) is white majority (~56%), followed by Hispanic (~12%), Asian (~7%), Black/African-American (~5%), American-Indian/Alaskan Native (4%), International (~6%) and Multiple races (~8%), which closely reflects the demography of the state of Oklahoma. However, the corresponding faculty/staff population, for instance, at the Norman campus, falls short of (or exceeds in certain races) the student demographics in the order of 2 to 9 %. As a measure to address this gap, OU has made improvement plans by denoting this as one of the top priorities in their Lead On strategic plan, as evidenced by "Improve recruitment, hiring, and retention processes and adopt practices that promote the recruitment and hiring of historically underrepresented groups" (Tactic 1 of Strategy 2 Pillar 4 Norman and HSC Lead On). Recently, OU's leadership made further efforts to increase faculty diversity, as evidenced in the memo dated March 25, 2022, sent from the office of the senior vice president and provost to all deans, directors, and department chairs, mandating training for faculty search committee members in developing diverse candidate pools and conducting interviews, through the Office of Institutional Equity. During the site visit of the Human Resources team, the Vice Provost of Faculty acknowledged that these efforts improved the demographic mapping but expressed difficulty in keeping the attrition rate low across the various populations.

OSRHE delegates the responsibility to the OU in ensuring appropriate and adequate qualifications for its faculty members at hire. As outlined in the Norman and HSC Faculty handbooks, individual colleges are responsible for developing procedures and criteria for hiring faculty and staff. OU has demonstrated diligence in meeting its faculty qualifications, as evidenced by reviewing the sample CVs of faculty members at Norman (Construction Science program), HSC (Nutritional Science Program), and Tulsa (Early Childhood and Library & Information Studies) campuses sourced from their respective school website, LinkedIn pages, and through direct CV requests. In addition, guidelines for non-regular faculty qualifications are listed in the handbook for promotion decisions. However, it needs to be explicitly stated in these guidelines whether these requirements are mandated at the time of hire. OSRHE further provides detailed guidelines on the qualifications of faculty teaching in off-campus concurrent enrollment courses and contractual arrangements. According to OSRHE's policy, all faculty teaching in contractual arrangements shall adhere to established HLC standards and assumed practices regarding faculty qualifications. In addition, faculty teaching off-campus concurrent enrollment courses shall meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution. Given HLC's policy on recruiting instructional faculty without standard academic qualifications, OU considers their industry/clinical expertise or equivalent certifications during the hiring process. The evidence supporting this practice was from an email communication excerpt and a memo dated August 19, 2022, from the Provost's Office explaining the requirements for instructor faculty qualifications in compliance with the HLC requirements. Although this exemplified the practice of adhering to the requirements, this did not necessarily demonstrate the presence of a policy in this regard. While a policy may not be critical, a written standard operating procedure will ensure consistency and continuity. Finally, analysis of instructor credentials for dual-credit courses, as sampled from the PSC 1113-030 -American Federal Government and ENGL 1113-023 -Principles-English Composition, showed that the faculty members are appropriately qualified.

An annual review is mandated for all salaried faculty (regular and non-regular) members determined by the guidelines developed by their respective department/school and college standards. In addition, graduate faculty appointments exercise additional requirements to show active involvement in research/creative activity, a recommendation from the department, and approval from the Dean of graduate college as outlined in Norman and HSC faculty handbooks. Wherever applicable,

tenured/tenure-track faculty members undergo additional reviews such as tenure, promotion, and post-tenure evaluations. Furthermore, OU's Open Pathway quality initiatives focus on faculty evaluation processes and procedures to facilitate outcomes and goals related to students, faculty, University, and community. OU aims to develop a comprehensive toolkit of equitable and transparent faculty evaluation tools for teaching, research, and service, as well as training modules for faculty and unit leadership, and was awarded a 5-year NSF ADVANCE Institutional Transformation grant in 2022 to implement these efforts.

Office hour policies are provided in the faculty handbook. A review of the course syllabus (HIST 1483 American History to 1865 and HMS 1113: Introduction to Health, Medicine, and Society) confirms this practice.

OU provides several learning and development activities supporting faculty success at all career levels. Norman's Center of Faculty Excellence and HSC's Office of the Vice Provost for Academic Affairs & Faculty Development provide resources and information for faculty career development and teaching and learning tools. New faculty orientation, workshops for academic advancement, and the Scholarship & Teaching Excellence Program (STEP) targeting early, mid, and late-career focus areas are evidence for various events listed on their official websites. Furthermore, the Office of Digital Learning housed within the Norman campus provides additional training and support related to online course development and management.

As outlined in the Staff handbook (common for all OU campuses), staff are appointed based on individual qualifications and merit. Staff providing student support services such as financial aid counseling, academic advising, and co-curricular activities complete essential training to perform their jobs in their respective employment division. Additional workshops and training activities are offered to focus on staff professional development as evidenced by the Student Financial Center's yearly training calendar and PACAA's (Provost's advisor committee on academic advising) day-long conference. The Tulsa staff members participate in learning and development activities offered by the Norman or Health Sciences Center Campus in person at the site or via Zoom. However, based on the feedback from staff members at the Open Forum discussion, they felt discouraged from participating in staff senate and developmental activities because the participation hours are excluded from their weekly work-hour commitment, which should be addressed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

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

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

Rating

Met

Rationale

A review of the student services across Norman, HSC, and Tulsa campuses indicates that the institution provides various resources supporting learning, students' life, professional growth, recreation, financial, and health needs appropriate to the student population of each campus. An on-site library, registrar, academic services, student financial services, student affairs, health services, housing (excluding Tulsa), food service, IT support, international student services, career support, and campus safety are part of the campuses. In addition, the Norman and HSC campuses have centers specializing in new students' programs, student life, student organizational services, health and fitness, counseling, accessibility and disability services, scholarship, career development, gender+equity, and more. These centers also provide student affairs services for Tulsa. In addition, OU extends these student services to online students via a dedicated unit named 'OU Online.' Nevertheless, the effectiveness of these services cannot be statistically inferred using the student satisfaction survey (2019) because of the low response rate (< 25% of its ~6000 respondents at Norman).

OU has a process for directing entering students to courses and programs operated through its University College (UC). To assist first-year undergraduate students in successfully transitioning into OU, the UC maintains services for advising and enrollment, student learning, assessment, and student advancement, through centers located centrally at the Norman campus. The UC also provides academic advising resources such as first-year advising, major exploration coaches, and the Majors/Minors Fair at the Norman campus to help students find their interests, strengths, and career goals. The Graduate College offers orientation to the graduate students during its Graduate Student Welcome Week to explore OU's academic and support systems.

Undergraduate advising at OU is coordinated by the Associate Provost for Academic Advising. Once students decide on their major program of study, they work with their college's advising staff or department. Graduate advising is coordinated at the respective colleges. Provost's Advisory

Committee on Academic Advising (PACAA) oversees advising activities at OU through developing, organizing, and promoting professional development and training activities for academic advisers.

OU provides its students and instructors with the necessary infrastructure and resources to support effective teaching and learning. Some of the notable facilities include (1) the Bizzell Memorial Library (the largest research library in Oklahoma), which includes more than 8 million physical volumes, 1.9 million digital books and serials, and 320 research databases supporting all disciplines and research programs, (2) the University Research Campus at Norman - with more than one million square feet, this venue comprises the National Weather Center, as well as the Innovation Hub, a maker space open to students, faculty, staff, and the public, and (3) University Research Park at HSC, has more than 700,000 square feet of space supporting the biomedical research. Since the last HLC reaffirmation review in 2013, OU has expanded its resource and infrastructure significantly, including (1) the renovation of the Bizzell Memorial Library to create the Peggy V. Helmerich Collaborative Learning Center facility, (2) the addition of the Tandy Education Center, a $6.4 million, state-of-the-art simulation and education facility at Tulsa, (3) inauguration of Tulsa Office of Community Engagement, and (4) launching the OU Online. There is a clear indication that OU is making substantial efforts to sustain student learning, research activities, and effective teaching.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

Based on the review of the evidence and the discussion on-site, the review team finds that OU has an effective strategy for synergizing its operations across its various campuses. The university maintains its rigor in terms of the number of programs and the quality of its curricula at par with the state's higher education needs. OU maintains a streamlined operation beginning from the general education experience and provides sustained support for its students throughout the academic navigation. Data collection and analyses are performed (at least yearly) that inform the university about academic advising and other student life engagements. OU adheres to the OSRHE's and HLC's requirements in maintaining faculty qualifications, staff requirements, and continuous improvement processes. Resource-wise, OU has an established infrastructure to cater to the needs of various dimensions of its students, faculty, and staff. The review has pointed out certain minor areas with opportunity for improvement that OU may need to address as it continues to grow consistent with its strategic plan.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Rating

Met

Rationale

The University has the components of an excellent assessment system, and the institution is moving toward a culture of assessment. They have established an Office of Assessment to coordinate assessment efforts on the Norman campus as well as for Tulsa programs that are connected to Norman programs. They have invested in an assessment management system (Tracdat, now Nuventive Improvement Platform) to facilitate reporting, and they have developed internal reporting procedures and mechanisms that follow best practices and allow for clear expectations across the campus.

The academic program review process is well-established, mandated by the state, and coordinated by the Provost's office on a 7-year schedule. Programs complete a self-study following a template, and they are given necessary data for their analysis. The Provost appoints an Academic Program Review

Committee (APRC) made up of faculty from other departments and the Director of Assessment, who review the materials as well as a report by two external reviewers appointed by the Senior Vice President. Based on all the inputs, the APRC prepares a report to the dean and Provost about strengths, weaknesses, and opportunities for the program. The Senior Vice President and Provost completes a final report with recommendations that is then shared with program faculty and leadership, who are asked to prepare a plan following up on the recommendations.

Accredited programs on the Norman Campus and Health Sciences Campus conduct self-studies with their professional organizations that replace those program reviews. The team received several examples from Pharmacy, the Medical School, and Social Work that demonstrated how these periodic disciplinary accreditation reviews were used to review and improve those programs.

Coursework at the University of Oklahoma is transcripted appropriately. OU has a clearly articulated policy for what it accepts for prior learning assessment, and has similar policies for what it accepts as transfer. Conversations during the visit revealed that prior to the most recent administration, the institution was reluctant to accept transfer credit, but in recent years they have recognized its importance in meeting some of the goals of the strategic plan, including access, affordability, and inclusion.

The Academic Program Council and the Graduate Council are delegated responsibility for review of existing and modified courses and programs. The minutes of the Councils demonstrate a close attention to detail and a concern that programs meet some of the strategic plan goals, for example promoting transfer and reducing degree programs to 120 hours. Discussion with the Councils on site indicated multiple approaches to syllabus design, especially regarding learning outcomes. As assessment of student learning outcomes becomes increasingly part of the culture, the Councils and Faculty Senate might find it useful to standardize components for syllabi.

The HSC Campus has its own Graduate Council that works along similar lines, and for each campus's Graduate Council, there is an obvious attempt to collaborate and coordinate their efforts, as evidenced by the fact that Norman members attend HSC Councils. There was no evidence provided for how faculty at the Tulsa campus participate in the curriculum and program review process, although anecdotally we heard they were participants in the processes for the campus for which their programs were aligned. In the future, centralization of these processes and the technology that facilitates it will make it easier to achieve the strategic plan's goal of integration of the three campuses.

The academic programs offered at OU-Tulsa have academic governance from the home unit located in Norman or HSC, with their respective program and student learning outcome assessment activities inegrated with their respective department. The university provided examples of a variety of surveys following up students upon graduation, including the National Science Foundation Survey of Earned Doctorates, the Alumni Insight, which is being used by the Graduate School, and in-house surveys by the Career Center and each of the colleges. The assurance argument did not point to such follow-up completed at the Health Science Campus. Best practices suggest that if follow-up is done for multiple campus sites, the data should be disaggregated to identify how the additional location achieves the same goals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Rationale

The University provided evidence of the components of an assessment system that follows best practices, and demonstrated the institution is moving toward a culture of assessment. Their Office of Academic Assessment (OAA) coordinates assessment efforts on the Norman campus as well as for Tulsa programs that are connected to Norman programs. Using their assessment management system (Tracdat, now Nuventive Improvement Platform) and internal reporting procedures and mechanisms, they follow best practices and allow for clear expectations across the campus. Several faculty level committees participate in decision-making and coordinating the process, including the Provost's Advisory Committee for Learning Outcomes Assessment (PACLOA) and the Provost's Advisory Committee on General Education Oversight (PACGEO).

The OU assessment model follows a 4-step process of establishing outcomes, identifying methods, reporting results, and making changes based on those results, and all documents, including the assessment of the assessment, follow this model. The materials emphasize the importance of the fourth step, closing the loop, and the team was provided several examples of that happening, for example in Construction Management, Anthropology, and the MSW, as well as examples where that was not happening and the feedback explained what needed to happen. Annual assessment reports are submitted by all programs, and they are then reviewed by OAA staff and given detailed feedback in a color-coded, easily understood document that includes the criteria for best practices in assessment. Following the review of the assessment reports, the Director of Assessment works one on one with programs on making changes to the assessment activities as needed.

The assessment office works with programs to design appropriate assessment methods, adapting the model to the context of individual programs. Programs with disciplinary accreditations are encouraged to adapt the campus model as appropriate to their disciplinary models.

The General Education program was re-envisioned in terms of six learning outcomes since the last HLC review, and the OAA facilitated a process where a curriculum map tracked the Student Learning Outcomes (SLOs) and their Performance Indicators (PIs) across all existing general

education courses, New general education courses are expected to identify at least one general education SLO and two general education PIs that will be addressed in that course. The PACGEO and its subcommittee General Education Assessment (GEAS), with the help of the OAA, have set up a rotation for the assessment of all SLOs and all general education courses, whereby two SLOs are assessed each term in a selection of general education courses. Assessment is course-embedded; for example, when the FYC courses are assessed, they may be assessed for the communication and the information literacy SLOs. The faculty in a selection of those courses are asked to report on direct assessment of these outcomes over the semester.

Additionally, the General Education program conducts indirect assessment through the General Education Student Survey of all students in general education courses. This survey asks students to consider their learning on the SLOs. The PACGEO and SEO review the results and make recommendations as needed.

All reports are then forwarded to the appropriate deans and then used by them in evaluation and planning with their chairs, thereby closing the loop.

Since 2014, the Norman campus has started moving toward select online programs, mostly in graduate professional areas. In most cases these programs are stand-alone programs that are distinguished from their on-campus counterparts. They are expected to participate in the same assessment process. In some cases, the online programs are parallel to on-campus degree programs, for example some of the business programs or information science programs. In those cases, the assessment of student learning in the online program students is incorporated into the assessment process overall. Most of the assessment reports did not disaggregate the results for on-campus and online students. The team did see one example (in Finance) where there was some disaggregating, though there wasn't a discussion of the implication. As the strategic plan goal of building out more online programs is addressed, it will be important to disaggregate the results to understand differences and assure comparability of student learning across the modalities.

Similarly, the assessment process of those programs on the Tulsa campus that are connected to home departments on the Norman campus is integrated into the overall Norman program's assessment process. Best practice suggests it is important to disaggregate by delivery location. It is recommended that Tulsa faculty be included in all phases of the assessment process, including participating on committees so they can become practicing members of the assessment culture. It is also recommended that results be disaggregated by location.

Assessment at the HSC campus is delegated to the disciplinary accreditation process, and there is no central oversight or coordination. Programs in Pharmacy and Medicine provided examples of their assessment activities and use and demonstrate good practice in assessment. As the University keeps working toward its strategic goal of increased coordination among the campuses so as to promote access and student, faculty, and staff belonging, it will be important to coordinate the assessment approach at all three sites. Possibly the OAA at Norman could be charged with coordinating this process.

The OAA has two full-time staff members, a Director and a Research Analyst. If charged with increased coordination, it may be necessary for the university to increase that number.

Co-curricular assessment at OU is part of the culture in many units. There was evidence at the site visit that units have a continuous improvement mindset. For example, the Graduate School has been making changes based on student feedback, and the Admissions department has been helping their

student workers identify and articulate learning outcomes (based on the NACE guidelines) they can use for their career development. The assurance argument included a 2018-2019 report regarding co-curricular assessment. It was not clear if there continued to be a centralized focus on these practices.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Rationale

Access, retention, and student success are central values of the University's strategic plan, *Lead On, University*. The plan has robust yet realistic targets, and the University is actively collecting data to evaluate how best to meet those targets. The Office of Institutional Research (IRR) is responsible for collecting and reporting official information, but there are many points of data collection across the Norman and HSC campuses. They have recently administered the Student Experience in Research Universities survey to find out barriers to student persistence and completion, and they are in the process of disseminating the results to discuss how best to help students continue. There are retention committees for both the undergraduate programs and for graduate programs using data and survey results.

Past surveys have already identified affordability as a key problem, and so they have actively re-focused development efforts on increasing need-based scholarships.

As an example of the institution utilizing retention and completion, the undergraduate program in Early Childhood at the OU-Tulsa campus changed their degree from a bachelor of science to a bachelor of specialty to align more seamlessly with community college transfer students and increase retention and completion in the program by better aligning curriculum with student progression in the program.

A particular challenge at the university has been the decentralization of many efforts, including data collection, and the lack of common technology systems for collecting information. For example, the Norman and HSC campuses use different SIS and course management systems. The plans to

centralize and adopt common systems in order to facilitate seamless transfer and access among the three campuses sound promising as a means to achieve the goals of the University's strategic plan, *Lead On.*

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

The University has embraced the principles of continuous quality improvement, and it has begun to connect assessment of student learning to the planning and budgeting processes. They have invested in resources that will facilitate and maintain good assessment practices at the course, program, and institutional level.

Centralization of these processes and the technology that facilitates may make it easier to achieve the strategic plan's goal of integrating the three campuses to promote access. Additionally, as they continue to focus on their goal of increasing access and student success and belonging by offering online delivery methods and distant sites, they will find it important to incorporate faculty and programs from all university locations in their processes and to disaggregate outcomes across modalities and delivery sites including OU-Tulsa based specific programs.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Rating

Met

Rationale

The President and his cabinet (13 Executive Officer direct reports) have demonstrated strong commitment to ensure efficient and effective decision-making across all service areas and provide strategic and operational leadership of its academic programs. OU's leadership team has effectively responded to previous financial challenges by streamlining its organizational structures and efficiently allocating available resources to best support the three campuses (Norman, HSC and Tulsa) with diverse programs and services. A newly implemented general ledger accounting system and budgeting tool have enhanced the efficiencies for the budgetary and planning process. Some constituents interviewed expressed discomfort with the changes indicating an opportunity for improvement in the university's communications about the transition phases and the intended outcomes.

The "Lead On" strategic plan pillars, strategies and tactics were well communicated among the key stakeholders across campuses. The university strategic plan was cascaded into respective colleges' strategic plans with appropriate alignment. Faculty and staff interviewed welcomed the transparency of the strategic planning approach and understood the necessity of the significant changes undergone in the past five years. There's an opportunity for improvement to establish clear Key Performance Indicators (KPIs) which define the resource allocations for the planning process and keep the stakeholders informed of the progress of the university level "Lead On" strategic plan. An external consulting firm and a new Chief Strategy Officer were hired to support this effort.

All OU campuses along with two other universities (Cameron University and Rogers State University) are governed by the OU Board of Regents which is actively involved in the decision-making process of the university. All meeting agendas and meeting minutes with discussions on reviewing and approving financial and academic policies, tuition and fee changes, program add/sunset decisions, the annual audit plan, etc. are clearly documented and publicly published.

The implementation of data driven decisions on enrollment/retention are enabled through the university's shared governance infrastructure including an integrated planning process among faculty, staff and students. OU has an institutional data repository managed by the Office of Institutional Research and Reporting (IRR) on each campus. Student learning outcomes data is publicly published and managed by the Office of Academic Assessment (OAA) on the Norman Campus and used to plan, assess, analyze, improve academic performance and drive for program/curriculum changes. OU has been emphasizing on streamlining the data collection process on multiple campus for the resource efficiency and leads enrollment management, student retention and graduation initiatives on three campuses cohesively.

The Norman campus and HSC maintain their own Faculty Senates with specialized committees including the Academic Programs Council, Campus Tenure Committee, and Budget Council. The Staff Senate operates with specialized committees including Staff Initiatives, Staff Week, and Shared Leave. The Tulsa campus also has an Academic Council and a Staff Senate. There are also committees with a university-wide focus consisting of faculty and staff representatives from all campuses (e.g., Athletics Council, Employee Benefits Committee, and Retirement Plans Management Committee).

To ensure students have effective representation in university governance, every enrolled student is automatically a member of their campus's Student Government Association (SGA) which works closely with OU's administration to ensure students' voices are heard. Collaborative engagement between administration and faculty has resulted in many successful projects and initiatives such as driving the revisions and the enhancement for faculty promotion policy that increased the raise amounts for faculty upon promotion. For example, HSC administers an annual Student Satisfaction Survey to students in health professions programs, designed to measure students' perceptions of departments, initiatives, facilities, , sense of belonging, utilization of services and programs. The HSC Student Government Association uses the survey results to prepare for the next academic year's initiatives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Rationale

OU provides sufficient resources to support its operations and programs at each of its three locations (Norman, HSC, Tulsa), develops and evaluates its staff, and values staff recommendations for improvement. The HR department ensures staff sufficiency and helps OU departments in recruiting, vetting, and hiring qualified staff. Among the tools assisting with this process is an online hiring portal that assists in screening qualified applicants. Once hired, staff receive annual performance evaluations from supervisors and are eligible to participate in various individual and professional development training programs offered by HR's Learning & Development Office and in accordance with OU's staff learning and development policy. In conversations with the HLC team, the OU HR team and members of the Staff Senate spoke positively of these training opportunities and were knowledgeable of their areas of responsibility. In addition, the HR team discussed the recently developed shared services model that is being adopted to provide timely, consistent processing of financial transactions, travel requests and other services for departments in need or previously "one deep". Surveys of supported departments indicated high levels of satisfaction with shared services support, although there is still room for improvement. The members of the Staff Senate named new policies and initiatives to improve productivity and morale that resulted directly from the Staff Senate's work and OU's receptiveness to staff perspectives--including a parental leave policy and Staff Week celebration activities. An area of opportunity for OU may be to ensure more equitable opportunities for staff to participate in such activities. For two consecutive years, OU was listed as the "Best Place to work at in Oklahoma" on Forbes' list, an indicator of its ability to continue attracting and developing quality staff to effectively support its operations and programs.

OU has a recently restructured seven-year hybrid budget model that uses a balance of incremental and production-driven funding methods to achieve prioritized investments in *Lead On* strategic initiatives while simultaneously improving the University's financial health and accomplishing current educational purposes. The new budget model has corrected the budget deficits that were a concern in the 2018-2019 time period and enabled a better understanding of the institution's

financial condition and likely future trends. OU's deans spoke with familiarity regarding the revised budget process and their ability to effectively manage their budgets and accounts. Board of Regents members interviewed were pleased with the improvements and effective oversight achieved through the new process. Discussions during the team's campus tour highlighted a deliberate, data-informed, budget-adaptable strategy for investments in infrastructure that were designed to update older facilities, reduce future costs and provide new facilities to support plans for increased research and enrollment growth.

OU's new budget process is coupled with appropriate reporting and audit processes to enable effective financial monitoring and improving financial position. The Board of Regents' Finance, Audit & Risk Committee receives quarterly financial reports that include detailed analyses of budget-to-actual, reviews of key performance indicators including net tuition revenues, housing occupancy, and multi-year monthly unrestricted cash trends; and other useful information to enable effective financial monitoring and forecasting. Annual financial statements are audited every year by an independent auditor and presented to the Board for approval; no significant issues were noted in the available audit reports during team reviews. Each campus establishes financial goals and metrics to evaluate its financial health with benchmarks against *Strategic Financial Analysis for Higher Education.* All campuses have steady growth in their net positions in the past three years. The OU-Norman Campus Bond Ratings were A+/Stable by both S&P and Fitch, and the campus received an unmodified audit report for FY2022 from Forvis, LLP dated October 28, 2022. The audit report indicated a $122M increase in cash and cash equivalents, and a $195M increase in net position. Forvis, LLP also provided a favorable Report on Compliance for Each Major Federal Program and Report on Internal Control over Compliance, with one new finding that is being resolved through the implementation of a new time and effort review process for monthly labor certification reports, and one previous finding that was resolved through improvements in financial reporting and restatements of the 2020 financial statements to correct material misstatements that were not previously identified by management. OU has successfully addressed the fiscal and management challenges encountered by earlier administrations and is on an upward trend.

In addition to the solid base of institutional resources, OU's mission success and potential for achieving its *Lead On* strategic plan objectives are enhanced by OU's partnership with The University of Oklahoma Foundation which has predominantly donor restricted assets of over $2 billion. In 2022, OU realigned its fundraising structure to better support both the strategic priorities of the University and individual colleges and departments by maximizing philanthropic support of their respective initiatives. A major aspect of this realignment was contracting with the Foundation to provide advancement services. The Foundation officially launched the $2 billion *Lead On* Capital Campaign in 2022. While the campaign is ambitious and launched during challenging financial times, even partial success will advance OU's goals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Rating

Met

Rationale

OU's *Lead On* university-level strategic plan was cascaded throughout the institution, college level strategic priorities are articulated consistently with the plan, and funding priorities are aligned with the plan's goals. Through meetings with different stakeholders (including students) across the campuses, people consistently expressed their awareness and involvement in the *Lead On* strategic plan. In conversation with Norman and HSC deans, budget and resource allocation decisions were described as being linked and mapped to each of the tactics in their respective college level strategic plans and aligned to *Lead On*. Many colleges are in the process of developing Key Performance Indicators (KPIs) to guide their budgetary decisions. Through the conversations with staff in the HR department, library, facility management, student support, etc. their major roles and responsibilities are appropriate to support the strategic plan.

It is evident that OU's allocation of resources is aligned to its mission and priorities as demonstrated by university expenditures by function (37% on instruction, 18% on research, 7% on public service, 8% on academic support, 10% on student services and student aid, 5% on University support, 12% on operations and plant, and 3% on others) (page 56 of the audit report FY2022). A Career Center was recently added with multi-year commitment of more than $1M to enhance students' experience in career coaching, resume building, employer outreach and data assessment. As the new budget model is matured, there is an opportunity to more effectively close the loop of the assessment cycle through direct budget linkages.

OU is cognizant of increasing student interest in remote instruction and the importance of including global perspectives in its educational environment and has invested accordingly. OU online was launched in June 2020 and has continuously expanded, generating $19 million in tuition revenue in

FY2021 and $29 million in FY2022. In January 2023, for the ninth time in the last ten years, OU was awarded the Davis Cup in recognition of enrolling the most Davis United World College international first-year students.

OU's recruiting efforts focus on increasing student quality, expanding student body diversity and generating sufficient tuition. OU has expanded its national recruitment strategies and hired regional representatives across the country and focused on international student recruitment through global partnerships. However, OU's primary recruitment region is expected to experience a reduction in high school graduates from 2025 which would lead to a more competitive high school graduate recruitment efforts and potential negative impacts on net tuition revenue. HSC has the goal of increasing enrollment by 7% per year in each College except pharmacy as stated in the HSC strategic plan. Through conversation with the Provost and Deans at HSC, the 7% goal is perceived as challenging but attainable for some departments given the steady growth of enrollment in the past five years, but there is realistic recognition that some departments will not meet the 7% goal.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

The University of Oklahoma has well-qualified personnel, a solid financial base, and sound processes that have yielded both mission accomplishment and the ambitious yet potentially attainable *Lead On* strategic plan for the future. Resource allocation, budgetary priorities, operational expenditures, administrative structures and collaborative processes are all well aligned with the OU mission and its vision for the future. Best practices are evident in the engagement of stakeholders across campus in the strategic planning process and their awareness of its implications. The financial statements, audit reports and Board minutes have demonstrated the availability of resources consistent with quality offerings and future success as well as appropriate management controls.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- FedCompFiling_UnivofOK

Rationale

Federal Compliance Rationale Template

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. **ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

OU meets the federal compliance requirements as established by the commission for assignment of academic calendar, credit, and program length. The University policies align with the Oklahoma State Regents for Higher Education (OSRHE) policies for setting academic calendars (section 3.19), credit hours (section 3.19.3), and program length (section 3.15). OU follows the uniform academic calendar established for State System institutions. The academic term for the fall or spring semester consists of 16 weeks, a summer session consists of four or eight weeks, and an intersession consists of approximately three weeks between a semester and/or session. The Registrar's Office drafts future academic calendars, typically a year in advance, during the spring semester. The draft is first reviewed by offices across campus, including the Graduation Office, Graduate College, and the Office of the Senior Vice President and Provost (OSVPP), before being submitted to the OU Academic Regulations Committee and then the OU Board of Trustees and, finally, the OSRHE. Following approval by OSRHE, the academic calendar is posted to the Registrar's website and shared with the University at large.

OSRHE policy section 3.19.3 establishes that one semester hour of credit is normally awarded for a course meeting 800 instructional minutes (50 minutes/week for 16 weeks). Each term or part-of-term within a semester is designed to ensure students complete the appropriate amount of time to be awarded credit based on the semester credit hour. A 3-hour course meets 2400 minutes with start and

end dates determined by the number of class meetings needed to meet the requisite number of instructional minutes for each possible course offering. Calculations are performed on each part of-term to ensure the accurate number of instructional minutes are offered for each possible course offering (MW, TR, etc.). Instructional minutes for laboratories, combined lectures/laboratories, and block or alternative course schedules are similarly calculated and follow the same academic standards involving instructional hours per semester. Coordination and support of academic programing, including new degree programs and certificates as well as modifications to curriculum, are the responsibility of the Offices of the Provosts. Course, credit hour, and program assignment procedures are monitored and recommended for approval by the respective campus's Academic Programs Council or Graduate Council, occasionally requiring review and recommendation of both.

A review of 16 course syllabi, including undergraduate and graduate courses, and a review of the spring 2023 course schedule affirms that credit hours align to contact hours and with OSRHE regulations. In addition, a sample of like courses delivered in an online versus face-to-face format were reviewed. This review affirmed that the courses are equivalent in course credit, credit hour to contact hour ratio, and student learning outcomes. Credit hours, class hours. or class times are clearly identified in syllabi regardless of the method of delivery. The catalog course descriptions transparently communicate the contact hours for the classes, labs, or practicums.

OU's established infrastructure for its credit hour, academic calendar, and program procedures level defines processes for setting the institution-wide semester schedules. A scaffolding approach to setting the semester academic calendar involves input from multiple internal constituencies prior to ultimately being submitted to the Board of Trustees and Board of Regents. Both the credit hour and academic calendar processes suggest multiple accountability touchpoints to ensure compliance with both statewide regulations regarding credit hour distribution.

The OU Norman Campus offers approximately 170 distinct degree programs across 12 degree-granting colleges spanning the humanities, social sciences, natural sciences, health sciences, architecture, business, engineering, education, fine arts, international studies, journalism and mass communication, and aviation and meteorology. OU has three additional colleges that provide academic and administrative support to students. The OU Graduate College coordinates admission, manages course and program approvals, oversees degree progression and milestones, and monitors program metrics and climate across all graduate programs. The University College supports new and transfer undergraduate students as they transition into college life and enter a degree-granting college after their first year. The Honors College provides interdisciplinary programs for undergraduate students seeking additional intellectual challenges. OU's website clearly communicates programs of study for the degree and certificate programs including special information that a potential student may need.

OU's "Tuition and Fees" website details the general tuition rates, variable tuition rates as well as fees. This information is clearly delineated for specific programs, as appropriate. The "Student Consumer Information" website discusses needed information regarding financial aid, refund policies, Title IV information, and other relevant financial information needed by the student population.

2. **INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

OU meets the federal compliance requirements outlined by the commission for handling student complaints. There is substantial evidence that OU has a systematic approach to managing student complaints. While the University does not have a central policy regarding student complaints, it maintains a system of services providing multiple intake points funneling back to a centralized tracking system. The primary complaint mechanism is the OU Report It! link. OU Report It! is powered by EthicsPoint, an incident management software system, allowing complaints to be tracked, forwarded to the appropriate University personnel or office, and audited as needed. OU Report It! is included as a footer on each ou.edu and ouhsc.edu webpage with each campus hosting its respective portal within the OU Report It! system.

The Norman Office of Student Conduct also maintains a reporting website where students can send in concerns about issues specific to the Student Rights and Responsibilities Code. The website lists the 24-hour reporting hotline linked to the OU Report It! system but also provides portals for reporting problems relating to student conduct, housing, bias-related incidents, institutional equity, and academic integrity. The website also has a method for reporting directly to the Behavioral Intervention Team (BIT) for any campus individual who may be in distress. Student complaints on the Norman Campus are managed within Maxient incident management software, allowing complaints to be tracked, forwarded to the appropriate University personnel or office, and audited as needed.

All policies are available to the University community as well as public. OU's website titled "Student Conduct-Rights and Responsibilities" sets the foundation for students' knowledge of and compliance with the University Student Code of Conduct and acknowledges each student's right "to a prompt, fair, and impartial process during University investigations and proceedings" including alleged violation(s) of the Code of Conduct" and sexual misconduct. Further, students can respond to allegations, and have access to an appeal process appropriate to the nature and potential consequences of the violation. The website provides a comprehensive overview for acceptable student conduct, student rights and responsibilities, a review of the infrastructure set up at the University to address grievances and complaints, as well as functional links to all grievance and complaint policies and procedures. In addition, links are provided for navigating the grievance process which includes a step by step outline of the process. Easily accessible, functional links to the above policies, procedures, filing forms, and infrastructure that regulate student conduct have been verified by this reviewer.

3. **PUBLICATION OF TRANSFER POLICIES**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

OU meets the federal compliance requirements established by the commission with respect to the publication of transfer policies. The Norman Campus Office of the Registrar manages all university policies relating to transfer students. The policy establishes that transfer credit earned by students at institutions accredited by the HLC or the Oklahoma State Regents for Higher Education will be accepted for transfer at face value. Credits earned at institutions accredited by organizations other than the HLC and recognized by the U.S. Department of Education are reviewed on a course-by-

course basis and may be accepted for transfer if the course is determined to be substantially equivalent to a University of Oklahoma course or courses.

In addition, links are provided to the Department of Education's list of accredited colleges and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) website and includes instructions describing where to send transcripts for evaluation. Links are also provided to webpages delineating "Transfer Equivalencies" and "Prior Learning Assessment Credits". The Prior Learning Assessment Credits webpage provides a robust description of the processes, procedures, student responsibilities, and responsible agents involved in transfer credit into the University including Advanced Placement Program (AP), College Level Examination (CLEP), Departmental Examinations, International Baccalaureate (IB), National Examinations in World Languages (NEWL), Military Credit, Noncollegiate Learning, and Oklahoma School of Science & Mathematics (OSSM).

All webpages on the transfer of credit policies were easily accessible to students and the public. All examined links were functional.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

OU meets the federal compliance requirements established by the commission for verification of students' identities. The Federal Compliance report indicates that all University course management software systems require access via the university's single sign-on protocol, requiring a secure login and password. The University uses Canvas for the course management system. Access to Canvas is managed using the university's single sign-on protocol, requiring each user to authenticate with their unique secure login and password. A link to Canvas's privacy policy is included in the footer of the user interface. Instructure, the parent company of Canvas, is a signatory to the Student Privacy

OU's compliance report indicated that students have no additional charges related to student charges associated with student verification. This reviewer could find no information on the website or policies to refute this.

5. PROTECTION OF STUDENT PRIVACY

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

OU meets the federal compliance requirements outlined by the commission for the protection of student privacy. The website, titled "Privacy Policy" explains that "any personal information provided to the University is used to conduct official University business, and personal information obtained through the University's web sites will not be disseminated to any unaffiliated third party, except as required by law". The "Release of Information" webpage notifies students of both their FERPA and public directory rights regarding release of information.

All employees with access to student education records are required to complete FERPA training biannually. Student workers and third-party contractors are included in mandatory FERPA training requirements. Those required to complete FERPA training have 30 days to complete it once it has been assigned with a two-week grace period before Administration and Compliance remove access to student records for anyone not in compliance. Employees who need to access student education records must request that access by submitting the Request for Access to Student Academic and Financial Records form. This form includes the employee's information and access requested, the employee's signature certifying that they understand the FERPA policies, and the department head's signature verifying that the employee has a legitimate educational interest in accessing student education records. The form is then forwarded to each area's designated signatory with authority to grant access before access is added. Requests for data sets that include student data to be sent outside university systems must be approved through the university's Data Governance Request process. In addition to the required FERPA training, the University offers or requires more than twenty different types of training courses including HIPAA Privacy and Security Training and IT Cybersecurity Training.

IT has clear policies offering further protections including cybersecurity policies and computer use. The Data Governance policy further addresses protecting student information. These policies provide clarity around access to information, appropriate and inappropriate use of OU's information resources the conditions under which OU can access information, with or without a user's consent.

6. **PUBLICATION OF STUDENT OUTCOME DATA**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

OU meets the federal compliance requirements as outlined by the commission for the publication of student outcomes. Some information is available on a centralized webpage of student outcomes with information on retention, completion, student achievement measures, professional licensure and certification exam pass rates, career services annual report and executive summary, and law school employment statistics. The information is housed under the "Institutional Research and Reporting" website under "Resources" then "Student Achievement Information" and easily accessible to both internal and external constituents. Each section of student achievement data links to additional webpages that present data regarding student populations being addressed, definitions to understand the parameters of the displayed data.

In addition, the student achievement measures links to the Student Achievement Measure (SAM) initiative. The SAM initiative is an external website where higher education institutions track students across institutions to create a more complete picture of undergraduate student progress and completion within the higher education system. The SAM website notes that 20% of students who complete a degree do so at a different institution than where they stated college. However, the traditional method for determining graduation rates focuses on new students who finish at the same college where they started. SAM counts all students including those who transfer while seeking a degree.

OU also maintains a separate website that lists the degree programs leading to the awarding of certificates or licensure. Information for state licensure pass rate associated with specific

degree programs was easily accessed from a central "Professional Licensure Disclosure" website which links to specific degree program sites. A review of these degree program websites verifies that OU tracks and publicly makes known student outcomes, not only for the college as a whole, but individual programs within the college.

7. **STANDING WITH STATE AND OTHER ACCREDITORS**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

OU meets the federal compliance requirements as outlined by the commission for the disclosure of their accreditation status with HLC as well as specialized accreditation status for specific degree programs. The College's "Accreditations" website illustrates the HLC Mark of Affiliation. The Mark of Affiliation links directly to the Statement of Affiliation Status for the College.

OU clearly outlines specialized accreditation relationships for specific degree programs on the website and additional documents. A review of the OU fact book (available on the website) clearly communicates, to the public, the specialized accreditations held by various degree programs. A review of the links affirms the accreditation of specific degree programs. The material examined suggest no sanctions or adverse actions taken against programs.

The "Professional Licensure Disclosure" site details all OU programs that prepare graduates for eligibility to take licensure examinations in their specialized areas.

8. **RECRUITING, ADMISSIONS AND RELATED INSTITUTIONAL PRACTICES**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

OU meets the federal compliance requirements as established by the commission for practices associated with recruitment, admissions, and other related institutional practices. The OU Office of Student Conduct is responsible for administering the University's disciplinary system, as expressed in the Student Rights and Responsibilities Code including the education of students about using a process rooted in Inclusive Conflict Excellence (ICE). The goal is to ensure the process is equitable for all students through a holistic approach that includes Social, Procedural, Restorative, and Transformative Justice lenses. This holistic model is critical to meeting the University's goal of becoming a place of belonging and emotional growth for all students. This dedication to belonging extends to any faculty, staff, or administrators who may interact with potential applicants or currently enrolled students.

As such, staff members who work with students are appropriately trained. The Norman Campus Office of Enrollment Management (EM) is responsible for new freshmen and undergraduate transfer student recruitment, admissions, and financial aid advisement. Employees who are new to the division are supervised closely by experienced staff for a minimum of 60 days and continues until the employee is deemed capable of independent advisement by a supervisor. In addition, experienced

staff receive refresher training throughout the year.

The Office of Admissions & Recruitment (OAR) recruiters and administrators are members of the National Association for College Admission Counseling (NACAC) and are required to comply with the NACAC Guide to Ethical Practice in College Admission, which promotes ethical and best practices in college admission. In addition to NACAC guidance, new OAR recruiters undergo OAR Ethics in Admissions Training and receive overviews of the Student Engagement Timeline, the Holistic Admissions Process, and training in Navigating Affordability Conversations. OU financial aid personnel abide by the National Association of Student Financial Aid Administrators Code of Conduct.

Financial Aid Services (FAS) advisors and OAR recruiters and administrators must master the FAQs on Financial Aid, the Financial Aid Process, the Overview & Timeline, What are Oklahoma's Promise & the Crimson Commitment, and Paying for College: 3 Categories of Funding. FAS advisors and Money Coaches are required to take additional training including financial aid recommended verbiage, script examples, study guides, training/onboarding calendars, training presentations, examples of incoming student communications regarding cost of attendance, payment guides, financial aid notifications, and explanations of aid options. Employees in the division follow specific onboarding processes and experienced staff receive refresher training on policies, procedures, Bursar and Federal Aid regulations, and advising strategies.

Other employees across the University receive institutional and specialized training specific to recruiting, enrollment, and financial aid including the College of Professional and Continuing Studies (offers adult degree completion programs) and the Graduate College. Each new admissions counselor receives training including an in-depth review of the Graduate Admission Manual plus a 2-3-week course of training on relevant resources and help topics. Graduate Liaisons and Administrators are also provided templates for funding packages, to ensure support offers are consistent and correct.

Admissions to health programs (at both Oklahoma City and Tulsa campuses) are handled by prospective student support staff. Each of the seven academic colleges at the Health Sciences Center (HSC) employ staff who handle recruitment to their college's programs. Applications to university-based health professions and biosciences graduate programs are governed by either national centralized application systems in which HSC participates or institutional criterion-based admissions through the HSC application and admission processes. Because of the nature of the prospective student pool and HSC programs, HSC recruiters are trained to provide or direct potential applicants to published information for HSC academic programs. All HSC employees must pass a criminal background check before beginning their staff role.

The Recruitment Council supports ongoing training, sponsors recruitment events, and shares best practices. Student Affairs uses regular meetings, as well as periodic Recruitment Council Retreats or similar events, to provide training. Based on the policies viewed by this reviewer, institutional policies, and descriptions of training provided in the Assurance Argument, OU provides needed training on ethics in the workplace related to student-staff/faculty interactions.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance review and identify any implications for the institution's current compliance with the Criteria for Accreditation or other HLC

requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer (Choose one response and delete the other)**:**

No

Rationale (If the team responded "Yes," explain the reasons for concern in detail. Otherwise, leave this section blank.)**:**

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

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

Review Summary

Conclusion

The team finds that the University of Oklahoma meets all criteria for accreditation and federal compliance standards based on the evidence reviewed and discussions with faculty, staff and students. The institution has developed a strategic plan to advance its mission and has restructured its budgeting processes to enable execution of the plan. OU's internal policies, coupled with state requirements and OU's stated intention to be a "place of belonging", ensure integrity of operations and ethical behavior. The institution's faculty, staff, infrastructure, financial resources and processes are sufficient to support quality education and continued progress.

The team finds no cause for sanctioning the institution, and therefore recommends eligibility to choose its accreditation pathway.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Met

No Interim Monitoring Recommended.

INTERNAL

Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: University of Oklahoma, Oklahoma

Type of Review: Open Pathway - Comprehensive Evaluation Visit

Description:

Review Dates: 05/01/2023 - 05/02/2023

☐ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

✓ No Change
☐ Recommended Change:

Degrees Awarded: Bachelors, Doctoral, Masters

✓ No Change
☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013
Year of Next Reaffirmation of Accreditation: 2022 - 2023

☐ No Change
✓ Recommended Change: Year of Nex Reaffirmation of Accreditation: 2032-2033

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Bachelor's, Master's, Doctoral

The institution is not approved at the following program level(s): Associate's, Specialist

✓ No Change
☐ Recommended Change:

Additional Locations:

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

✓ No Change
☐ Recommended Change:

Distance and Correspondence Courses and Programs:

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

✓ No Change
☐ Recommended Change:

Competency-Based Education:

✓ No Change
☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Open Pathway

☐ No Change
✓ Recommended Change: Eligible to Choose

Upcoming Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	0	✓ No Change ☐ Recommended Change:
Baccalaureate Degrees:	174	✓ No Change ☐ Recommended Change:
Graduate Programs		
Master's Degrees:	199	✓ No Change ☐ Recommended Change:
Specialist Degrees:	0	✓ No Change ☐ Recommended Change:
Doctoral Degrees:	101	✓ No Change ☐ Recommended Change:
Certificate Programs		
Certificates:	88	✓ No Change ☐ Recommended Change:

Contractual Arrangements:

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

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

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

✓ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

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

Schusterman Center, 4502 E 41st St, Tulsa, Oklahoma 74135-2512 UNITED STATES

✓ No Change
☐ Recommended Change:

Additional Locations:

Southern Oklahoma Technology Center, 2610 Sam Noble Pkwy, Ardmore, Oklahoma 73401 UNITED STATES

Tri County Tech Center, 6101 Nowata Rd, Bartlesville, Oklahoma 74006 UNITED STATES

Duncan Regional Hospital Learning Center, 1407 N Whisenant Dr, Duncan, Oklahoma 73533 UNITED STATES

Cameron University, 2800 W. Gore Boulevard, Lawton, Oklahoma 73505 UNITED STATES

Moore Education Masters, 2901 S Santa Fe, Moore, Oklahoma 73160 UNITED STATES

Norman Education Graduate, 1809 Stubbeman Ave, Norman, Oklahoma 73069 UNITED STATES

Norman Regional Hospital Education Center, 901 N Porter Ave, Norman, Oklahoma 73071 UNITED STATES

Weatherford, 2605 E Main St, Weatherford, Oklahoma 73096-2639 UNITED STATES

AP Stuttgart Office, Geb. 2915, 4th Floor

Panzer Strasse, Boeblingen, 71032 GERMANY

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

Wiesbaden, Building 1023E Rm 6

Am Flugplatz Erbenheim, Wiesbaden, 65205 GERMANY

Aviano Air Base, A1 Edificio 147

Via Pedemonte, 89, Aviano PN, 33801 ITALY

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

AP Lakenheath Office, Education Center, Bldg 948

RAF Lakenheath, Brandon, Suffolk, IP27 9PN UNITED KINGDOM

Mildenhall, 100 MSS/DPE; Unit 4925

Building #427, Bury St Edmunds, IP28 8NG UNITED KINGDOM

✓ No Change
☐ Recommended Change:

Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the institution's materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)

- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

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Report Template

Name of Institution: University of Oklahoma

Name and Address of Branch Campus: Health Sciences Center, 1000 Stanton L Young Blvd, Oklahoma City, Oklahoma, UNITED STATES 73117-1208

Date and Duration of Visit: 8:45am - 2:45pm, 5/2/2023

Reviewer: Dr.Ying Sun

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The University of Oklahoma's Health Sciences Center (HSC) is one of the most comprehensive academic health centers in the nation, with programs in Oklahoma City, Tulsa, and Lawton as well as research centers of excellence such as the Stephenson Cancer Center, Harold Hamm Diabetes Center, and Dean McGee Eye Institute. HSC comprises clinical and professional practice-based offerings across a wide range of health fields and specialties, as well as robust instructional, research, and biomedical sciences graduate programs. HSC has seven health professional colleges offering 67 degree programs spanning the fields of allied health, biomedical sciences, dentistry, medicine, nursing, pharmacy, and public health professions, provide students and faculty with clinical practice as well as field opportunities in government, business, and non-profit organizations.

OU Health, the state's largest clinical group practice, is HSC's clinical partner, providing health-related training and direct patient care to Oklahoma residents. Students and residents receive clinical training at on-site institutions, including the OU Medical Center, The OU Children's Hospital and Veterans Affairs Medical Center, as well as through affiliate training programs maintained at hospitals and clinics throughout the state. HSC's mission statement reflects the campus's health focus: "The Mission of the University of Oklahoma Health Sciences Center, as a comprehensive academic health center, is to educate students, residents, and other trainees in professional and graduate programs to become Oklahoma's future team of healthcare leaders, clinicians, researchers, and educators; to advance distinctive basic, translational, clinical, and population research; to innovate and commercialize discoveries; and to deliver exceptional patient care across the full breadth of adult, women's, and children's specialties."

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

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The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

In September 2022, HSC *Lead On* Strategic Plan was presented to the Board of Regents. The plan was developed through the engagement of stakeholders from all three campuses to identify appropriate strategies, tactics, and key performance indicators. The budget and resource allocation decisions linked to each of the tactics in the Strategic plan and aligned to its mission.

HSC has the shared governance structure in place to solicit feedback from faculty, staff and students. The faculty senate has specialized committees including the Academic Programs Council, Campus Tenure Committee, and Budget Council. The Staff Senate operates with specialized committees including Staff Initiatives, Staff Week, and Shared Leave. Every enrolled student is automatically a member of their respective college's Student Government Association (SGA) to ensure students' effective representation in university governance. All stakeholders feel they have the channel to voice up their feedback.

In the past five years at HSC, full-time faculty decreased by 31% and full-time staff decreased by 36%, the decrease at HSC are due to the creation of the independent OU Health organization. Many full-time faculty and staff previously employed by the clinical practices within the College of Medicine transitioned out of OU to become OU Health employees. Prior to the merger, full-time faculty and staff counts at HSC had been slowly increasing. Given the merger of the Faculty Practice with the OU Hospital System into OU Health, faculty with dual employment with OU Health and the University of Oklahoma Health Sciences Center (OUHSC) make up the majority of faculty on the OUHSC campus. As such, these employees have lost an avenue for shared governance through the Faculty Senate for matters that pertain to the clinical service portion of their mission. As the interplay of clinical, education and research are core pillars of the OUHSC system and mission, faculty has expressed their needs for robust communication through the changes. Faculty suggested that OU Health form a sister organization filled with elected Senators that will allow enhanced participatory leadership for dual OU Health/OUHSC faculty that will complement the OUHSC faculty senate mission to ensure a productive academic community.

The OUHSC budget for FY 2023 initially projected a potential deficit of approximately $ 46 million with a total projected revenue of around $800 million projected at start of FY 23 (OU's fiscal year starts from July 1). The reason for this projection was uncertainty regarding the amounts of some revenues and expenses which had not yet been finalized as part of the large transaction of integration of the academic health center, in which all of the clinical assets, revenues, and expenses were transferred from the OUHSC to the new entity, OU Health. The deficit will be balanced at year end by deploying cash reserves and cash flow management strategies. The unrestricted cash on December 31, 2022, was $611.5 million, and there's another increase of $41.6M at the end of FY Q3 (March 2023). The projected final deficit was anticipated to be lower than 5 million at year end. No College had a budget cut in FY 23 because of this deficit and faculty numbers in each College were not reduced. No negative impact on teaching and learning in anticipated.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text

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purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The University of Oklahoma Health Sciences Center is located south of the State Capitol Complex in Oklahoma City. The campus community covers a 15-block area and 300+ acres with over 78 structures, 42 of which include 3.4 M square feet of space that is owned or operated by the University of Oklahoma. In support of the mission, recent and planned enhancements to health sciences facility infrastructure includes the following:

- Rapid expansion of the Fran and Earl Ziegler College of Nursing educational space was accomplished in 2012, to include both classrooms and simulation space, to support substantial program expansion. These modifications totaled in excess of 25K square feet completed in a timely and efficient manner to support nursing academic programs.
- Efforts are underway to expand and enhance the health sciences gross anatomy lab, upgrade distance capable instructional technologies and facilities for College of Medicine classrooms and expanding student study modules to support both the PA and MD programs.
- OU Regents' approval was obtained in March 2023 to issue $55M of bonds to support the conversion of roughly 100,000 sq. ft. of health sciences campus lab space into state-of-the-art laboratory facilities to support planned research expansion described in the HSC Strategic Plan (Pillar 1).

All projects are being completed with knowledge that adequate supporting campus infrastructure exist which include Parking, Security, Food Services, and personnel support spaces including office space.

Both faculty and students expressed their satisfaction that the facilities (classroom/labs/equipment/library) are sufficient for their instruction and research needs.   At Cancer Center, faculty are able to be involved in clinical trials with their research and students are able to apply what they have learned in the classroom directly in practice. College of Nursing facility was toured during the campus visit. There's ample space for classroom instruction as well as simulation labs for students to practice in real life.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

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The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

OU has overarching faculty and staff hiring process across all three campuses. For new employees, the Online Orientation marks the beginning of their onboarding journey. Respective departments establish internal procedures for the effective orientation of new, transferred, reclassified, or promoted employees. HR department has the infrastructure to create, store, track, and evaluate the effectiveness of employee training and development.

Each college department chair is primarily responsible for faculty recruitment and hiring in alignment with college priorities tied to the mission. Faculty vacancies are no longer automatically refilled. All requests for new faculty hires are reviewed and approved by the Provost, who works with each Dean/Center Director/Department Chairs to ensure the alignment of the hire with the strategic priorities and goals as outlined in the Strategic Plan. Faculty and staff qualifications are confirmed during the candidate interview and selection process. Through the conversation with the Deans, they all feel the faculty hiring process was strategically handled in order to meet the needs of the College to meet its educational mission.

Faculty hiring at the health sciences center is preceded by a letter of offer that is reviewed and signed by the Senior Vice President and Provost. The letter of offer forms the foundation for aligned expectations and initiation of the faculty appointment and career as a renewable term or tenure track faculty member. Department Chairs and academic program leaders guide the extended onboarding and engagement of faculty members. Central resources provide the scaffolding for faculty roles and responsibilities described in the OUHSC Faculty Handbook, which each new faculty member is provided at hire:
New faculty at OUHSC are provided with an orientation by the Human Resources office and are provided with information about resources available to them in the metropolitan area and at the health sciences center.

Every year, HSC holds a New Faculty Onboarding workshop series on topics including academic career pathways; promotion and tenure expectations; foundations for success in teaching, research, and scholarship; mentoring; service leadership; and an introduction to OU and the OUHSC Strategic Plan, mission and leadership committee (Senior Vice President and Provost, College Deans, Vice Presidents/Vice Provosts). New faculty are invited to office hours with the Vice Provost and with information about available resources for faculty and how to access resources within their individual colleges, and through health sciences central resources. College deans may also nominate early career faculty to participate as fellows in the highly interactive, 11-month Faculty Leadership Program.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

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Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Student Resources and Support:

At OUHSC, once students are admitted to a degree program, their academic advising is handled by the program college. Students have access to an assignment calculator to help them learn to organize their time, online citation tools to assist them with correctly assigning credit in their work, and free access to tutoring through University College Action Tutoring. Students can get assistance from the Writing Centers on the Norman or HSC campus, which provide both synchronous and asynchronous options, or in free drop-in tutoring sessions at the Norman Campus Math Center.

Health Sciences Center (HSC) program students receive career development opportunities through their program and college community as well as campus-wide offerings such as, but not limited to access to HSC Writing Center for assistance with preparing personal statements, finalizing interview presentations, and resume and cover letter review; invitations to career centered programs: Nailing the Interview and Mock Interview Marathon; access to SkillsFirst and Big Interview platforms, and interprofessional educational opportunities. Within programmatic offerings, students are invited to engage in professional lectures, panel discussions, and career fairs in preparation for career searches. gathering and assessing student feedback.

Through the meeting with the students, they all expressed their appreciation for the fast response and accessibility of faculty. When they voiced up their concerns for curriculum, quick adjustment and enhancement happen quickly to address their concern. They all found the "New Student Orientation Training" was very informative and helpful for them to navigate the resources available to them on campus. They appreciate the facts that each college has their own student affairs, student council and Students Governance Association (SGA) for student shared governance and provide feedback. They sang a lot of praises for the career readiness related service provided by the HSC student affairs such as resume building, workshops on interview skills, what to expect in the real world, etc. However, it's hard to get scheduled because the team has only one staff.

Tutoring services for some programs are not as adequate as others. Students suggested better advertisement and communication to inform students on the service availability. It's evident that OUHSC has a process in place to solicit feedback from students, however, within some of the colleges, students feel their voices are not being heard or addressed by the leadership team through a systematic approach with clear documentation. Some faculty members expressed the needs to add more advising, longitudinal mentor, ADA and counseling service to support students' success especially post Covid when many students' lives were disrupted and face more challenges.

It came up in the discussion that some graduate students in professional programs are not eligible for any graduate student funding such as tuition waiver, travel money, or research competition awards which are available to students in the Graduate College only. This might have caused enrollment drop of graduate students in professional programs (other than Graduate College) to other competitors (such as OSU, many Texas schools) who provide more attractive funding opportunities.

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Faculty Resources and Support:

HSC's Office of the Vice Provost for Academic Affairs and Faculty Development provides resources and information for faculty career development as well as tools for teaching and learning, such as the Scholarship & Teaching Excellence Program.

Other valuable faculty resources at HSC include HSC Education Grand Rounds, designed to offer faculty information about tools, innovations, and strategies for teaching and learner assessment; the Scholarship and Teaching Excellence Program; Mentor and Mentee training; community-engaged research programs; and Resources for Faculty, featuring valuable information on academic career planning, Award Dossier Tips, and Teaching Resources. At the health sciences center, for example, an advisory committee to the Vice Provost for Academic Affairs and Faculty Development hosts the monthly Education Grand Rounds and Scholarship and Teaching Excellence (STEP) programs that focus on building teaching expertise and teaching quality improvement. And, for developing future faculty, the Graduate College hosts the Preparing Future Faculty program, which provides graduate students with advance preparation for faculty roles that include college-level instruction and learner assessment responsibilities. Within the college of medicine, another example of peer-support and a community of practice for teaching is the Academy of Teaching Scholars (ATS). ATS offers peer-feedback on teaching as a developmental resource for faculty and workshops and seminars on teaching and learner assessment. As part of promoting retention of tenured faculty, the University has policies intended to encourage continuing high professional competence and accomplishment among all faculty in their respective disciplines. During the faculty meeting, some of the faculty members raised the concern for better understanding scholarship under each discipline and provide clear the path for faculty tenure track.

College of Medicine Academy of Teaching Scholars workshop offerings that are open to campus participation, and other college specific faculty development workshops. These workshops include instruction on the use of grading tool options such as rubrics, checklists, and rating scales as assessment resources, and on the steps for creating and norming rubrics to ensure psychometrics such as content validity and interrater reliability.

Faculty has expressed their satisfaction in the support they have received through the transition to online instruction during the pandemic. Instruction designers were in place to support faculty transition their teaching material into D2L.

OUHSC maintains its own Faculty Senate, which regularly liaise with the President and other relevant Executive Officers. Senate meeting agenda and meeting minutes are clearly documented and publicly posted to inform the rest of the faculty members. There's an opportunity for improvement for the leadership to clearly communicate with faculty on critical issues such as the projected budget deficit, unit merging with OU Health, the start adoption of the new faculty and staff annual performance rating scale that was used starting this Spring of 2023 when faculty were not left with ample time to digest and understand the change before it happened. The lack of communication has caused "lag of interest in faculty governance, a great deal of stress, panic, turbulence, and high turnover".

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations

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and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

HSC has established a comprehensive interdisciplinary education program in which each college collaborates on instructional delivery and learner assessment based on nationally established shared competencies that complement discipline specific competencies and shared assessment tools.

All health professions academic program curricula are provided by HSC faculty members. The program oversight is the primary responsibility of the academic program director or curriculum leader(s) within each college. At the campus level all new academic programs or proposals to modify programs are reviewed by the Academic Programs Council, the Graduate Council (for graduate programs), and by the Senior Vice President and Provost before submission to the OU Regents and the Oklahoma State Regents for Higher Education for their respective approval and introduction into the health sciences academic programs portfolio.

When new programs are initiated the respective accrediting body for that health professions program is also consulted and engaged. The Vice Provost for Academic Affairs and Faculty Development oversees the new program and program modification processes and assists the colleges with accreditation and program review preparation and follow-up. Each college manages the curriculum and annual review of its academic programs and each Dean has a designated Associate or Assistant Dean for Academic Affairs and for Student Affairs to ensure coordination between the individual academic programs and the Dean's office with regard to curriculum and instructional oversight. HSC Assistant and Associate Deans (from Oklahoma City and Tulsa) meet jointly each month with the Vice Provost for Academic Affairs and Faculty Development to discuss emerging issues and ensure alignment between academic policies and procedures established through the OUHSC Faculty Handbook and the Regents. The Vice Provost brings information affecting the general teaching mission, policies or strategies to the Senior Vice President and Provost and the HSC Leadership Committee, which includes all of the HSC Deans and the related executive officers of the University.

Norman Campus and HSC each maintain an Academic Programs Council (APC), reporting to the Senior Vice President and Provost of each campus, that advises the President and Faculty Senate on matters concerning instructional programs and curricula. APC's main responsibility is to evaluate the educational quality of existing and proposed programs. OU's Graduate Councils are responsible for setting and enforcing all graduate education policies. Meeting minutes reviewed included ample evidence of educational program oversight by these faculty councils.

7. Evaluation and Assessment

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Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

HSC programs which have specialized accreditation follow their respective accreditation's schedule for evaluation and reaffirmation. Programs without specialty accreditation are reviewed every five to seven years in accordance with individual college policies (such as Graduate College), as appropriate.

Each April, HSC administers a Student Satisfaction Survey to students in health professions programs, designed to measure students' perceptions of departments, initiatives, facilities, , sense of belonging, utilization of services and programs. The HSC Student Government Association uses the survey results to prepare for the next academic year's initiatives.

There is no centralized oversight for programmatic student outcome assessment at HSC. However, course level assessment based on course learning outcomes, assessment plans with clear setup for the program outcomes, mapping with programmatic outcomes and competencies, data collection from D2L, formative/summative (such as professional licensure exam results) instruments which allow benchmarking and comparison, using data (surveys, stakeholder feedback, etc.) to drive changes is evident for some of the colleges. For example, programs in Pharmacy and Medicine provided examples of their assessment activities and demonstrated good practice in using assessment data to drive curricular enhancement. There's opportunity for improvement to establish a campus level policy and procedure for annual assessment planning and reporting for all HSC programs and adopt a systematic approach in utilizing assessment data to drive curricular changes and to clearly document the changes using the assessment data and track for the effectiveness of the changes. Program outcomes for a couple programs were available upon request, for the rest of the programs, the program outcomes are not published publicly such as on the program website.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

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The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

HSC administrators regularly review strategic and operational planning with deans at monthly Leadership Committee meetings. Individuals have been identified at the college/unit and campus levels to track, document, and coordinate progress toward each goal and to ensure college and unit level strategic plans were either created or updated to align with and directly support the HSC Strategic Plan, providing for continuous review of and progress toward improvement, growth, and expansion. The KPI are reviewed and reported quarterly, and annually to key groups such as the OUHSC Leadership Committee, the President's Executive Leadership team, and the Board of Regents.

College respective academic council meeting minutes and Faculty Senate meeting minutes clearly documented the process for each college to report the major issues of stakeholder survey results and how each college continue to follow up with development and improvements to close the loop. The process is validated through the interview with faculty and Deans.

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Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the institution's materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)

- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

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Report Template

Name of Institution: University of Oklahoma

Name and Address of Branch Campus: OU-Tulsa, Schusterman Center, 4502 E. 41st Street, Tulsa, OK, 74135

Date and Duration of Visit: 5/3/2023, 9:00a to 2:30p

Reviewer: Ben Wolfe

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The University of Oklahoma (OU) has been involved in the Tulsa community since the School of Library and Information Studies began offering classes in Tulsa in 1957. The OU College of Medicine-Tulsa, now known as the OU-TU School of Community Medicine, was added in 1972 with the opening of a clinical branch. Today, community engagement continues to be a core focus of Tulsa operations with degree offerings from ten Colleges from the Norman Campus and the OU Health Science Campus (HSC) at the Schusterman Center in Tulsa. The over 60-acre campus currently enrolls approximately 1,100 students enrolled in more than 30 undergraduate, Master's, and Doctorate level degrees, as well as graduate certificates.

The OU-Tulsa Campus is comprised of the Schusterman Center, which includes academic buildings, research laboratories, a library, and clinical facilities. OU-Tulsa campus has a distinctively community-driven approach to higher education, with many of its campus programs and community-engaged research initiatives designed in partnership with community stakeholders. OU-Tulsa's programs are offered in partnership with academic departments based at the other two campuses and include Allied Health, Community Medicine, Dentistry, Early Childhood Education, Educational Administration, Curriculum, and Supervision, Electrical and Computer Engineering, Human Relations, Nursing, Organizational Dynamics, Public Administration, Public Health and Health Administration, and Social Work. The Board of Regents of the University of Oklahoma (Board) and the Oklahoma State Regents for Higher Education (OSRHE) recently approved the establishment of a new OU Polytechnic Institute on the OU-Tulsa Campus.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

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Evidentiary Statements:

All three campuses are under the leadership of the President of OU. The OU-Tulsa Campus is led by the President of OU-Tulsa (currently interim) who reports to the OU President. Evidence from interviews with the OU-Tulsa interim-president and the OU President's Cabinet confirms that the campus interim president works closely with both Norman Campus and HSC to align oversight duties with university planning, priorities, and academic programming as guided by the university wide *Lead On* strategic plan. In discussions with the university leadership during the conformation visit, it was confirmed the OU-Tulsa campus is fully integrated into and a part of the institution's *Lead On* strategic plan.

Although complex, campus oversight and resource allocation currently support the delivery of both Norman campus and HSC academic programs through the OU-Tulsa campus. The OU-Tulsa interim president has oversight of campus operations with direct reports of the Vice President (VP) of academic operations/registrar, Assistant VP of marketing and communications, Assistant VP of research, and director of campus library. The Associate VP of Administration and Finance and Executive Director of Student Affairs report up through HSC administration although during the campus site visit it was demonstrated both positions have strong dotted line responsibilities in supporting the entire OU-Tulsa campus operations and students. Campus revenue is a combination of state legislature direct allocation, revenue from Norman-based programs, revenue from HSC academic programs, and revenue from clinical operations associated with OU Physicians and the OU School of Community Medicine on the campus. Additional state legislative funding has been allocated to fund the initial start up of the OU Polytechnic Institute on the campus with anticipated ongoing revenue from future student enrollments to be sufficient to support those operations.

It should be noted that there is a distinct two-sided aspect of academic governance and revenue allocations related to the dual HSC and Norman campus academic programs operating at OU-Tulsa. Further, HSC programs on the campus, which are funded from HSC directly, have very little accountability to the OU-Tulsa administration. Despite this, during the site visit, students identified themselves as OU students and did not see any separation between students in HSC or Norman based programs. As the campus continues to grow, it may be useful for the institution to consider centralization of the various revenue pathways to allow for easier and more transparent budgeting and resource allocation. Additionally, the institution may find consolidating reporting lines of all campus administrators underneath the OU-Tulsa President will greatly reduce complexity, provide clearer responsibility and streamlined services, allow for more program accountability, and aid in greater collaboration between HSC and Norman campus operations at the campus.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

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The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

During the on-stie campus visit, classrooms and laboratories were observed to contain appropriate seating, technology, and equipment that adequately facilitates instructional and learning activities of the diverse programs offered on the campus. Instructional laboratory facilities specific to healthcare related programs on the campus were observed to contain observation rooms, instructional dummies, mock patient rooms, and situational social settings necessary to give students practical hands-on experience and learning. During COVID, the campus greatly expanded wireless connection capabilities across the campus including wireless access from outdoor common areas and campus parking lots.

Students did identify the lack of a physical campus bookstore as a missed opportunity to help build campus culture for students who identify themselves as OU-Tulsa students and would appreciate apparel that would align with that identity. Students do have access to campus bookstores virtually and indicated this adequately met their needs.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

A review of CVs of faculty from a random selection of undergraduate and graduate programs offered at the OU-Tulsa campus indicates that full-time and part-time faculty teaching in their respective disciplines are appropriately qualified and credentialed. During the site comprehensive site visit it was confirmed in discussions with both Deans from the Norman campus and OU-Tulsa administration that faculty teaching at the OU-Tulsa campus are hired according to the qualification policies of, and report to, their home discipline Norman campus or HSC based academic units.

OU-Tulsa faculty receive support from either the Norman Campus Center for Faculty Excellence or the HSC's Office of the Vice President for Academic Affairs and Faculty Development. Faculty development programs are offered on the OU-Tulsa campus as well as virtually from the main campus. In discussions with the academic administration of the OU-Tulsa campus, initial planning in underway to evaluate, and if needed, adding additional faculty support resources for the campus with the addition of the Polytechnic Institute.

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5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Students at the OU-Tulsa campus have access onsite to student services through the Office of Student Affairs which includes a student health clinic, counseling services, student government, recreation facilities, and career services. Students can also access financial aid services, international student support, and student organizations either on-site via the Student Enrollment Center or virtually through the Norman campus and HSC. Students provided effusive praise on the support they receive related to both student and academic services supporting their success at the student listening session during the site visit.

One benefit of both HSC and Norman based academic programs operating on the campus is that all OU-Tulsa students have access to both HSC and Norman based library databases. The campus library also provides significant programming to aid in student research, writing, and information literacy. Students highly complimented the library facility and services during the campus site visit.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

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The academic programs offered at OU-Tulsa have academic governance from the home unit located in Norman or HSC, with their respective academic leadership oversight, policy, and procedures. During the campus site visit discussion with faculty, it was apparent that OU-Tulsa research and educational efforts clearly align and are integrated with either Norman or HSC activities. Further, those activities benefit from occurring in a crucible that brings together faculty from both HSC and Norman for interdisciplinary collaboration. For example, the Bedlam Clinic, which brings health and social services to underserved communities in Tulsa, involves HSC health programs along with Social Welfare faculty affiliated with Norman in addition to providing applied and service-learning opportunities for students.

In conversations with faculty, the campus "can do" culture was referenced several times along with strong emphasis on applied learning and community engagement, consistent with the community focus core of OU-Tulsa. For example, HSC related faculty pointed to the community medicine health related programs that embed curriculum focused on systemic underlying community social factors that influence individual health and wellbeing.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The University exhibits ongoing academic quality assurance activities across all three campuses of the institution. For OU-Tulsa campus programs, student learning outcomes and regular academic program assessment occurs at the home academic unit either in Norman or HSC. For example, in discussions with Nursing and Medical Imaging & Radiation Sciences, Sonography faculty both of whom offer the same academic programs on the HSC and OU-Tulsa campus, it was confirmed that their specific program assessment activities are combined between the two campuses and that regular review of results were used by each unit in continuous improvement practices on both campuses.

Similarly, in discussions with OU-Tulsa campus-based faculty teaching in the College of Education programs, several examples of program level and curricular changes were made based on student assessment results. These included a shift of focus to greater understanding of theory and concepts during year one of the program followed by application of theory and applied learning in year two. Similarly, the HSC medical program has made curriculum adjustments based on assessment results of student learning outcomes and is exploring a possible shift from a 24-month to 18-month program based on student feedback. In another example, the undergraduate program in Early Childhood changed their degree from a bachelor of science to a

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bachelor of specialty to align more seamlessly with community college transfers students and increase retention and completion in the program.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The OU-Tulsa administration, faculty and staff contributed to the university-wide strategic plan *Lead On* and are engaged in academic program planning processes for OU-Tulsa based programs. For example, during the meeting with campus faculty members, a number indicated they contributed departmental or college level strategic planning activities through their respective HSC and Norman units that aligned up to the *Lead On* plan as well as a number serving on or co-chairing larger university *Lead On* strategic planning work groups.

The OU-Tulsa campus is currently undergoing a longer term phase II study of library expansion that is incorporating feedback from both internal and external constituencies of the campus. Similarly, with the onboarding of the new OU Polytechnical Institute and anticipated enrollment goal of an additional 500 students, conversations with the Associate VP of Finance and Administration demonstrated a campus commitment to ongoing institutional planning related to additional campus space and facilities, increased staffing levels, and resource allocation to support that goal.

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