Oklahoma State University - OK

HLC ID 1633

OPEN PATHWAY: Reaffirmation Review   Visit Date: 10/19/2015

Mr. Burns Hargis
President

Barbara Johnson   **Jan Murphy**   **Kelly Tzoumis**
HLC Liaison   *Review Team Chair*   *Federal Compliance Reviewer*

                                                       Tanya Whitehead
                                                       Federal Compliance Reviewer

Jennifer Bott   **Gera Burton**   **Alexis Collier**
Team Member   *Team Member*   *Team Member*

Wayne Hilson   **Sherilyn Poole**   **Connie Wilson**
Team Member   *Team Member*   *Team Member*

Context and Nature of Review

Visit Date

10/19/2015
Mid-Cycle Reviews include:

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

Reaffirmation Reviews include:

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

Scope of Review

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

There are no forms assigned.

Institutional Context

Oklahoma State University (OSU) is located in Stillwater, OK on 27,819 acres of land and in 493 buildings. OSU was founded on December 25, 1890, as Oklahoma Agricultural and Mechanical College. On July 1, 1957, Oklahoma A&M College officially became Oklahoma State University. Technical branches were established in Okmulgee in 1946 and in Oklahoma City in 1961, later renamed the OSU Institute of Technology and OSU-Oklahoma City. In July of 1988, the Oklahoma College of Osteopathic Medicine and Surgery became the College of Osteopathic Medicine of OSU. The institution serves as Oklahoma's land-grant university.

With approximately 26,000 students, OSU offers Bachelor's degrees in 98 disciplines, 71 Master's degrees, and 45 Ph.D. programs. The largest degree programs include Animal Science, Mechanical Engineering, Accounting, Marketing, Management, Nutritional Sciences, Entrepreneurship, Finance, and Chemical Engineering. OSU was the first university to offer an advanced degree in Unmanned Aerial Systems. Other disciplines that attract students from across the country and world are business data mining, hotel and restaurant administration, fire protection and safety engineering technology, and agricultural economics.

OSU-Tulsa was established in 1999 as a branch campus of Oklahoma State University. It serves just over 2500 students, with approximately 250 full-time and part-time faculty (from the Stillwater and Tulsa campuses) and a staff of 120, offering both undergraduate and graduate programs. OSU-Center for Health Sciences (OSU-CHS), established in 1997, offers masters and doctoral degrees and includes the College of Osteopathic Medicine.

The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges was created on July 11, 1944. The Board has the supervision, management and control of five institutions, including Connors State College, Langston University, Northeastern Oklahoma A&M College, Oklahoma Panhandle State University, and Oklahoma State University. The Board, also referred to as the OSU/A&M Board of Regents, consists of nine members, one of whom is the President of the State Board of Agriculture. The remaining eight members are appointed by the Governor for eight-year terms.

A seven-member team of Higher Learning Commission (HLC) peer reviewers traveled to Stillwater, Ok, on October 18, 2015. The team met several times prior to the visit via teleconference, and worked with the institution's Accreditation Liaison Officer to establish a visit schedule prior to their arrival at OSU. All scheduled meetings occurred with engaged and enthusiastic members of the Oklahoma State University community. A Multicampus Evaluation of OSU-Tulsa and OSU-CHS was conducted as part of the comprehensive review. One peer evaluator visited each campus for a full day prior to the OSU site visit.The team developed a draft report prior to departing Stillwater, and then worked collaboratively to review and revise for the following two weeks. It was submitted to the HLC ten days after the visit was completed.

Interactions with Constituencies

Assistant Dean, Director of Research, College of Agricultural Sciences and Natural Resources

Assistant Dean, College of Agricultural Sciences and Natural Resources

Assistant Director of Assessment, College of Education

Assistant Director, International Studies and Scholars

Assistant Director of Testing and Technology and STAR System Coordinator

Assistant Director, University College Advising

Assistant Provost and Associate Vice President for Undergraduate Education

Associate Dean, Academics, College of Engineering, Architecture and Technology

Associate Dean, Academics, College of Human Sciences

Associate Dean, Extension and Engagement, College of Human Sciences

Associate Dean, Graduate College

Associate Dean, Research, College of Human Sciences

Associate Dean, Spears School of Business (2)

Associate Director, Undergraduate Admissions (2)

Associate Head for Lower Division Instruction, Mathematics

Associate General Counsel, OSU and A&M

Associate Professor, Human Development and Family Sciences (2)

Associate Professor, Human Nutrition

Associate Provost

Associate Provost and Dean of the Graduate College

Associate Vice President for Administration and Finance, Director of Institutional Research

Associate Vice President and Comptroller

Associate Vice President for International Students and Outreach

Associate Vice President for Research

Career Consultant, Human Sciences

Chair, OSU Faculty Counsel

Chair, OSU/A&M Board of Regents

Chair, Council for Assessment of General Educational

Dean, Honors College

Dean of Libraries

Dean, Center for Veterinary Health Sciences

Dean, College of Arts and Sciences

Interim Dean, College of Education

Dean, College of Human Sciences

Dean, College of Engineering, Architecture and Technology

Dean, Spears School of Business

Director, Budget and Asset Management

Director, Career Services

Director, Didactic Program in Dietetics

Director, Diversity Academic Support and TRIO Programs

Director, Facilities Management

Director, Center for Sovereign Nations

Director, Housing and Residential Life

Director, Human Resources

Director, Leadership and Campus Life

Director, Multicultural Affairs

Director, Office of Financial Aid

Director, Office of Multicultural Affairs

Director, Online Learning, Spears School of Business

Director, Student Academic Services, Assistant Dean CASNR

Director, Student Services, College of Human Services

Director, Student Success, College of Engineering, Architecture and Technology

Director, Transfer and Veteran's Services

Director, Undergraduate Admissions

Director, University College Advising

Director, University Reaccreditation

Director, University Assessment and Testing

Executive Director for Student Affairs

Head, Mathematics

Head of School, College of Education

Incoming Chair, OSU/A&M Board of Regents

Interim Assistant Director, Honors College

Interim Head, Foreign Languages

Manager, College of Education Outreach

Manager, Engineering Distance Education

Member, General Education Advisory Council

Member, Committee for the Assessment of General Education

Past-Chair, OSU/A&M Board of Regents

President, Oklahoma State University

President, OSU Research Foundation

Professor, Finance, OBA Chair

Professor, Geography

Professor, Natural Resources, Ecology and Management

Professor and Associate Head, Geography

Senior Associate Dean, Graduate College

Senior Vice President for Administration and Finance

Senior Vice President and General Counsel

Senior Vice President and Provost

University Registrar

Undergraduate Research Coordinator, Scholar Development

Vice President for Enrollment and Marketing

Vice President for Student Affairs

Vice President for Research

Vice President, Dean, and Director, Division of Agricultural Sciences and Natural Resources

Vice President for Institutional Diversity

Students:

4 online students

13 student leaders

42 students at drop-in session

Faculty:

22 online faculty

9 members of the Faculty Council

4 faculty at drop-in session

7 faculty in various sessions

Multi-location Interactions (OSU-Tulsa):

Academic Counselor, CRM Coordinator

Academic Counselor

Academic Counselor, College of Arts and Sciences (2)

Academic Counselor, College of Education, College of Human Sciences (2)

Academic Counselor, College of Engineering, Architecture and Technology

Academic Counselor, Spears School of Business

Assistant Director of Student Services

Associate Vice President for Academic Affairs

Associate Vice President, Budget and Finance

Coordinator, Scholarships and Financial Aid

Director, Information Technology

Director, Library

Director, Student Services

Financial Aid Advisor

Graduate Admissions Officer

President, OSU-Tulsa

Prospective Student Counselor

Vice President for Academic Affairs

Vice President for Administration

5 faculty

6 students

Multi-location Interactions (OSU-Center for Health Sciences):

Director of Information Technology

Director of Medical Library Services

Executive Assistant to the Vice Provost for Graduate Programs

HCA Program Manager

President, OSU-CHS

Program Coordinator, Arson & Explosives Investigation

Program Coordinator, Forensics

Program Director, Biomedical Sciences

Program Director, Athletic Training

Program Director, HCA Healthcare Administration

Program Director, Forensic Sciences (2)

Provost, Senior Associate Dean

Vice President for Administration and Finance

Vice Provost for Graduate Programs

8 faculty at drop in session

7 students at drop in session

Lucy the Service Dog

Additional Documents

OSU Student Handbook

OSU Family Handbook

OSU Student Code of Conduct 2014-2015

Fall 2015 State magazine

Various OSU Museum of Art flyers

Various OSU-CHS Program Guides

OSU-CHS New Medical Academic Building publication

CD: Cowboy Moments, The year in review 2014-2015

CD: A Milestone Year at OSU, 2015-2016

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Evidence

OSU's mission is appropriate for a land-grant, research institution with responsibility for agriculture and technical education that "promotes learning, advances knowledge, enriches lives, and stimulates economic development through teaching, research, extension, outreach, and creative activities." The institution's academic degree programs, student support services, and enrollment profile are consistent with the stated mission. Interaction with a wide variety of constituencies provided evidence of understanding of, and support for, the institution's mission. The OSU/A&M Regents accepted this mission and strategic plan.

With input from various councils, OSU approved a streamlined strategic plan in April 2015, which emphasizes OSU's strength in research, teaching, and outreach, and is consistent with the mission statement of the University. The strategic plan, mission, and value statements are used in planning processes at the Stillwater and Tulsa campuses. Individual colleges are charged with developing strategic plans.

Academic programs are consistent with the stated mission and all programs undergo a review process every five years. Student support services are distributed appropriately to address student academic needs at various levels though the University College Advising/LASSO Center and the Math Learning Success and Writing Centers.

The institution's planning and budgeting priorities align with and support the mission. For example, the College of Agricultural Sciences and Natural Resources (CASNR) uses curriculum mapping and course inventory audits to ensure that future needs align with institutional priorities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

Mission, Vision, Core Values, and Goals are articulated on the President's website as well as on the Office of the Vice President for Research website. The finalized institutional strategic plan also articulates the vision, values, goals, and institutional priorities. Meetings with faculty, staff, administrators, and students indicated widespread understanding of, and support for, the mission of the University as a land-grant, research institution with a commitment to serving the citizens of the State of Oklahoma.

Our meeting with the OSU/A&M Board of Regents confirmed a clear articulation of institutional mission from the President as the Board was able to verbalize with clarity the same institutional goals expressed in separate meetings with him and senior leadership. The makeup of the Board also confirmed a commitment to its mission as a state institution in that all members are required to have agricultural connections through familial or business ties.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Evidence

The diversity mission with its commitment to inclusion and academic excellence has been recognized by the Higher Education Excellence in Diversity Award (INSIGHT magazine) for four years running. With membership of faculty, staff, and students, the Diversity Advisory Board provides guidance to the institution on matters related to diversity. The Division of Institutional Diversity (DID) oversees the Office of Multicultural Affairs (OMA), the Office of Equal Opportunity (OEO), and the recently launched Center for Sovereign Nations (CSN). Since 2009, as a result of its initiatives, among them the Provost's Faculty Development workshop series and the Inclusion Leadership Program (ILP) to create a more inclusive campus, the institution has enrolled increasing numbers of diverse populations.

Confirmed through meetings with the leadership team of the Division of Institutional Diversity as well as online documentation, there has been a 76% increase in the enrollment of students of color at the institution from 2009-2014. In addition, OSU has seen a 37% increase in degree completion of African Americans, as well as an 88% and 11% increase in degree completion of Latino/a and Native American students respectively. Meetings with student leadership as well as the deans of the Colleges of Human Sciences and Education confirm a consistent dedication to collaboration around advancing diversity. A plan to assess diversity in general education courses is currently in development utilizing both quantitative and qualitative data collection and analysis methodologies. The OMA serves as a resource for affinity student organizations across majors, and collaborates with OEO and CSN regarding the recruitment of underrepresented populations in Oklahoma City, Tulsa, and Texas. There has also been a concerted effort to increase the number of diverse students who take advantage of study abroad opportunities. DID partners with the Office of International Affairs to identify students and funding to this end as evidenced in the Humphrey Scholarship and partnership with Louisiana State University (LSU) to provide Native American students with study abroad experiences. To date, nearly two dozen students have taken advantage of these opportunities. There are several firsts for the institution this year, as the "2015 Ms. OSU" is African American and several members of the homecoming court are African American as well. As part of the homecoming celebration, several members from minority student organizations will now be participating in the parade, chili cook-off, as well as helping honor several "Trailblazer Alums" during this year's festivities.

Although there have been improvements in terms of enrollment numbers for students of color, meetings with students suggest that some do not feel completely safe in expressing dissent or opinions

on broader social issues amongst the larger, non-minority student body. The institution also scored significantly lower with senior-level students on the "Discussions with Diverse Others" engagement indicator on the 2015 NSSE survey. Both the student-anecdotal and NSSE-survey feedback seemed to be in contrast to what was shared during the meeting with the Division of Institutional Diversity team. They spoke about the campus-wide event discussing the Ferguson, MO shooting/unrest that led to a diversity-centered course for faculty and staff. They also shared an incident where campus leadership addressed insensitive remarks made about Native Americans at an OSU event by a student. Senior leadership, including the VP of Diversity, met with the young person's family as well as Native American students and were able to collaborate on developing a series of programs geared toward educating the campus on the history of the state and its indigenous peoples.

This apparent disconnect regarding perceptions of climate speaks to a need for the Division to move toward a more systemic and coordinated way of leading the institution in the area of diversity. A comprehensive campus climate survey is in order to garner greater understanding of the experiences of students, faculty, and staff across the diversity spectrum. Division leadership agreed and seek to begin this process in 2016. The Vice President also mentioned his desire to work with academic units to create individual diversity councils within each college as a means of strengthening the assessment and reporting structure around diversity. Overall, there exists a true spirit of collaboration in this area; however, it still seems somewhat piece-meal. A comprehensive diversity plan, assessment, and reporting structure should aid in advancing current initiatives as well as identifying new, more impactful ones. With a changing student demographic, a focused effort on increasing the diversity of faculty, staff, and overall support systems is required.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Met

Evidence

OSU's adherence to its century-long, land-grant mission clearly demonstrates the institution's commitment to serving the public good. The strategic plan includes a core goal of outreach and evidence of engagement is present in the work of established partnerships, such as the Oklahoma Water Resources Center, which addresses challenges to the water supply. The institution facilitates student engagement with a wide range of service learning projects. In recognition of its legacy of community engagement, the institution received the 2015 Community Engagement Classification from the Carnegie Foundation, which acknowledges its role in enriching scholarship, research, and creative activity; preparing educated, engaged citizens; addressing critical societal issues; and contributing to the public good. The institution believes it is able to fully commit to doing what is best for the institution and the state as there are no competing interests or shareholders.

A point of pride in the meetings with the OSU/A&M Board of Regents and representatives from Enrollment Management is the institution's ability to keep the cost of attendance affordable, especially to those from the state. In addition to managing costs at the senior administration level, the Office of Enrollment Management has instituted financial aid workshops and outreach programs for prospective and current students. Guided by the NASPA standards of good practice, the office, despite limited human resources, has provided Saturday monthly financial aid reviews in Oklahoma City, Tulsa, and parts of Texas. For current students, the Office of Financial Aid offers scheduled and walk-in service to students with professional counselors.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Oklahoma State University (OSU) has a mission that is clearly articulated to all university constituencies and is appropriate for Oklahoma's land-grant institution. OSU's mission embraces the institution's tradition of engaging with external constituents in outreach programs. The strategic plan includes a core goal of outreach and evidence of engagement is present in the work of established partnerships. The strategic plan and mission are used in planning processes at the Stillwater and Tulsa campuses and guide operations of the University.

OSU has clearly demonstrated a commitment to diversity through the establishment of a Division of Institutional Diversity and a Diversity Advisory Board. A dramatic increase in minority student enrollment, coupled with the development of a number of innovative programs, has resulted in the institution being granted the Higher Education Excellence in Diversity Award by INSIGHT magazine.

Although minority enrollments are at an all-time high, some students expressed frustration at the actual engagement of the campus in issues of diversity. Additionally, the hiring of minority faculty and staff has not kept up with the changes in student body. The University is encouraged to place a significant emphasis on faculty and staff minority hiring to ensure that all OSU students experience a safe and welcoming environment.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

OSU has updated policies that incorporate a focus on integrity across its many operations. Beginning at its highest organizational level, OSU is governed by the OSU A&M Board of Regents, whose March 2, 2013 Ethics Policy 3.10 decrees the Board, staff of the Board, and individuals employed by or on behalf of member institutions, including OSU and its regional campuses, act with fairness and honesty in all their dealings.   The Policy Statement entails numerous principles that among many, address a commitment to respect for the rights and dignity of all persons, nondiscrimination, confidentiality of personal information, academic honesty, adherence to laws, disclosure of conflicts of interest and the need to take steps to mitigate or eliminate interests that compromise integrity, responsible and good faith actions in use and control of institutional assets, and maintenance of complete and reliable business records. Additional Regents policies establish standards, procedures, and guidelines for presenting financial and other information to the Regents (2.19), operations of the office of Internal Audits (1.03), and OSU athletics (30:10-03-04). Conversations with Board members further revealed the Board's commitment to ethical policies, indicated by their newer requirement that job descriptions include statements on expectations for ethical behavior. OSU in turn is guided by Regents policies to establish OSU specific ones which are periodically reviewed internally and updated following legal counsel from the Regents. Professional ethics for faculty are included in the OSU Faculty Handbook.

Adherence to ethical policies is facilitated through OSU/A&M Board of Regents and institutional oversight.   The Board's Office of Legal Counsel reviews policy proposals including those on contracts and personnel actions, and counsels the Board as to their legality and advisability. The Board's Department of Internal Audits helps ensure integrity in the institution's operations, including for example, admissions, student aid, research, copyright, health and safety, police activities, and facilities. The Board's policy on OSU athletics makes clear that the President addresses and maintains an athletics compliance program and communicates institutional responsibilities in this area.   Within OSU, the Office of Administration and Finance ensures business practice standards and procedures are followed per Policy 3-0201. The Office of University Research Compliance ensures research regulations are followed. OSU provides resources to staff an Academic Integrity Panel.

OSU also makes available EthicsPoints to the OSU community for reporting confidentially criminal, unethical, or other behavior in violations of OSU polices, and reports are subsequently reviewed by the Board's Legal Counsel. Conversations with 14 participants in an open forum on mission and integrity confirmed action is taken to address reported concerns, and reports are monitored to determine if patterns of concern arise.

OSU takes steps to prevent unethical behavior. OSU first communicates expectations for ethical behavior, second, makes clear violations may result in sanctions, and third, provides training about proper conduct in several key areas. Expectations for proper conduct are displayed in the Faculty Handbook, Student Code of Conduct, and university catalogue that also document the procedures that will be followed if violations are reported. Syllabi include an attachment on plagiarism that ensures the topic is brought to the attention of students repeatedly and consistently. OSU also offers training on proper conduct in several key areas. Conversations with 14 participants in an open forum on mission and integrity confirmed, for example, online Title IX training is provided. Other types of training revealed in policy and procedure guidelines include: comprehensive educational programs on compliance matters consistent with the National Collegiate Athletic Association guidelines; Collaborative Institutional Training Initiative educational modules on correct research practices; and both access to a video and small group presentations on academic integrity.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Evidence

In its online as well as print materials, OSU conveys extensive information about its programs and overall degree requirements, faculty, costs to students, accreditation relationships, and support services. As examples, the introductory sections of the catalogue provide information about OSU's establishment and history as a public land-grant institution, and the current mission, administration, and student profile. Overall admissions and degree requirements, and degrees offered are shown. Specific program requirements and associated faculty with their terminal degree are listed. Requirements of the Graduate College and the associated graduate faculty are listed, including the institution at which graduate faculties' terminal degrees were awarded. Accredited programs and associated accreditation bodies are inventoried, as well as courses and course descriptions. The catalogue includes information about costs, fees, and potential sources of scholarships and financial aid.

Conversations in an open forum on mission and integrity revealed the Office of Undergraduate Admissions also works closely with high schools and potential students during recruitment periods to disseminate cost and fee information. Trained financial advisors additionally provide financial counseling regarding loans and costs once admitted. OSU notes in its catalogue that all information may not remain current across a year, and links are provided to attain more up-to-date information. Programs provide web links for additional or more current information. In the OSU Guide to Consumer Information, brief descriptions and links to critical student consumer information is distributed to students via e-mail and through a website. Among the several resources are information about costs to attend OSU, financial aid and repayment policies, transfer credit policies, accreditation information, athletic program information, and safety policies.

OSU generates and makes publicly available reports which provide a profile of the institution along a number of dimensions. The Office of Institutional Research and Information Management (IRIM) creates and publishes on its website each year a 100-page Student Profile report which contains: information about characteristics of the student population (e.g., level, gender, ethnicity); academic information such as degrees granted and student retention; and also enrollment projections. IRIM additionally creates an OSU Academic Ledger report which provides a five-year history on selected dimensions about: students, faculty, research expenditures, tuition, and mandatory fees. A Diversity Ledger similarly provides diversity-related information for students, faculty, and staff.

OSU is transparent about students' experiences, learning, and success. The University Assessment and Testing Office provides on its website reports from alumni surveys and student experience surveys such as the National Survey of Student Engagement (NSSE). OSU also participates in the Voluntary

System of Accountability and in its College Portrait presents undergraduate student information on costs, programming, student success, learning, and experiences. Individually accredited programs may also provide information about student success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Evidence

Following its legal authority to ensure OSU is effective for the purpose it was created, and as reflected in its ethics policy to strengthen the public's trust in the integrity of the OSU/A&M System, the OSU/A&M Board of Regents meets throughout the year to consider and act upon policies and procedures necessary to maintain and advance the institution. Meeting agendas and minutes, available on the Board's public website, show items and topics are heard and acted upon which both preserve and enhance OSU. Examples include considerations for revisions to the audit and risk management charter, long range capital planning, and strategic and financial planning. Items are also discussed to enhance academic endeavors, such as approval of new degrees and program modifications. Conversations with three Board members revealed a deep commitment to understanding and addressing issues of importance to the institution. Members identified student retention, distance education, and needs-based funding as priorities, showing consistency with the institution's attention to enrollment planning and strategies for advancement.

Opportunities are provided to ensure matters of relevance to OSU's internal and external constituencies are considered by the Board. The Board's governance philosophy expects open communication between the Board and President regarding matters of strategic importance and significant risk. The President is expected to establish processes to identify such matters. As one example, the President receives recommendations from the Faculty Council representative body about matters important to the faculty following bylaws articulated in the Faculty Handbook. Recommendations drafted in Faculty Council standing committees and approved by Council are reviewed by legal counsel and implementation bodies before being forwarded to the President, who then reviews recommendations to take to the Board. Conversations with Faculty Council confirm this process occurs, but noted it results in long delays before policies can be implemented. Public representatives can provide input directly to the Board during time allocated for public comment at regular meetings. Conversations with three of the Board members validated that the Board is open to public comment and input. As one example, Board members listened to concerns about some of the

constraints in the physical environment for individuals with physical disabilities, and subsequently took action to address those concerns. The Board also indicated they had a positive and open working relationship with the President and were able to hear about and understand issues of importance to the institution.

OSU/A&M Board of Regent's Ethics policy 3.10, and procedures by which complaints are investigated through the Office of Legal Counsel, provide a framework for addressing conflicts of interest to help ensure the Board operates in the best interests of the institution. The Office of Legal Counsel provides professional advice and legal services to the Board that include matters on conflict of interest. Legal Counsel is expected to exercise independent professional judgment, and provide advice that may include moral factors as well as the law. Legal Counsel also investigates complaints. Ethics policy violations may result in disciplinary action including dismissal.

Through established laws and policies, the OSU/A&M Board of Regents maintains authority for legislative and some judicial functions, but delegates their executive power to the President and his assistants, who in turn adhere to OSU Faculty Bylaws which recognize faculty as those entrusted with the primary academic tasks of teaching, research, and extension. The Board's Governance Philosophy 30:01-01-02 specifies that the Board expects open communication between the Board and the President on important matters, and for the President to establish systems and procedures to identify them. The Board's Institutional Policies 1.08 specifies that the Board leaves to the institutional administration broad responsibilities for developing internal policies and procedures to manage the institution. OSU's Charter and Bylaws of the General Faculty specify the procedures and processes to recommend policies and long-range plans to the President, and subsequent to his review, to the Board. These rules also address faculty responsibilities and include numerous operations of the institution conducted by faculty, such as initial decisions on curricula and academic programming. Adherence to these policies and practices were confirmed throughout the visit. Conversations with some members of the Instructional Council verify curricular matters are initiated with faculty who have expertise in the disciplines. Conversations with leadership corroborate policy matters are discussed via established governance procedures before going to the Board for final decision.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

OSU conveys consistent messaging regarding freedom of expression and pursuit of truth in its educational endeavors in planning and policy documents.   The institution's strategic plan includes a core value on intellectual freedom in ethical and scholarly questioning in an environment that respects rights to pursue knowledge. The Faculty Handbook contains a preamble that reinforces the idea that the basic function of a university is to advance and transmit knowledge, and an appendix (B) on academic freedom. OSU has institutional polices which address free inquiry and expression as the institution meets its educational purpose, and extracurricular use of university facilities areas for the purpose of expression.

OSU's Institute for Teaching and Learning Excellence created a "Difficult Dialogues" series in which faculty are provided strategies to help them discuss important but potentially controversial or challenging issues in their classes. The series was also noted in an open forum on mission and integrity as being helpful in reinforcing OSU's commitment to having an environment supportive of diversity.

OSU offers public forums in which current scientific findings are brought to bear on important issues. For example, OSU hosts a free and open monthly Science Café sponsored by the OSU Chapter of Sigma Xi, the Library, and the Office of the Vice-President for Research in which scientists give brief presentations followed by discussion and questions. One such series on the oil and gas industry resulted in large attendance (281 attended the series), and resulted in OSU receiving a national Library Programming Award for library programs which encourage learning and has community impact.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Evidence

OSU has established policies and procedures, accompanied by relevant administrative structures and procedures, which ensure oversight and provide support for the research and scholarly activities of its faculty, staff, and students. Research is overseen by the Vice President for Research; policies are established for researcher training, proper care and use of animals, use of human subjects, and research safety requirements which are updated to reflect regulatory and best practices; and further oversight is provided by a Research Committee of the Faculty Council who recommend policies. An Office of Research Compliance administers training for conducting research ethically and properly, and also ensures regulatory requirements are met. Training is conducted through the Collaborative Institutional Training Initiative for faculty, graduate and undergraduate students, postdoctoral fellows and other research staff. OSU-CHS has a separate Institutional Review Board for programs at that location. Misconduct reports are sent to the Provost and Senior Vice President for review and action.

OSU calls for responsible behavior of students in its 2014-2015 Student Code of Conduct and 2015 updated code which specify that students act with honesty and integrity. OSU offers a video on academic integrity, and delivers about 30 presentations on the topic each semester. OSU's standard course syllabus attachment contains information on academic integrity, and copyright and use policies. Students are provided guidance in the proper use of information sources in required English composition courses and through training opportunities in proper citation conducted by OSU libraries. The Edmon Low Library on the Stillwater campus offers sessions on proper source citation along with web-based research guides for citing sources; the OSU-Tulsa library provides workshops on research skills and a citation manager. The Office of Scholar Development and Undergraduate Research provide resources and workshops on research ethics, and the Graduate College works through disciplinary colleges to communicate to graduate students the importance of managing information properly.

OSU acts responsibly to ensure academic integrity. Policy and Procedures rule 2-0822 articulates the policies and procedures that students, instructors, and members of the Academic Integrity Panel should follow on issues of academic integrity. Potential sanctions for alleged violations and appeal processes are similarly spelled out. One full-time coordinator, 66 trained facilitators, and 60 trained faculty and students serve on hearing panels to make sure the policies and procedures are enforced.

OSU's Learning Management software is available to help detect plagiarism. OSU also tracks the number of violations by level across years, and has seen a nonlinear but increasing trend in violations. OSU is considering further analyses and actions to reduce violations through education and monitoring.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Beginning at its highest level, and progressing to individual units, OSU has policies and processes that ensure it is governed with honesty and fairness. Students, faculty, staff, and administrators at the Stillwater and Tulsa campuses all indicated, without exception, enthusiastic support for senior leaders and the OSU/A&M Board of Regents. The Board has an Office of Legal Counsel which develops and reviews policy and advises the campus on all legal matters. Expectations for ethical behavior are widely communicated to all campus constituencies in print publications such as the Faculty Handbook, Student Handbook, Family Handbook, and OSU Student Code of Conduct. These publications, and others, are also available to the public on the OSU website.

OSU conveys extensive information about its programs, degree requirements, tuition and fees, faculty, accreditation status, and support services on its web pages and in numerous print publications. OSU generates and makes publicly available reports which profile the institution in such areas as enrollments, persistence, and graduation rates, as well student experience reports such as the Campus Crime report. Additionally, there is a sense of transparency in how the institution makes available financial information and meeting information such as Board agendas and minutes.

The institution's strategic plan includes a core value of intellectual freedom and pursuit of truth and faculty affirmed this as a real and viable component of the OSU experience. The Institute for Teaching and Learning Excellence provides educational opportunities to help faculty develop the skills needed to discuss difficult topics in class.

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

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

3.A - Core Component 3.A

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

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

Rating

Met

Evidence

A cohesive curriculum process exists at Oklahoma State University to ensure programs are appropriate to higher education and meet expectations for best practices through policies for curriculum development and committee review. New courses are reviewed by the Registrar's Office for consistency with the credit hour policy and courses that deviate from the traditional 15 week format require a Deviation Form. However faculty reported they were largely unaware of the credit hour policy.

Faculty create learning goals, generate new courses, and develop new programs that are approved through the departmental and institutional curriculum committees including the Instructional Council, OSU/A&M Board of Regents and the Oklahoma State Regents for Higher Education (OSRHE) for final approval. This process includes all courses and programs, including those offered through distance learning, and was verified during the meeting with senior leadership.

New graduate courses and programs, both face-to-face and online, are developed by graduate faculty and are approved by the departmental curriculum committee, the Dean of the Graduate College, and then forwarded for approval to the OSU/A&M Board of Regents and OSRHE. A policy is in place to standardize the awarding of credit hours across locations and format and delivery methods with the same approval process for all locations. Additionally, some faculty teach at different locations and use different delivery methods to ensure continuity of the curriculum as also discussed in the meeting with senior leadership.

There are four General Education goals with an approval process for new courses that include the General Education Advisory Council, OSU Board of Regents, and the Oklahoma State Regents for

Higher Education (OSRHE). The Committee for Assessment of General Education exists to assess General Education on a three year rotational basis. Faculty create measures to assess student learning that are included in both General Education and program assessment. All undergraduate students fulfill General Education courses via completion or transfer through formal articulation agreements.

A five year Program Review process ensures that programs are current and efficient. An example provided during the meeting with senior leadership was the Russian Program that was deleted as a result of Program Review. The review process occurs annually for each program with an expanded report on the fifth year. In the meeting session with the Deans, it was verified that budget and strategic planning are tied to the annual program review and result in restructuring, reducing or expanding programs with an example given of the Engineering Department and its recent expansion. The Academic Program Review is aligned to the OSRHE requirements and serves as the basis for program discussions at the state level.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Evidence

The last revision to the General Education program occured in 2015 and resulted in the requirement of 40 hours of course work to meet the standards set by OSRHE. Both upper and lower division General Education requirements are in place. General Education requirements are published, as verified, in the catalog along with a philosophy. General Education requirements are in place for lower and upper division students. General Education assessment is accomplished through standardized rubrics, including AAC&U's VALUE rubrics, applied to student work. Specific General Education courses are designated for Diversity, International Dimensions, and Humanities.

The Division of Institutional Diversity and the Office of Multi-Cultural Affairs provide students resources and opportunities for development in addition to a variety of co-curricular student organizations as described by the VP and Chief Diversity Officer. Service learning is also available to students including international opportunities as described by the VP of Student Affairs.

Research is an expectation for tenured faculty and is monitored during the annual evaluation process. Graduate students work with their program faculty and their advisor to develop a research focus. OSU encourages early undergraduate research through the Freshman Research Scholars program, Wentz Grant program, and Niblack Research Scholars program. The Honors College supports research by undergraduate students by providing scholarships and faculty mentors. During the meeting with a group representing facilities management, several examples were given of business and engineering students completing projects, having class observations and internship opportunities within the

physical plant facilities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Evidence

Oklahoma State University has experienced planned increases in student enrollment over the past five years. It was verified during the senior leadership meeting that faculty have been added to address this growth to keep the student-faculty ratio at 19.5 to 1, with tenure track or tenured faculty teaching about half of the undergraduate courses, and to keep an average class size of 40 students. Faculty verified that the class sizes have slightly increased but a more pressing issue is classroom availability for large lectures (up to 100 students) as a result of concentrated classroom scheduling during convenient hours such as 10:30am to 2:30pm Monday through Thursday.

As verified in the Faculty Handbook, the published qualifications for faculty are developed by the department and approved by the Vice President for Academic Affairs and Provost. Other published policies verified in the handbook include the annual evaluation, development, promotion and tenure guidelines, and the requirement that graduate faculty hold a terminal degree in the discipline. Faculty verified that the published processes for annual evaluation, promotion, and tenure are followed and that faculty have a formal route of appeal for each of these processes. The Institute for Teaching and Learning Excellence (ITLE) coordinates the professional development of all instructional personnel, including graduate teaching assistants. Faculty consistently praised the opportunities available to them through ITLE and gave numerous examples of courses and workshops they had participated in to strengthen their teaching.

OSU does not participate in dual credit or contractual relationships. A number of graduate programs

are offered through consortia such as the Great Plains Educational Alliance. Credentials for faculty who teach in these programs are equivalent to those who teach at OSU or one of its branch campuses.

Oklahoma State University has a systematic process for assessment of student learning led by 97 assessment coordinators. The institution dedicates $10,000 annually to each college in support of the assessment process, with funds derived from a student fee. In addition, $130,000 is allocated annually to departments for assessment activities; these funds are also from the student assessment fee. Indirect assessment components include an annual Student Survey of Instruction and an alumni survey.

Faculty are required to hold office hours and students interviewed indicated that faculty are accessible during these hours and are available to provide academic support through other mechanisms such as undergraduate and graduate research collaborations and student club sponsorship.

In the Division of Student Affairs a master schedule of required and suggested professional development is maintained by each director, and incorporates mandatory University and Student Affairs orientation programs, as well as department training. All professional staff in student and academic support services hold appropriate credentials, and those who were interviewed indicate strong participation in professional development and training. There are regular meetings of the directors for advising to ensure consistency. The LASSO Handbook for tutors contains the job description, requirements, and procedures. A required orientation and suggested training for staff in Student Affairs areas ensure on-going currency. Staff hired in Student Affairs areas must meet requirements for credentials and/or licensure.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

Students verified learning support on a variety of levels. Initial student support services are communicated by means of websites, brochures, and during meetings with Admissions Counselors. All students must see their assigned academic counselor to remove the automatic advising hold. The Learning and Student Support Opportunities Center (LASSO Center) includes tutoring, and Student Success Centers are located in various colleges. Other support services include Math Tutoring, Academic Alert System, Academic Development Center, Alcohol and Substance Abuse Center, Reboot Center, Counseling Center, Disability Services, International Student and Scholars Office, and Career Services.

As noted in the student survey, undergraduate non-traditional and/or transfer students expressed some concerns regarding support services for successful and timely completion of their degrees. While there is a Non-Traditional Student Service Office in the Student Affairs area, there is no specific academic support component beyond general advising as verified by the leadership team. However the Veteran Benefits Service Office is housed within the Division of Academic Affairs area with dedicated space readily visible on the tour.

Readiness to enter regular courses for new students is assessed by ACT/SAT scores, Placement Analysis, COMPASS and ALEKS scores. Students with academic performance issues are re-assigned to Advising for re-assessment. The LASSO Center provides tutoring, supplemental instruction and coaching. There is a required orientation for all new and transfer students and each college has a 1000-level introduction and orientation course.

The campus tour revealed that some classrooms did not appear to be technology-configured and only had a blackboard. The Center for Institutional Teaching and Learning Excellence (ITLE) oversees the

technology needs for classrooms, and Technical Support Services provides support for colleges to design and update presentation technology. There did not appear to be a systematic plan for technology upgrades in classrooms across campus, and ITLE is encouraged to develop such a plan.

While expansion of online learning was identified as a priority in the Strategic Plan by the senior leadership team and by the OSU/A&M Board of Regents, students reported difficulties with the format and accessibility of some content. Faculty also shared concerns about the current decentralized approach to online learning, including the following: lack of adequate training and course design support, workload issues, non-standardized student fee structure, variability in compensation for online faculty, and lack of policies for assessment and evaluation of online courses and faculty. Lack of university policy on course length and course structure may result in variability of student experience and student learning outcomes. It is recommended that the University invest in developing a centralized infrastructure for distance learning, determine standards for faculty workload in online courses, and work with the Offices of General Counsel and University Registrar to ensure that credit hour determination for each course meets federal credit hour standards and that the University meets federal requirements for state authorization.

Faculty were very complimentary of the services provided by the Institute for Teaching and Learning Excellence, especially for junior faculty members. For example, ITLE offers a weekly live-streaming event that faculty can participate in from their offices or home. Faculty can also request consultative services focusing on specific areas of concern or on new pedagogical techniques. ITLE also hosts monthly professional development workshops attended by faculty and staff from all academic and support service areas. These workshops are also open to graduate students. The Effective Teaching and Learning Course is a six-week course offered primarily online, but also with face-to-face sessions, designed to inform junior faculty members about the overall teaching and learning process. Faculty did mention the need for a systematic mentorship program for new faculty.

Syllabi contain faculty contact information with policies in place addressing suggested office hours. NSSE results show faculty interaction to be at the benchmark level for seniors and higher for first year students as was also verified by students. The alumni survey shows a high satisfaction level for the quality of instruction, advising and overall experience. The HLC Student Survey indicated high levels of satisfaction with faculty support and availability, faculty knowledge, and accuracy of information provided by both faculty and advisement staff.

All syllabi reviewed contained standardized information on academic integrity, copyright, and fair use of course materials, as well as reference to the student code of conduct. The OSU libraries also support student research by providing web-based guides and librarian-led information sessions. The libraries also fund Undergraduate Research Awards. The Henry Bellman Office of Scholar Development and Undergraduate Research provides support to both faculty and students interested in advancing opportunities for student research and participating in student-faculty mentorships. There are an extraordinary number of student fellowship winners and student scholars supported through this office who are actively engaged in research. These support mechanisms help to integrate teaching, learning, and research at this land-grant, research campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Evidence

Evidence provided by students and the Vice President for Student Affairs indicate that a wide variety of co-curricular programming is available to enhance learning including learning communities and international service activities. Students spoke very positively about the wide variety of clubs and activities available at OSU. Undergraduate students who participate in 400 service hours and graduate students who participate in 300 service hours qualify for the Creating Opportunities for Responsible Development (CORD) honorary cord at graduation.

The Division of Student Affairs also follows the Six Pillars of Learning Outcome Model that is reflected in the Strategic Plan and assessed annually; however, review of the assessment plan did not yield specific results in many areas reported. The institution is encouraged to continue to develop this important assessment process to allow for continuous improvement of the co-curricular experience.

Opportunities exist for students in a number of majors such as Management and Engineering to apply their learning through campus projects and real world experiences including campus building maintenance, active building projects, and landscaping. Students in these programs who completed the HLC Student Survey spoke very positively of their programs and faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

OSU has an extensive curricular process in place to ensure that the development of new and revised courses and degree programs has appropriate faculty oversight. Faculty have established a set of learning outcomes for each degree program and a set of learning objectives for every course. Course learning objectives and program learning goals are the same no matter the method of delivery (face-to-face, online, hybrid), and no matter the campus (Stillwater or Tulsa).

The General Education program is current and robust and is provided oversight by several faculty committees. General Education assessment is accomplished through standardized rubrics, and specific general education courses are designated to meet the requirement for Diversity, International Dimensions, and Humanities.

Although OSU has experienced significant enrollment growth over the past five years, a plan for hiring 50 additional faculty has allowed the university to keep the student to faculty ratio at 19.5 to 1. Faculty expressed some concern about the availability of classrooms during certain hours of the day. Some classrooms are not yet outfitted with instructional technology making it difficult to switch classrooms once teaching materials have been developed.

Faculty interviewed provided verification of written policies which ensure that faculty are appropriately qualified. Additionally, annual evaluations and the promotion and tenure process are conducted in a manner consistent with faculty-approved policies.

Expansion of online learning was identified as a priority for the institution. However, students reported difficulties with the format and accessibility of some online course content. Faculty teaching distance education courses also shared concerns about lack of adequate training, non-standardized student fee structure, variability in compensation for online faculty, and lack of policies for assessment and evaluation of online courses. It is recommended that the University invest in developing a centralized infrastructure for distance learning.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Evidence

Examination of documents and analysis of data, along with the assurance argument and on-site interviews, provide evidence that OSU is committed to ensuring quality through continuous assessment for improvement. The institution demonstrates its support for quality assurance through the provision of 97 assessment coordinators and resources for assessment activities in each degree program to ensure appropriate oversight. A student fee for assessment and advising provides adequate funding. The Provost's Faculty Development Initiative provides opportunities to enhance teaching and assessment techniques in identified areas, such as critical thinking. A new online Student Survey of Instruction (SSI), an indirect assessment administered by the UAT, and available to students over a two-week period, will provide valuable input to inform continuous improvement in instruction.

OSU has established a well-structured, in-depth process for Academic Program Review (APR) every five years. Each degree program creates an assessment plan and there is a template in place to clarify and facilitate the process which is annually reviewed by the University Assessment and Testing (UAT) office and the OSU/A&M Board of Regents.

The Undergraduate Admissions Office has policies in place to evaluate transfer credit using acceptable standards of good practice. The institution does not offer dual credit courses. Over 70 programs are regularly reviewed by specialized accreditors, most of which require rigorous assessment processes.

OSU's annual survey of alumni provides indicators of student success such as employment rates and participation rates in internships and advanced education. Surveys include general, college-specific and program-specific questions, and are administered to every alumni who is one and five years post-graduation. Survey data is compiled and used as a part of program-level assessment. For example, the College of Engineering, Architecture, and Technology uses these data to ensure that its graduates build on what they have learned to design, create and problem solve using real world projects that prepare them for a variety of careers. Other programs use licensure exam or board exam passage rates to help assess the success of graduates. For example, the Dietetics Program (DPD) in the College of Human Sciences uses placement rate in a post-graduate dietetic internship, and passage rate on the national registration exam as two indicators of student success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Evidence

Interviews with members of assessment committees, including the Director of the University Assessment and Testing Office, confirm that the institution compiles and approves a full set of learning goals and assessment plans for every degree program for inclusion in an annual report to the OSRHE. Programs engage in both direct and indirect forms of assessment to improve student learning. Every degree program at the undergraduate and graduate level reports student learning objectives. Faculty use the AAC&U's VALUE rubrics for critical thinking and written communication, as well as locally developed rubrics to evaluate student learning outcomes. Incorporation of ePortfolios will enhance OSU's capacity to build on a well-established system. Assessment efforts have led to curricular modifications, including additions, deletions, and changes in sequencing of both on-campus and online programs.

Three faculty committees, the Committee for the Assessment of General Education (CAGE), the Assessment and Academic Improvement Council (AAIC), and the General Education Advisory Council (GEAC) provide guidance for the evaluation of student learning outcomes with appropriate oversight. Institutional portfolios provide artifacts in five general education areas: written communication, critical thinking, math problem solving, scientific reasoning, and diversity, and are assessed every three years to allow for larger sample size.The CAGE/UAT 2013 Annual Report Executive Summary documented improvements and recommended renewed focus on diversity related matters, including improved efforts to understand what constitutes diversity and the types of assignments that best facilitate student learning. Data from the 2011 general education report indicated that additional writing requirements led to improvement in student achievement in writing. Faculty confirm that assessment of general education has led to a renewed effort to address diversity in a more comprehensive manner in future endeavors.

According to the Collegiate Portrait, in 2013-2014, OSU's graduate degree programs reported the implementation of 144 assessment methods for programmatic outcome assessment.The institution will have the opportunity to focus on some of the key indicators noted in the 2015 National Survey of

Student Engagement (NSSE), such as academic challenge, during the Provost's workshop devoted to critical thinking planned for the current academic year 2015-16. The Spears School of Business uses an external ETS exam to evaluate student performance.

The Student Affairs Assessment Advisory Council incorporates rubrics with an assessment template to assess experiential learning in OSU's Six Pillars of Student Success. The Council provides training, and annual work plans have been drawn up with student learning, behavior and level of achievement outcomes identified. While an assessment framework is in place, a robust process has yet to be developed in the co-curricular area. The institution is encouraged to continue to develop this important assessment process to allow for continuous improvement of the co-curricular experience.

Through review of assessment plans and interviews with various campus constituencies, the site team found that OSU has a systematic and organized process for assessment which is followed on all campuses. Student learning outcomes have been developed for each course (face-to-face, hybrid, and online), and learning outcomes and assessment plans are in place for each program (Stillwater, Tulsa, distance, undergraduate, and graduate). Assessment is well-funded and well-supported by senior leadership. Faculty, chairs, directors, and deans could articulate the benefits of assessment and describe the assessment processes in place in their units. A culture of assessment appears to exist at all levels of academic and student affairs at OSU.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Evidence

OSU verifies its commitment to improvement through the implementation of the HLC's Quality Initiative Proposal (QIP) on retention, persistence and completion rates, referenced in the final report which was submitted in August 2015. Recommendations include a unified, online source of information for students via Student Academic Services and enhanced tutoring which have already provided evidence of improvement. The institution added four full-time advisors and a 75% advisor for special populations, including distance students. While these steps are to be commended, funding to maintain these positions over the long term will be required.

Data reviewed in the College Portrait and the Assurance argument indicate that the Freshmen retention rate in 2013 was 81.3%, an increase of 2.7% over the previous year's rate, exceeding the 80% goal. The establishment of the Undergraduate Retention Task Force, with services from the reorganized Learning and Student Success Opportunity Center, and the new model for the first year experience will allow the institution to provide additional support for student success. The six-year graduation rate increased from 60.8% in 2013 to 61.1% in 2014, which is further evidence of the institution's commitment to educational improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

OSU is committed to ensuring quality through continuous assessment for improvement. Each academic program has an assessment coordinator, and the university provides financial support to each college to ensure appropriate oversight of assessment activities. A student fee for assessment and advising provides additional funding. The Provost's Faculty Development Initiative provides opportunities to enhance teaching and assessment techniques in identified areas. The Student Affairs Assessment Advisory Council has developed rubrics to assess co-curricular learning in OSU's Six Pillars of Student Success.

OSU has a formal process for Academic Program Review which occurs every five years on a OSRHE-mandated schedule. The process is used for ongoing program improvement. Additionally, administrators were able to provide examples of programs which, through the program review process, were identified for expansion or elimination.

OSU's commitment to educational improvement is further evidenced by its implementation of a Quality Initiative Proposal (QIP) on retention, persistence and completion rates. Although the report was recently completed, the institution has already begun to evaluate many of the support services developed and implemented in an effort to continually improve.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

The Oklahoma State University budget reflects a collaborative and transparent approach to prioritizing funding needs to ensure academic and physical support so the educational and outreach mission is achieved. Of the fiscal year 2015 general use budget, approximately 36% of the total budget (~$400 million) supports instruction, followed by 10.4% for research support. New revenue sources (generated through fee increases, block tuition and enrollment growth, among other methods) are used to support university priorities related to students (tuition and fee waivers, retention and academic support efforts), faculty (new lines and promotion and tenure) and infrastructure (information technology and compliance). Further, private funds of over $1.2B recently raised in the "Branding Success" campaign support key initiatives of student support (scholarships), faculty support (endowed chairs/professorships), and campus infrastructure.

The Budget and Asset Management Office within the Vice President for Administration and Finance coordinates all budget management and monitoring processes. The institution adheres to all OSU/A&M Regents and OSRHE fiscal policies and outlines its own budget procedures in the OSU Policy and Procedures Manual available online to campus constituencies. All fiscal units received monthly accounting reports with full transaction records. Members of the Faculty Council and Student Government Association, as well as other faculty and administrators, indicated that the

OSU annual budget development processes are open and transparent.

Oklahoma State University values campus master planning, as evidenced by their long-range university plan (2025) and complementary landscape plans. Managing deferred maintenance (estimated at $235 million in 2014) remains a priority, and improvements to the central plant and roofing are currently underway. Some deferred maintenance has been resolved through new construction.

The University's Strategic Plan, approved in April 2015, provides an affirmation of Oklahoma State University's 125-year old land-grant mission. The strategic plan, which incorporates goals for community engagement, as well academic and student-services success, outlines tactical activities in support of the strategic plan. This plan could be improved by the inclusion of timelines and metrics for success. Alignment of college and departmental strategic plans with the University strategic plan is a necessary next step. Further, a communication plan for building awareness and generating divisional/unit-level alignment is recommended.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Evidence

The OSU/A&M Board of Regents clearly understands the university's mission and respects the role of campus leadership and governance processes in shaping policy and practice. The Board's Constitutional authority, composition, procedures, and functions are established by the State of Oklahoma and were clearly described by Board members. The current OSU President is a former Regent and thus has a close relationship to sitting Regents who are frequent visitors to the campuses. Board members were able to articulate a number of significant issues on campus such as the need to continue efforts to support minority students, maintain affordability on all OSU campuses, fund more needs-based scholarships, focus on retention, and enhance the quality and quantity of distance education programs.

Board members were aware of the fiscal situation of the campus and, through the efforts of the Planning and Budget Committee, and the Fiscal Affairs and Plant Facilities Committee, closely monitor the budget processes and decisions of the President and his senior leadership team. One day each year is dedicated to strategic planning, with various members of the OSU administration participating in this process with the Regents.

The governance process is clearly specified and followed when developing university policy. The President, Vice President for Academic Affairs and Provost, and other members of the senior leadership team were praised for their transparency and commitment to shared governance by faculty members and students. Several formal and informal opportunities exist for seeking information and sharing concerns within the governance structure. For example, Student Government Association members discussed their involvement in the development of the Block Tuition plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Evidence

As a land-grant university, Oklahoma State University is proud of its history of access and service to the state. This mission is visible across campus and drives strategic and operational decisions, as evidenced by their current strategic plan and specific institutional initiatives (e.g., retention efforts and expanded advising). Priority funding for these initiatives is evidence resulting from the collaborative and transparent budget planning processes. Further, additional resources have been allocated to initiatives identified in the strategic plan. These budgeting processes take into account the complex and dynamic nature of higher education funding. Specifically, leadership recognized the criticality of enrollment growth to balancing the budget and have successfully implemented growth strategies since 2009. Increased attention to integrated planning with respect to enrollment growth will be necessary to ensure students have access to advisors and courses required for progression within major and graduation, and to maintain a reasonable faculty to student ratio.

The strategic plan, mission, and value statements are used in planning processes at the Stillwater and Tulsa campuses. Individual colleges are charged with developing strategic plans. For example, the College of Human Sciences developed a six-year plan to identify academic, research, and service priorities with action teams for implementation. An International Strategic Plan is to be completed in 2015. Meetings with the senior leadership team, as well as an open forum consisting of two academic deans, representatives from enrollment management, the Office of the Registrar, and the Office of Student Affairs confirmed frustration associated with the delayed completion and dissemination of the final strategic plan. However, most were pleased with the plan as a whole and appreciated the breadth of its reach across all campus units, both academic and auxiliary. It is suggested that campus leadership ensure long-term buy-in via the development of a systemic plan of assessment and accountability at all levels of the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

Responsibility for data collection and performance reporting rests with several units at Oklahoma State University. Academic ledgers, created by Institutional Research and Information Management (within the Vice President for Finance and Administration Office), facilitate review of enrollment and student qualification trends. Coupled with annual and five-year program reviews, these academic ledgers identify programs that may require greater or lesser institutional investment. Employee satisfaction surveys are conducted at the unit-level (e.g., physical plant) and are not connected to the institutional strategic plan; conducting a campus climate survey (with specific questions regarding diversity) is recommended. Assessment of student satisfaction and student learning outcomes are a signature strength of Oklahoma State University.

The Office of Institutional Research and Information Management provides a wealth of data to units campus-wide. While senior administrators indicated that decisions are data-driven, and administrators in the various units confirmed that the office is responsive to their requests for data, the team was unable to clearly identify a tie between strategic planning and decision-making in all units.

The President and the Vice President for Academic Affairs both indicated a desire to enhance planning processes. Thus, the institution is encouraged to develop a campus climate of strategic planning, ensure systematic alignment of unit and institutional strategic plans for cohesiveness, develop strategic plans that are composed of measurable goals, and use metrics to help monitor progress in every strategic plan. It is clear that this is a priority for Senior Administration and should be in place for Year 4 of the Pathways process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

The OSU budget is developed through a process that is both collaborative and transparent. Funding needs are prioritized to ensure academic and physical support for the educational, research and outreach mission of the University. New revenue is used to support university priorities relative to students, faculty, and infrastructure. Private funds of over $1.2B recently raised through the "Branding Success" Campaign have been earmarked for key initiatives of student support and campus infrastructure.

The OSU/A&M Board of Regents clearly understands the university's mission and respects the role of campus leadership and shared governance in shaping policy and practice. The Board's constitutional authority, composition, procedures, and functions are established by the State of Oklahoma and were clearly described by Board members. Faculty and students both indicated a strong climate for shared governance on the OSU campus.

The Office of Institutional Research and Information Management provides a wealth of data to units campus-wide, and senior administrators indicate that decisions are data-driven. However, the team was unable to clearly identify a strong connection between strategic planning and decision-making. The institution is encouraged to develop a campus climate of strategic planning, ensure systematic alignment of unit and institutional strategic plans for cohesiveness, develop strategic plans that are composed of measurable goals, and use metrics to help monitor progress in every strategic plan.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
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	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
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	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Conclusion

Oklahoma State University is a land-grant, mission-driven university focused on teaching, research and public outreach. OSU is housed on a beautifully maintained campus which provides an excellent environment for living and learning. Students and faculty interviewed spoke positively about their experiences at OSU and indicated broad support for campus leadership, including the OSU/A&M Board of Regents. The campus was clearly engaged in the Higher Learning Commission accreditation and development of the assurance argument. Significant increases in minority student enrollment and a number of unique initiatives have moved the campus forward in the area of diversity since the last comprehensive visit. Areas to focus on in the next 3-4 years include continued emphasis on a culture of diversity, strategic planning, and developing an infrastructure for distance education.

Overall Recommendations

Criteria For Accreditation
Met

Pathways Recommendation
Eligible to choose

No Interim Monitoring Recommended.

Federal Compliance Worksheet for
Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2015

Evaluation of Federal Compliance Components

Institution under review: Oklahoma State University (1633)

Panel Members:
Kelly Tzoumis, PhD
Tanya D Whitehead, PhD

Panel Recommendations for Further Review

Team Findings

DETAILED REVIEW OF FEDERAL COMPLIANCE

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.

2. Determine whether the institution has a process to review and resolve complaints in a timely manner.

3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

4. Advise the institution of any improvements that might be appropriate.

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5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team's conclusions:

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

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

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

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

Comments:
Since 1970, Oklahoma State University has demonstrated significant attention to managing student complaint documentation, review, remediation, and resolution. Through strict adherence to policy, numerous sections of the university are engaged in resolving student complaints. An online tool, EthicPoint, is utilized for confidential reporting of issues of concern. The Equal Opportunity and Title IX office investigates complaints against faculty, the Office of Student Conduct Education and Administration manages student complaints against other students. The Grade Appeals Board manages issues related to grading. Law enforcement is involved when needed, and records are publically available. The processes are fully described online and in the Residential Life Handbook. Complaints and their resolutions as well as other student concerns are scrutinized by a university wide committee of faculty, staff, students, and administrators.

Additional monitoring, if any: **none**

Publication of Transfer Policies

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

1. Review the institution's transfer policies.

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. In addition, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

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4. Check the appropriate response that reflects the team's conclusions:

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

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

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

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion.

Comments:
Through adherence to long-standing policy, the institution has published its transfer policies in the annual OSU Catalog, on the admissions website, and in an online tool known as the Transfer Toolbox. The evidence revealed that OSU has articulation agreements with Tulsa Community College and Oklahoma State University Institute of Technology. Further, an admissions procedure chart for transfer students is viewable online.

Additional monitoring, if any: **none**

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution's approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team's conclusions:

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

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

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

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion.

Comments:
Student identity verification is confirmed through the use of login credentials granted when students register at Oklahoma State University (username and password). Further verification is provided during

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assessments through the use of on-campus testing centers, approved proctors and/or testing centers outside of Stillwater, Tulsa, OKC or OSUIT and through ProctorU. Students are informed of proctoring requirements on the syllabus, including the potential cost of said services.

Additional monitoring, if any: **none**

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

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

- ***Responsibility Requirements.*** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

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

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

- ***Student Right to Know.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students.*

- ***Satisfactory Academic Progress and Attendance.*** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook.*

- ***Contractual Relationships.*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships.*

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▪   ***Consortial Relationships.*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships.*

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).

5. Check the appropriate response that reflects the team's conclusions:

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

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

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

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

Comments:
OSU is one of over one hundred institutions undergoing a Title IX random compliance review. This review was not *prompted by a formal complaint against OSU. The review is underway and the institution has complied with all requests for information and accommodated two OCR visits. No findings have yet been identified.*

OSU's student loan default rate is 8% overall (range 4.7% to 10.5% by division). These rates have declined over the past three years and are comparable to other Big 12 schools. OSU's rates have not triggered a Department review or require any corrective actions.

The institution provides adequate and accurate information to current and prospective students both online and in print materials. OSU requires students to read the university policy on attendance and academic progress. Both online and paper formats are provided to students.

OSU currently holds no contractual relationships and is a member of the following consortiums:
*   *Big 12 Engineering Consortium Nuclear Engineering*
*   *Engineering Great Plains Interactive Distance Educational Alliance*
*   *Five agreements with Great Plains - IDEA cover the following degree programs:*
    *   *Master's in Nutritional Science - Option Dietetics*
    *   *Master's in Human Development and Family Science - Option in Gerontology*

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- *Master's in Human Development and Family Science - Option in Family and Community Service*
- *Master's in Design, Housing, & Merchandising - Option in Retail Merchandising Leadership*
- *Master's in Family Financial Planning and a Graduate Certificate in Family Financial Planning*

Additional monitoring, if any: **none**

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

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

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

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

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

   Comments:
   The University presents Campus Crime information clearly to students on the University website. The Annual Fire and Crime Safety Report is thorough and informative and is a model for other institutions in Oklahoma.

   Additional monitoring, if any: **none**

Advertising and Recruitment Materials and Other Public Information

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

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information

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to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:

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

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

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

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

Comments:
A number of links to pdf files were provided to support this requirement. Information is thorough and accurate and readily available to current and prospective students and the public.

Additional monitoring, if any: **none**

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team's conclusions:

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

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

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

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation.

Comments:
The evidence revealed that records are kept regarding outcomes for students after graduation. The most recent report demonstrates a response rate of approximately 50% with an employment rate of 90% in fields related to respondents' degrees.

Additional monitoring, if any: **none**

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Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team's conclusions:

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

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

   ____ The team has reviewed this component of federal compliance and has found it is not possible to determine whether the institution meets the Commission's requirements and recommends Commission follow-up.

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

Comments:
OSU has provided a list of all specialized accrediting agencies including current status with each agency. This information is also available to the public on the OSU website.

Additional monitoring, if any: **none**

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

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3. Check the appropriate response that reflects the team's conclusions:

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

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

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

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

Comments:
A live link was provided to the accreditation website showing a period of time during which public comment was invited. A full-page advertisement inviting public comment was also placed in the 2015 State Magazine. Four comments were received as part of the public comment process and were reviewed by the site team.

Additional monitoring, if any: **none**

Institutional Materials Related to Federal Compliance Reviewed by the Panel

OSU Catalog, pages 16-18
https://admissions.okstate.edu/admission-requirements#transfer
http://accreditation.okstate.edu/Consortial
Dropdown box with transfer information
Transfer Credit Guide
Transfer Toolbox
Transfer College Fair Mailer
Transfer Admission Criteria and Requirements and Next Steps documents
Transfer Orange documents with articulation agreement partners
Random sample of transfer students
Grade appeals board pdf
Policy 2-0821
EthicsPoint
Equal Opportunity and Title IX office
Harassment or discrimination
1-0101, 1-0702, 3-0646 policies for complaints
Student conduct pdf
http:\\eeo.okstate.edu/complaint-resolution
Residential life handbook pdf
1is2many educational campaign against sexual violence
Guide to consumer information pdf
http:\\police.okstate.edu
Student profile (demographics)
Guide to consumer information pdf
OSU scholarships and financial aid Title IV satisfactory progress pdf
OSU syllabus attachment pdf
http:\\accreditation.okstate.edu/consortial
Invitation for third-party comment

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Full page magazine ads
Policy: procedure on third party comments
Third party comments

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

OSU Annual Security Report 2015
Crime Statistics 2011-2013
Specialized Accreditation Letters including the following:
        Accounting Council Education in Journalism and Mass Communication 2014
        AACSB 2014
        AAFA 2012
        ABET 2014-15
        AVMA 2010
        CFP Board-registration renewal 2014
        CIOA 2014
        LAAB 2009, 2015
        NCATE 2014
        OCTP 2013
        CAA Audiology, Speech Language and Pathology 2010
        CAMPEP 2013 with annual progress reports to extend accreditation to 2017

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Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: _Oklahoma State University_

Part 1: Program Length and Tuition

Worksheet on Program Length and Tuition

A.   Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

_**X**___ Yes   ____ No

Comments:
Program requirements are within the range of good practice.

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

__**X**_ Yes   ____ No

Comments:
Tuition costs are comparable to similar institutions within and outside the State of Oklahoma.

B.   Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

_____ Yes   _**X**__ No
Rationale:
Program length and costs are appropriate.

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

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

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1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:

   - Associate's degrees = 60 hours

   - Bachelor's degrees = 120 hours

   - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree

   - Note that one quarter hour = .67 semester hour

   - Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.

   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

   - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.

   - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

   - At a minimum, teams should anticipate sampling at least a few programs at each degree level.

   - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

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- Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

- For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

- The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.

- Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

- Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

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

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education?

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

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Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

The following samples of syllabi are offered as evidence of course work in various credit hour levels and various formats.

One credit hour examples:
4-week, distance, spring 2015, LBSC 1011.503
6-week, face-to-face, spring 2015, A&S 4111.920
Two credit hour examples:
4-week, distance, spring 2015, EDUC 4110.503
8-week, distance, spring 2015, HHP 2602.503
16-week, face-to-face, spring 2015, ANSI 3222
Three credit hour examples
16-week, face-to-face, fall 2015, GEOG 1113.002
16-week, face-to-face, fall 2015, GEOG 1113.007 (same professor as distance)
12-week, distance, fall 2015, GEOG 1113.523
16-week, distance, fall 2015, GEOG 1113.503
16-week, face-to-face, honors, fall 2015, GEOG 1113.701
16-week, face-to-face, spring 2015, STAT 2023.001/.002
8-week, face-to-face, summer 2015, STAT 2023
3-week, face-to-face, May 2015, STAT 2023
16-week, distance, fall 2015, STAT 2023
One-year, correspondence, STAT 2023
16-week, face-to-face, honors, fall 2015, STAT 2023
Four credit hour examples:
16-week, face-to-face, spring 2015, BOTANY 3114 16-week, face-to-face, fall 2015, PHYS 1014
Five credit hour examples:
16-week, face-to-face, fall 2015, SPAN 1115 16-week, face-to-face, spring 2015, LA 4525
Six credit hour examples:
16-week, face-to-face, spring 2015, ARCH 1216 16-week, face-to-face, spring 2015, ARCH 3216

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

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

  X Yes   ____ No

Comments:
Yes, the institution's policy for awarding credit is based on a semester calendar. A credit hour is equivalent to sixteen 50-minute class sessions including examinations plus 32 hours of preparation time. The policy states that the same equivalencies apply to outreach, short courses, and other learning formats for which academic credit is awarded.

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

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offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

  __X__ Yes   ____ No

Comments:
Yes, based on the sample of course syllabi, contact time and homework expectations appear typical for the level of credit hours offered in the various delivery formats.

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

____ Yes   __X__ No

Comments:
Based on the review of syllabi, which included a comparison of correspondence and distance learning courses with the same course in face to face format, and comparison of the same course with differing lengths of time for completion, it appears that the institution is offering non-traditional courses in alternative formats that have equivalent (sometimes identical) requirements, assignments, and learning goals. The workload for the student appears equivalent across the various lengths of time of courses offered compared to the face to face courses.

The institution does not have Higher Learning Commission (HLC) approval to offer correspondence courses or programs. A substantive change request to offer correspondence courses/programs should be submitted to the HLC within three months. The institution should contact HLC liaison to discuss in detail.

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

  __X__ Yes   ____ No

Comments:
Yes, it appears the policy is reasonable and within in the range of good practice in higher education.

2) Application of Policies

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

  __X__ Yes   ____ No

Comments:

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Yes, the course descriptions and syllabi in the sample appear consistent with the institution's policy on the award of credit. The policy is outlined on page 16 in the University Catalogue 2015-2016.

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

  _X_   Yes   ____ No

Comments:
The course learning outcomes are appropriate to the courses and programs reviewed across the different formats of classes. They also align with the award of credit.

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

  _X_   Yes   ____ No

Comments:
Course description and syllabi were appropriate and reflective of the institution's policy on the award of academic credit for a variety of formats of length, plus delivery venues.

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

  _X_   Yes   ____ No

Comments:
Yes, it appears that the learning outcomes are reasonably achievable based on the delivery venue and allotment of credit. The alternative delivery venues and compressed formats are in keeping with the institution's policy for the award of credit.

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

  _X_   Yes   ____ No

Comments:
The institution's assignment of credit to courses appears to be reflective of its policy and is reasonable and appropriate as accepted practice in higher education.

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

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

_X_ Yes   _ _ No

Rationale:
Although OSU is currently offering sixty-three correspondence courses, it does not have Higher Learning Commission (HLC) approval to offer correspondence courses or programs.

Identify the type of Commission monitoring required and the due date:
A substantive change request to offer correspondence courses/programs should be submitted to the HLC within three months. The institution should contact HLC liaison to discuss in detail.

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

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

____ Yes   __**X**_ No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

____ Yes   __**X**_ No

If the answer to either question is "Yes," complete this part of the form.

Instructions

This worksheet is __not__ intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

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

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

---

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

Worksheet on Clock Hours

A. Answer the Following Questions

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

____ Yes ____ No

Comments:

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

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

____ Yes ____ No

Comments:

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

____ Yes ____ No

Comments:

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

____ Yes ____ No

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

C. Recommend Commission Follow-up, If Appropriate

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

____ Yes ____ No

Rationale:

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

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Multi-Campus Reviewer Form

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Instructions

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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(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations 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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Name of Institution: Oklahoma State University

Name and Address of Branch Campus: Center for Health Sciences

Date and Duration of Visit: October 15, 2015

Reviewer(s): Sherilyn W. Poole, EdD

1. Campus Overview

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

In May 2001, the Oklahoma Legislature designated the campus as the Oklahoma State University Center for Health Sciences which includes the College of Osteopathic Medicine (COM) and graduate programs housed in the Schools of Biomedical Sciences, Forensic Sciences, Health Care Administration, and Allied Health. Fall 2015 enrollments at the OSU CHS are Biomedical Sciences - 39; Forensic Science - 98; Health Care Administration - 225; and Allied Health - 7. The COM is accredited by the Commission on Osteopathic College Accreditation (COCA) which conducts an accreditation review every 7 years. The COM will have its next COCA accreditation review in November 2015. The CHS graduate programs are ultimately under the supervision of the OSU Dean of Graduate Programs at the main OSU Campus (Stillwater).

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.

Evidentiary Statements:

*The CHS graduate programs were added to the College of Osteopathic Medicine (COM) in 1997. Oversight of the CHS graduate programs include a Program Director for each School; the Vice Provost for Graduate Programs; the CHS Provost; the CHS President/CEO and the OSU Dean of the Graduate College (Stillwater). The oversight of the COM is under the Dean/President/CEO and the Associate Dean/Provost.

*The CHS President described the following budgeting processes for the COM and the graduate programs: the School Program Directors provide budget requests based on the number of programs, students, and support staff needed. The requests are reviewed by CHS administration and combined into a budget request forwarded to Stillwater and the OSU/A&M Board of Regents. The COM has sources of income not available to other OSU colleges (OK Health Care Authority Funds; fees to physicians who see patients, Medicaid, etc.) which are factored into the COM budget development.

Judgment of reviewer(s) (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.

3. Facilities and Technology

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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; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

*CHS facilities are appropriate for the programs offered. Recent improvements include a new wellness center, upgraded classrooms, remodeled restrooms, resurfaced parking lots and improved parking lot lighting. Construction has begun on a new medical sciences building to house and support COM and graduate programs. This state of the art building, scheduled to open in Fall 2017, will include simulation areas (ER, ICU, labor/delivery/birthing room) to give students practical, real-life training.

*IT function is one of the shared services with the OSU Tulsa campus. CHS and COM faculty, staff, and students have access to the Help Desk which is housed and staffed by personnel on the OSU Tulsa campus. Academic support staff said they are mindful of the potential increase in online learning opportunities and are making plans to meet the needs of online students. The user-friendliness of the OSU website was mentioned as needing improvement. Students stated that the D2L learning management program and the student information and email systems are convenient to use and easily accessible.

Judgment of reviewer(s) (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.

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.

Evidentiary Statements:

*HR is one of the resource functions shared by OSU Tulsa, CHS and COM. All faculty vacancies are filled through national searches following the OSU recruiting and hiring policies and procedures. Practicing physicians are hired by the hospital (Medical Center). Teaching faculty are evaluated by the Vice Provost and Department Chairs; physicians are evaluated by the Provost. Professional staff vacancies are advertised and filled according to the University's HR policies and procedures and coordinated by the HR Office on the OSU Tulsa campus. Staff from the OSU Division of Institutional Diversity work with search committees to help ensure searches reach a broad and diverse group of potential applicants.

*CHS and COM faculty members spoke positively about the colleagiality and collaboration they experience and the mentoring they receive from Program Directors and other academic leaders. Professional staff are able to access professional development training offered by the Human Resources Office and are encouraged to attend local, regional, and national professional meetings and conferences. Having to work through offices in Stillwater to complete some activities can be frustrating for staff and students. Financial aid and scholarship applications must be completed through Stillwater and there is only one person in Stillwater who is able to change students' Social Security numbers into an OSU ID number. A staff member stated that "the people (in Stillwater) are wonderful - some procedures and

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processes are cumbersome." Students spoke positively about the accessibility and helpfullness of their faculty and the professional staff.

Judgment of reviewer(s) (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.

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.

Evidentiary Statements:

*CHS and COM faculty members participate in shared governance groups with colleagues on the Stillwater campus including the Graduate Council and Subject Matter Groups. Faculty stated that the CHS Faculty Senate and its committees and sub-committees are all faculty-driven. Faculty stated the administrators are very open to ideas and proposals presented to them from the faculty groups. Although research dollars have been flat for four years, early career new faculty hires receive funds to begin their research activities. Faculty stated there is a great deal of collaboration between CHS gradute programs which includes sharing core lab equipment. During a meeting with several of the Graduate Program staff members, the lack of support for adult learners was identified as an issue needing to be addressed.

*CHS and COM students described the welcoming environment and support they receive from faculty, advisors, and staff. Students spoke highly about the rigorous programs and courses and the high level of collaboration with their classmates. The Student Curriculum Coordinating Committee meets monthly to discuss areas of concern to bring forward to faculty and administrators. Students stated that there is a constant effort to adjust requirements and make things less stressful for students.

Judgment of reviewer(s) (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.

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.

Evidentiary Statements:

*The Vice Provost meets regularly with the Dean of the Graduate College to discuss program needs, enrollments, budget needs, and strategic planning. The Dean of the Graduate College developed a Memorandum of Understanding to specify and clarify the relationship between the Graduate College and graduate degree programs at the CHS. The CHS and the COM collaborate on several dual programs

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available to medical students. COM programs are under the oversight of the Dean and the Senior Associate Dean. The COM curriculum follows the requirements of the COCA accreditation standards. Recent changes in the COM curriculum were in response to changes in the qualifying Board exams. The first program to be offered in the new School of Allied Health will be Athletic Training which is in transition and will move from the Stillwater campus. This will be the only one affiliated with a DO School.

*Applicants to CHS graduate programs are advised by Program Directors, Program Managers, and Program Coordinators. Enrolled students are advised by faculty to ensure they are following the correct course sequence. Students stated that the small program size allows faculty to give them individualized attention and to respond to their questions and concerns. Students stated that faculty members encourage feedback throughout the semester.

Judgment of reviewer(s) (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.

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 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 a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

*Each CHS School sets long-and short-term goals which are used to assess and evaluate the extent to which the goals are met. Data and achevement of goals are reviewed as part of administrators' annual evaluations. Data reviewed include retention, persistence, and graduation rates. The CHS Institutional Research and Information Management (IRIM) office was created nine months ago and will provide objective data to assess program goals and student achievement

*The CHS Vice Provost meets regularly with the Dean of the Graduate College to review program data and achievement of goals. Information discussed during these meetings includes admissions, persistence and graduation rates, projected growth and need for additional faculty and professional staff. The Dean ensures that graduate programs on each branch campus are equivalent in goals, objectives, and achievements to those offered on the Stillwater campus.

Judgment of reviewer(s) (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.

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 and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

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*Academic and administrative oversight of the CHS are conducted by individuals housed on the Stillwater campus. Deans and Vice Presidents meet regularly with campus leaders individually and in groups to plan, assess/evaluate achievements, and set future directions for the University and its individual campuses. The Strategic Plan was updated in April 2015 to guide the University's growth. Proposals for new programs must be reviewed and approved by the Oklahoma State Regents and the OSU/A&M Board of Regents.

*CHS and COM faculty members are evaluated annually in the three areas of responsibility; teaching, research, and service. Courses are evaluated at the end of each term by students using the Student Survey of Instruction, an anonymous online form. The student evaluation collects information on the course content, the faculty member's ability to present information, and the faculty member's ability to relate to students. Professional staff members are evaluated annually to determine the extent to which they meet the goals of their position descriptions,

Judgment of reviewer(s) (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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- 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.

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Process: Comprehensive Evaluation
Contact: accreditation@hlcommission.org
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Name of Institution: Oklahoma State University

Name and Address of Branch Campus: OSU in Tulsa - 700 N. Greenwood, Tulsa, OK

Date and Duration of Visit: October 16, 2015 - One day

Reviewer(s): Sherilyn W. Poole

1. Campus Overview

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

OSU Tulsa offers upper division undergraduate (18) and graduate (23) programs. During Fall 2015 there were 1,911 undergraduate and 722 graduate students enrolled. All programs and courses offered at OSU Tulsa are the same as those offered at OSU Stillwater; curricula, syllabi, and learning outcomes are the same for courses taught on both campuses.The faculty who teach on the OSU Tulsa campus are connected to their home departments, department chairs and deans on the Stillwater campus. Many faculty members teach on both the Stillwater and OSU Tulsa campuses and approximately 25% of OSU Tulsa students take classes on both the Stillwater and Tulsa campuses. OSU Tulsa does not have any contractual relationships, however, OSU has several consortial relationships.

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.

Evidentiary Statements:

* The OSU Tulsa campus was opened in 1999 and is led by the President and CEO who has three direct reports: the VP for Academic Affairs, the VP for Administration, and the Assistant VP for Marketing and Communictions. The OSU Tulsa President and Vice President for Academic Affairs confirmed that the OSU Tulsa campus follows the same academic, budgetary, and operational policies and procedures in place at the Stillwater campus. In financial matters, OSU Tulsa is financially independent. The OSU/A&M Board of Regents are able to view financial data for OSU Tulsa separately from the other OSU campuses. Meetings with faculty and students verify their participation in governance activities (Faculty Council, SGA). OSU Tulsa shares several common services with the OSU Center for Health Sciences (CHS) which are housed at the OSU Tulsa campus (IT, HR, Facilities, and Marketing).

*Meetings of various faculty and administrative groups (Faculty Council, Graduate Faculty Council, Directors of Student Services, department meetings, SGA meetings) are frequently held using video conferencing which allows active participation by the individuals on the OSU Tulsa campus. Faculty members reported they feel very connected to their home departments in Stillwater. Faculty members described mentoring support they receive from colleagues/supervisors. Students at OSU Tulsa are able to participate in student organizations and groups, however a significant number of OSU Tulsa students are working adults and have limited time to take advantage of the co-curricular activities available. The number of OSU Tulsa students taking courses online is increasing; online course enrollment is approximately 12-13% of total credit hours.

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*During a meeting with the OSU Tulsa Academic Advisors they described their recruitment and advising activities including their relationships with counselors at the five campuses of Tulsa Community College (TCC), a major feeder school to OSU Tulsa. TCC transfer plans are in the process of being updated by the Registrar in Stillwater. Academic advising is mandatory at OSU Tulsa to ensure students are following their program plan and taking the correct courses. In response to a number of student comments on the HLC Survey about the availability of courses, the advisors suggested that students may have problems taking the courses they need if they change from full-time to part-time enrollment or if they stop out for a period of time. The Academic Advisors provide information to students about financial aid and scholarships.

Judgment of reviewer(s) (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.

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; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

*Facilities at OSU Tulsa include classrooms, faculty offices, library, science labs, computer facilities, student spaces, and administrative offices to meet program needs. During the campus tour, the reviewer confirmed the buildings/facilities are appropriate, well-maintained, and meet the needs of the campus constituencies. There is ample parking for students, faculty, and staff, and visitors. The Helmrich Research Center, a new state of the art facility, provides research testing, technology transfer, and laboratory spaces for student and faculty use. The campus is surrounded by a significant amount of University-owned vacant land. A land use plan has been developed which includes space for business development and a techology center.

*In a meeting with the IT administration it was noted that the IT function at OSU Tulsa is a "full service shop" which provides servers and systems maintenance services. Access to the D2L Program is available and there are eight interactive TV rooms to allow students to "attend" and participate in classes on the Stillwater campus. The Student Information System (SIS) and the University email are the same as those at Stillwater and other campuses. Computers are on a 4-year replacement cycle. Faculty and students spoke highly of the effectiveness of IT and the responsiveness of the Help Desk.

Judgment of reviewer(s) (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.

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.

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Evidentiary Statements:

*Faculty members who teach at both Stillwater and OSU Tulsa have a resident campus assignment which indicates where they teach most of their courses. OSU Tulsa faculty are part of the OSU promotion and tenure processes. Faculty members are part of their departments and are evaluated by their department chairs and deans. Faculty members described the helpful mentoring they receive from their department colleagues and from the Office of Diversity.

*Professional staff members are connected to department colleagues and supervisors housed in Stillwater. A significant number of professional staff members hold graduate degrees and others are enrolled in graduate programs at the University. The number of academic advisors housed at OSU Tulsa is sufficient to meet the needs of prospective and enrolled students. The advisors meet weekly to discuss issues, plans, and share updates on program requirements. Advisors stated they have easy access to their colleagues in Stillwater and receive prompt, accurate responses to questions and need for clarification of policies and procedures.

Judgment of reviewer(s) (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.

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.

Evidentiary Statements:

*Students have access to academic advisors who guide prospective students through the admissions and financial aid processes and ensure enrolled students follow their program plans and register for the appropriate courses. Students with disabilities and international students have access to staff members in offices dedicated to meeting their needs for support. Orientation sessions are available to transfer undergraduate and graduate students to help them adjust to their OSU Tulsa enrollment. The Career Services Center provides services to help students identify career options and develop job search strategies. Students spoke highly about the staff and activities offered by the Career Services Center. Students also spoke highly about library resources and the support and help they receive from the library staff. Students have access to writing and mathematics tutoring at no cost.

*Faculty members confirmed that the academic programs and courses are the same at OSU Tulsa as they are at Stillwater and that they feel part of their departments. Faculty stated that it is easier to get answers and get things done at OSU Tulsa. Faculty members described their participation on University committees and their role as Internship and Practicum supervisors for students.

Judgment of reviewer(s) (check one):

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

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6. Educational Programs and Instructional Oversight

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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.

Evidentiary Statements:

*Department chairs and deans visit OSU Tulsa to ensure that program curriculum and course syllabi are the same at OSU Tulsa and at Stillwater. Many faculty teach the same courses at both campuses using the same texts, course materials, and assessment activities. The OSU Provost in Stillwater has responsibility for oversight of all University academic programs. Students at OSU Tulsa receive appropriate and accurate information about programs and expectations from the academic advisors and from their faculty.

*Academic program reviews are conducted on a 5-year cycle as required by the OSU/A&M Regents. These reviews help ensure that the programs offered on all the OSU campuses are the same. Students at the OSU Tulsa campus stated that courses they take at the Tulsa and Stillwater campuses and online are of equal rigor and faculty have the same high expectations for student achievement. Faculty who teach on both campuses and online also confirm that the courses are the same.

Judgment of reviewer(s) (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.

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 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 a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

*Changes to curriculum or courses must follow established processes in each College and the University. The development of new courses and programs begin with the faculty. All degree programs complete and submit annual assessment reports. Assessments of student outcomes are used by faculty to determine if revisions/modifications should be implemented. The evaluation of OSU Tulsa courses includes use of the Student Survey of Instruction (SSI) which collects information from students regarding faculty performance and is used for the improvement of instruction. The Faculty Council provides guidance for the appropriate use of evaluation and assessment instruments. The results of assessments should be the improvement of instruction. The results of this inventory in past years identified an issue with students having access to academic advisors. This resulted in the OSU Tulsa increasing the number of academic advisors by a third.

Judgment of reviewer(s) (check one):

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

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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 and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

*All of the programs and courses offered at OSU Tulsa are the same as those offered at OSU Stillwater. Through annual assessments, faculty and academic administrators are able to determine if goals and objectives have been met, and what modifications to curriculum and courses are needed. Faculty members confirmed that programmatic decisions are made at the department level.

*Faculty members described the ways in which department strategic planning informs course and program changes. For example, in the College of Engineering, strategic planning activities include input from employers and the Industrial Advisory Board and have resulted in the renovation of laboratories.

Judgment of reviewer(s) (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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STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Oklahoma State University OK

TYPE OF REVIEW*:* Comprehensive Evaluation

DESCRIPTION OF REVIEW: A multi-campus visit will occur in conjunction with the comprehensive evaluation to 1) Oklahoma State University-Tulsa (700 North Greenwood, Tulsa, OK 74106) and 2) OSU Center for Health Sciences (1111 W 17th St, Tulsa, OK 74107).

DATES OF REVIEW: 10/19/2015 - 10/20/2015

☐   No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: NO CHANGE

DEGREES AWARDED: Bachelors, Doctors, Masters, Specialist, Certificate

RECOMMENDATION: NO CHANGE

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: NO CHANGE

APPROVAL OF NEW ADDITIONAL LOCATIONS:
The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.
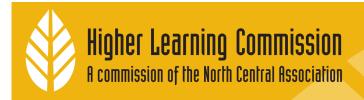
RECOMMENDATION: NO CHANGE

APPROVAL OF DISTANCE EDUCATION DEGREES:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: NO CHANGE

ACCREDITATION ACTIVITIES:

RECOMMENDATION: NO CHANGE

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2005 - 2006

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025-2026

ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1633 Oklahoma State University OK

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW: A multi-campus visit will occur in conjunction with the comprehensive evaluation to 1) Oklahoma State University-Tulsa (700 North Greenwood, Tulsa, OK 74106) and 2) OSU Center for Health Sciences (1111 W 17th St, Tulsa, OK 74107).

☒   No change to Organization Profile

Educational Programs

Programs leading to Undergraduate	Program Distribution
Associates	0
Bachelors	98

Programs leading to Graduate	
Doctors	45
Masters	71
Specialist	1

Certificate programs	
Certificate	21

Recommended Change:

Off-Campus Activities:
In State - Present Activity
Campuses:
Oklahoma State University - Tulsa - Tulsa, OK
OSU Center for Health Sciences - Tulsa, OK

Additional Locations: None.

Recommended Change:

Out Of State - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Out of USA - <u>Present Activity</u>
Campuses: None.

Additional Locations:
Korean National Fire Service Academy - Choongchungnam-do, Dong Cheonan-si, KOREA, REPUBLIC OF

Recommended Change:

Distance Education Programs:
<u>Present Offerings:</u>
Master 19.0501 Foods, Nutrition, and Wellness Studies, General MS in Nutritional Sciences/Dietetics Internet

Master 11.0901 Computer Systems Networking and Telecommunications MS in Telecommunications Management Videocassettes, DVDs, and CD-ROMs

Master 14.3501 Industrial Engineering MS in Industrial Engineering Management Internet

Master 13.1301 Agricultural Teacher Education MS in Agriculture Education Internet

Bachelor 15.0303 Electrical, Electronic and Communications Engineering Technology/Technician BS Completion Degree in Electrical Engineering Technology Internet

Certificate 11.1003 Computer and Information Systems Security/Information Assurance Certificate in Information Assurance (Graduate) Videocassettes, DVDs, and CD-ROMs

Master 52.0201 Business Administration and Management, General MBA Videocassettes, DVDs, and CD-ROMs

Master 14.1001 Electrical and Electronics Engineering MS in Electrical & Computer Engineering Internet

Master 14.9999 Engineering, Other MS in Engineering & Technology Management Internet

Master 19.0101 Family and Consumer Sciences/Human Sciences, General MS in Human Environmental Sciences - Family Financial Planning Internet

Master 52.1201 Management Information Systems, General MS in Management Information Systems Videocassettes, DVDs, and CD-ROMs

Master 19.0701 Human Development and Family Studies, General MS in Human Development & Family Science - Gerontology Internet

Certificate 52.1401 Marketing/Marketing Management, General Certificate in Business Data Mining (Graduate) Videocassettes, DVDs, and CD-ROMs

Master 01.00 Agriculture, General MS in Agriculture Internet

Master 52.0701 Entrepreneurship/Entrepreneurial Studies MS in Entrepreneurship Internet

Certificate 52.1003 Organizational Behavior Studies Certificate in Engineering Technology Management (Graduate) Internet

Recommended Change:

Correspondence Education Programs:
Present Offerings:
None.

Recommended Change:

Note from Staff: Team recommended institution complete substantive change request for correspondence approval in federal compliance report. Institution has submitted request to offer courses only through correspondence education as none of their correspondence offerings approach 50% of a program.

Contractual Relationships:
Present Offerings:
None.

Recommended Change:

Consortial Relationships:
Present Offerings:
Master 19.0101 Family and Consumer Sciences/Human Sciences, General Master - 19.0101 Family and Consumer Sciences/Human Sciences, General (MS Human Environmental Science/ Family Financial Planning)

Master 30.1801 Natural Sciences Master - 30.1801 Natural Sciences (MS Human Development & Family Science/ Gerontology)

Master 19.0601 Housing and Human Environments, General Master - 19.0601 Housing and Human Environments, General (MS in Design, Housing & Merchandising)

Master 19.0501 Foods, Nutrition, and Wellness Studies, General Master - 19.0501 Foods, Nutrition, and Wellness Studies, General (MS Nutritional Sciences, Dietetics)

Bachelor 15.1401 Nuclear Engineering Technology/Technician Bachelor - 15.1401 Nuclear Engineering Technology/Technician (Big 12 Engineering Consortium Nuclear Engineering)

Bachelor 15.0903 Petroleum Technology/Technician Bachelor - 15.0903 Petroleum Technology/Technician (Petroleum Engineering Minor)

Master 30.1901 Nutrition Sciences

Recommended Change: