

ASSURANCE SECTION

SECTION TWO REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

**University of Oklahoma
Norman, Oklahoma**

October 29-31, 2001

FOR

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

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REPORT TEMPLATE:

ASSURANCE SECTION

I. CONTEXT AND NATURE OF VISIT

A. Institutional Context:

This report summarizes the results of a comprehensive evaluation visit on October 29-31, 2001, to the University of Oklahoma for the purpose of continued accreditation at the doctoral degree-granting level for the Higher Learning Commission of the North Central Association of Colleges and Schools.

The University of Oklahoma (OU) was established in 1890 by the Territorial Legislature of Oklahoma and has conferred degrees since 1896. It is now a complex, comprehensive national research university with an enrollment of approximately 28,000 students, 1900 full-time faculty, and 5500 full-time staff. OU consists of 19 colleges located on the main campus in Norman, Oklahoma, the University of Oklahoma Health Sciences Center campus in Oklahoma City, and the University of Oklahoma-Tulsa Campus. In addition, it offers Master's level programs at U.S. military bases in the United States and around the world, and offers a wide variety of outreach programs through the College of Continuing Education, including a Ph.D. program in Organizational Leadership on military bases in Heidelberg, Germany, Okinawa, and Korea.

In the Fall of 2000, the University of Oklahoma consisted of: 21,622 students on the Norman Campus; 2,831 students on the Health Sciences Center campus; and 512 students on the OU Tulsa campus. An additional 2,755 students were enrolled in non-traditional programs (College of Continuing Education and College of Liberal Studies). The College of Continuing Education is among the largest university continuing education units in the country, serving over 175,000 students with various credit and noncredit programs. Enrollment levels on the Norman campus have steadily increased over the last six years, moving from 19,683 students in 1994 to the current 21,622 in Fall 2000. Freshmen accounted for 23% of the students on the Norman campus. Nearly one third (31%) of students are enrolled in the College of Arts & Sciences, followed by 20% in Business, and 13% in Engineering of the total enrollment on the Norman campus.

The Health Sciences Center consists of seven discreet colleges that include Medicine, Nursing, Pharmacy, Public Health, Allied Health, Dentistry, and the Health Sciences Graduate School. The student population includes about 480 undergraduates (junior and seniors only) with the remaining students enrolled as graduate and professional students.

OU Tulsa provides graduate, professional, and continuing education to place-bound students in the Tulsa area who would not otherwise benefit from OU. In addition, it offers up to thirty-five clinical clerkships for third and fourth year MD students from HSC, as well as a Tulsa-based residency

program in Medicine and several community outreach programs in concert with local business and industries. At OU Tulsa all academic degree programs, professional program accreditations, faculty appointments, student admissions, and annual budgets are extended from either the OU Norman campus or the HSC campus.

Distance learning at the University of Oklahoma is primarily administered through the College of Continuing Education and the College of Liberal Studies. Working in concert with academic units throughout the university, the colleges offer courses, undergraduate and graduate degree programs to various student audiences in Oklahoma and throughout the world.

In the late 1980's and early 1990's, the University experienced a series of challenges due to an economic downturn in the state and to legislative debate about the mission and budget of higher education in Oklahoma. However, since the mid-1990's, state support has stabilized and the University has been reaffirmed by the state as one of the two comprehensive research universities in Oklahoma. With new executive leadership and direction, the University has prospered in recent years with increased enrollments, the launching of a very successful capital campaign which raised over \$514 million, an increase in the number of endowed positions, an increase in research dollars, an increase in its recruitment of National Merit Scholars, and construction of several new facilities. Faculty scholarship and research funding have improved and in 2000, OU had \$158.4 million in sponsored research expenditures. The University has dubbed the period since the mid-nineties as its "renaissance." Since 1995, OU also has established on the Norman campus, two new colleges, the Honors College and the Gaylord College of Journalism and Mass Communication; and two new schools, the School of Dance and the School in International and Area Studies.

Similar to the Norman campus, the HSC colleges have enjoyed substantial success in the recruitment of capable faculty over the past five years. Degree granting programs (masters and doctoral) have grown and there has been an increase in research funding, particularly in the College of Medicine. There has also been an increase in the number of interdisciplinary graduate programs within the HSC (e.g., MD/MPH) and between the HSC and Norman campus (e.g., MD/JD, MD/MBA).

Several new facilities have been constructed or are under construction. For instance, a recent \$10 million grant to OU from the Schusterman Family Foundation of Tulsa supported the purchase of the BP Amoco property enabling OU to establish a new sixty-acre community-based campus for OU Tulsa programs with 385,000 square feet of classroom, office, laboratory and library space. In addition, a new Research Campus is being planned.

A number of special facilities and resources are part of the University. Two museums, the Fred Jones, Jr. Museum of Art and the Oklahoma Museum of Natural History, are housed on the Norman campus. Special research and study units such as the Oklahoma Geophysical Observatory, the Oklahoma Climatological Survey, Swearingen Research Park, and various federal, state, private, and University meteorological agencies are located on or adjacent to the various campuses.

The Oklahoma State Regents for Higher Education serves as the coordinating board for all public higher education institutions in the state of Oklahoma. The Regents of the University of Oklahoma, consisting of seven members, comprise the governing body for the University of Oklahoma.

Requirements for admission and graduation, degrees offered, and tuition and fees are established by the Oklahoma State Regents and the Regents of the University. The State Regents approve educational and general budget of institutions and their various constituent agencies and special programs. At OU, the Health Sciences Center and the College of Law are budgeted as line items separate from the Norman campus budget. The HSC has its own provost and administrative officers.

The University of Oklahoma was first accredited by the North Central Association (NCA) in 1913 and has been accredited since that date. Its last comprehensive evaluation was conducted in 1992. The 1992 comprehensive review led to continued accreditation at the doctoral level for ten years with no stipulations or required reports and with the next comprehensive visit scheduled for 2001-2002.

Since 1992, OU has extended its programming to include a doctoral program at three international military sites. In 1996, The University requested a focused evaluation of its proposal to offer an interdisciplinary, cohort-based two-year Ph. D. Program in Organizational Leadership on an U. S. Army facility in Heidelberg, Germany. The program was designed to use distance learning technology for delivery of the program. As part of the NCA International Initiative in western and central Europe, a focused visit was conducted in October 1996 to evaluate the proposal. The evaluation team recommended approval of the Ph.D. in Organizational Leadership in Heidelberg Germany and the Commission accepted the recommendation in 1997.

In 1999, the University requested authorization to expand the Ph. D. in Organizational Leadership offered in Germany from the single cohort begun during 1996-97 to a second cohort in Heidelberg and to new cohorts in Okinawa and Korea. The institutional change request was evaluated by NCA Staff and a recommendation was accepted by the Commission to change the Stipulations on Affiliation Status to read; "Doctoral programs abroad are limited to the Ph. D. in Organizational Leadership in Heidelberg, Germany; and at military bases in Okinawa and Korea."

B. Unique Aspects of Visit:

Team members visited the University of Oklahoma Norman Campus, the OU Health Sciences Center in Oklahoma City, and the University of Oklahoma Tulsa Campus. The international sites in Germany, Korea and Okinawa were not visited because of the previous evaluation of the program site in Germany under the auspices of the International Initiative in western and central Europe and because of the 1999 review which led to the addition of new sites in Korea and Okinawa. Because of the September 2001 U.S. Terrorist Attack and the resultant security concerns, military bases were not visited. Instead, the Team relied on audit and program review reports from the Department of Defense and other materials to document the operations of programs on military bases.

C. Sites or Branch Campuses Visited:

University of Oklahoma in Norman, Oklahoma
University of Oklahoma Health Science Center in Oklahoma City, Oklahoma
University of Oklahoma Schusterman Center in Tulsa, Oklahoma

D. Distance Education Reviewed:

Distance learning at the University of Oklahoma is primarily under the purview of the College of Continuing Education and the College of Liberal Studies. The College of Liberal Studies offers both a Bachelor's of Liberal Studies (BLS) and a Master's of Liberal Studies (MLS) primarily for adult learners. The BLS/ Internet-guided Interdisciplinary Studies program is Internet based with all readings, writing, and research projects completed on the Internet. The MLS/Self Design program allows students to design an interdisciplinary program of study with faculty mentors. About 300 students are enrolled in the College of Liberal Studies approximately 100 BLS and 10 MLS students graduated in FY00.

Independent study courses through the Center for Independent and Distance Education of the College of Continuing Education are individualized courses of study approved by a faculty member. The Independent Study program currently offers 140 college and 90 high school distance learning courses. Increasingly, many of these print-based correspondence courses are being redesigned as Internet-based courses.

The Tulsa campus delivers master's degree programs through resident faculty and distance education technologies, primarily two-way interactive television, provided by the College of Arts and Sciences (322 students), Engineering (8), Education (3), Architecture (11), and the Health Sciences Center. The College of Continuing Education's Advanced Programs Division offers 11 master's degree programs and one doctoral degree program to students at 41 military bases and other sites world-wide. Traditionally, faculty members have traveled to these sites to provide instruction, but increasingly the College plans to incorporate web-based coursework and other instructional technologies in the Advanced Programs. During FY-00 and FY01, the college involved about 180 tenured and tenure-track faculty in the delivery of about 500 Advanced Programs classes to more than 4,000 students. The Ph.D. in Organizational Leadership, which is being offered by the OU-Tulsa Graduate College, uses two-way interactive video and web-based courses.

In addition, during the 1999-2000 academic year, 1797 students were served through 85 separate courses offered via electronic media originating from the Norman campus. The Health Sciences Center served 2142 students in 143 courses offered through electronic media during the same period.

B. Interactions with Institutional Constituencies:

OU Norman Campus

President of the University of Oklahoma
 Senior Vice President and Provost for the Norman Campus
 Representative from the Regents of the University of Oklahoma
 Assistant Director, Financial Aid
 Associate Vice President for Admissions, Records and Financial Aid
 Coordinator for the Campus Departmental Review Program and the CDRP Panel Members
 Dean and Professional Staff of the Honors College
 Dean and Associate Dean of College of Architecture
 Dean for Arts & Sciences
 Dean for Business
 Dean for the College of Education and senior Administrative Staff
 Dean for the College of Fine Arts, Associate Dean, Chair of Music Theatre Department, and President of Fine Arts Student Advising Council
 Dean for the College of Geosciences
 Dean for the College of Law
 Dean for the Gaylord College of Journalism and Mass Communications
 Dean for the Honors College
 Dean for University College
 Dean of the Library, Director of Information Management and Delivery-Library, and Director of Public Services-Library
 Dean of the College of Engineering
 Development Officer for the International Programs Center
 Director for Instructional Technology
 Director for Registration and Scheduling
 Director of the Budget Office
 Director of Center for Peace Studies
 Director of Information Technology Services
 Director of School for International and Area Studies
 Director of the International Programs Center
 Director, Academic Records
 Director, Admissions
 Director, Center for Educational & Community Renewal
 Directors of Administrative Services for the International Programs Center
 Equal Opportunity and Affirmative Action Officer
 Faculty representatives from Gaylord College of Journalism and Mass Communications
 Information Technology Liaisons for Arts and Sciences (2)
 Lunch with Alumni and Community Leaders, including the Mayor of Norman
 Lunch with Norman Campus Faculty Senate Executive Committee and Faculty Senate past Presidents
 Lunch with Presidential Professors
 Lunch with Students from the Vice Presidents' Advisory Council
 Open Meeting with Norman Campus Faculty
 Open Meeting with Norman Campus Staff
 Open Meeting with Norman Campus Students
 Outcomes Assessment Committee
 Program Review Committee (Chair and about 6 professors)
 President of UO Student Association
 Vice President for Administrative Affairs
 Vice President for Information Technology and Members of the Stars Team
 Vice President for Outreach and Dean of Liberal Studies
 Vice President for Research and Dean for the Graduate College
 Vice President for Student Affairs-Norman Campus

General Education Committee (chair and 14 faculty)
 Assessment Committee (Chair, Director of Assessment & Learning Center and 12 faculty)
 Assistant Provost & Director, Institutional Research & Reporting
 Vice-President for VP for Student Services and associates
 Vice-President for Admissions, Records and Financial Aid
 Athletics Director
 Faculty Athletics Representative
 Director of Housing

Vice President for University Development
 Meeting with Faculty in Residence family and visit to facility
 Random faculty, staff, and student conversations

OU Health Sciences Center

Senior Vice President for the Health Sciences Center
 Vice President for Research-HSC
 Vice President for Health Affairs-HSC
 Associate Vice President for Clinical Research-HSC
 Dean for the College of Allied Health-HSC
 Assistant Director for the Robert M. Bird Library-HSC
 Vice President for Administrative Affairs-HSC
 Vice Provost for Academic Affairs and Dean for the Graduate College-HSC
 Dean of the College of Medicine
 Dean of the College of Pharmacy
 Dean of the College of Public Health
 Dean of the College of Allied Health
 Dean for the College of Dentistry
 Dean for the College of Nursing and various administrative officers and faculty
 Dean of University College
 Lunch with HSC Faculty Senate Executive Committee
 Open Meeting with Health Sciences Center Students
 Open Meeting with Health Sciences Center Staff
 Open Meeting with Health Sciences Center Faculty
 Head, Library Computing and Information Systems

OU Tulsa Campus

President of OU Tulsa
 Assistant Vice President for University Services OU Tulsa
 Dean for the Medical-Tulsa
 Dean for the Graduate College-OU Tulsa
 Assistant Vice President for University Services OU Tulsa
 Dean, College of Medicine-OU Tulsa
 Dean of the Graduate College-OU Tulsa
 Group meeting with five Tulsa resident faculties from Social Work, Human Relations, Nursing, Rehabilitation Services, and Medicine

F. Principal Documents, Materials, and Web Pages Reviewed:

Webpage-OU Virtual Resource Room
 Descriptive materials on the OU programs in Tulsa and various "OU Tulsa Quick Stats"
 University Libraries Committee Minutes
 University Libraries 2000-2001 Goals

Association of Research Libraries rankings
 Student Advisory Council Membership roster
 Library Survey Report
 Student Satisfaction Report based upon ACT Student Opinion Survey
 The University of Oklahoma Libraries Progress Report
 Publications of the Bizzell Library Society
 OU Norman Academic Goals 2001-2002

Inspiring Champions Today, Department of Intercollegiate Athletics promotional brochure
Excellence Reached, Reach for Excellence Campaign 1995-2000: A Report to Donors
Fund Raising at the University of Oklahoma: Success through Teamwork, Leadership, & A Strategic Approach, overview publication for fund raising
Board of Advisors, 2001 Directory for Michael F. Price College of Business
Oklahoma Business Bulletin, Center for Economic and Management Research, Michael F. Price College of Business, July 2001, Vol. 69, Issue 3.
The Oklahoma MBA, Michael F. Price College of Business
Price Magazine, Michael F. Price College of Business, Spring 2001
Faculty Profiles, Michael F. Price College of Business, business school brochure

Program Reviews - all academic units for Colleges of Architecture, Education, and Fine Arts
 College of Continuing Education: Self-Study Review
 College of Liberal Studies: Self-Study Review

Personnel Documents - for Colleges of Education, Architecture and Fine Arts and the academic units of those colleges
 Institutional Academic Goals Statements
 Faculty handbook - Norman Campus
 Institutional Data Book

Academic Affairs and Curriculum Committee Report
 University-wide General Education Core Curriculum Notebook
 Honors College Notebook
 CDRP Self Studies for Political Science, Anthropology, and Psychology, departments in Education
 2001-2002 Academic Goals: Norman Campus
 2000-01 Academic Plan for the University of Oklahoma

Distance Learning Sites and Electronic Media Policies Reports 1998-2000
 Distance Learning Notebook: Distance and Distributed Programs and courses from OU Norman Campus 2000-2001
 Skills Assessment Organizational Review-Information Technology Department Section
 Information Technology Council minutes
 Corporate University and E-Learning Task Force Minutes
 President's Report 1999
 Profiles of the University of Oklahoma-February 2001 Special emphasis: computing and telecommunications

Enrollment Management Binder
 International Exchange/international Programs Binder
 Student Affairs Binder
 Student Affairs: Department Goals, Business Plans Binder
 Student Data Binder
 Student Life Binder
 Student organizations Binder
 Faculty-in Residence Binder

Website for International Programs Center

Title IV Reports for Financial Aid, Human Subjects, Crime and Safety, audit of Expenditures of Federal Awards for HSC

NCAA certification document (1997)

Minutes of the Faculty Senate-Norman

Minutes: Faculty Senate-HSC

Post Tenure Review Documents for Norman and HSC

Faculty and staff handbooks-HSC

University of Oklahoma General Catalog 1999-2001

Bulletins: College of Dentistry, College of Nursing, College of Pharmacy, and College of Allied Health

Notebooks for Self-Study Committees: Academic Affairs & Curriculum Committee, Physical Resources, Human Resources & Fiscal Resources Committee, Student Affairs Committee.

Self-study documents prepared by colleges (Nursing, Pharmacy, Education, and Dentistry) for their professional accrediting agency

Documents pertaining to recent violation of Human Subject Protection guidelines

Virtual Resource room: various topics related especially to the HSC

Oklahoma State Regents for Higher Education:

Policy Statement on the Assessment of Students for Purposes of Instructional & State Accountability

Admissions Policy Statement

Learning Site and Electronic Media Policies Report

Student Assessment Reports for the University of Oklahoma

University of Oklahoma-Fiscal year Operating Budget

University of Oklahoma Independent Auditors Reports for Years ending June 30, 1999 and June 30, 2000 for the Norman Campus and the Health Sciences Campus.

Reports on Retention Rates for Fall Semester 1989 to 1999-Norman Campus

Reports on Graduation Rates 1989-1994-Norman Campus

Accreditation reports for various professional and specialized agencies.

Profiles of The University of Oklahoma, February 2001

Reach for Excellence videotape

Independent Auditors' Report

College of Continuing Education and College of Liberal Sciences self-study, brochures, assessment reports, budgets, annual reports, policies and procedures

College of Continuing Education and College of Liberal Sciences websites

Third Party Comments

Information Technology Binder

Military Installation Voluntary Education Review (MIVER) reports

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process:

The OU Self-Study Report for the comprehensive evaluation focused on the theme of “building a community of learning in a time of renewal.” The attractively bound Self-Study is titled, “Realizing the Possibilities: Reaccreditation in a Time of Renewal.” The introductory chapter provides a synopsis, history of the university, a description of the key elements of the ‘renaissance’, and a description of the organization of the Self-Study. Three chapters, devoted to the Academic Core, Enhancing the Environment, and the Infrastructure, describe examples of initiatives in each area that relate to

'Building a Community of Learning'. The final chapter addresses the General Institutional Requirements, the Accreditation Criteria, the NCA's 1992 Concerns, and the major challenges and goals for the university. Appendices provide information on the NCA Committee Structure, University organizational charts, institutional and program accreditation status, and degrees offered.

B. Integrity of the Self-Study Report:

The Self-Study Report provided a broad descriptive overview of the campus, highlighting the successes and progress on various strategic initiatives. However, few evaluative statements or observations were included in the narrative. References to resource documents and address pointers to web pages were frequently used to guide readers to more detailed background information in support of information in the Self-Study, thus the Team spent a great deal of time documenting elements of the Self-Study and gathering information from other sources. The Resource Room was well organized, with a shelf by shelf and alphabetical index. When needed, additional information requested by the Team was promptly provided. Because the Self-Study provides a comprehensive overview of the University's successes, it should be valuable to the institution as a summary document on institutional accomplishments. However, it will provide little guidance on strategic initiatives for the future.

C. Capacity to Address Previously Identified Challenges:

1. Institutional Capacity to Address and Resolve Previously Identified Challenges:

- Based on the institution's response to previously identified challenges, the team confirms the institution's capacity to identify, address, and resolve issues.

2. Inadequately Resolved Challenges:

- Based on the institution's response to previously identified challenges, the Team concludes that the following issues have been inadequately addressed by the institution and require Commission follow-up. (Note: Simple list here each inadequately resolved challenge. In Part V, include and explain the challenge as part of the appropriate criterion, adding Commission follow-up as warranted.)

There continue to be too few women and minorities in key leadership positions at the University.

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



Requirements fulfilled.

Requirements not fulfilled.

Comments:

The University publicized the Accreditation visit on its WebSite and in various publications. The notices included information about the forthcoming visit and provided information on where the third party comments were to be sent. Several third-party comments were received regarding the University. After review by the Team, it was determined that none of the comments influenced the institution's ability to meet the General Institutional Requirements or the Criteria for Accreditation.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

- x The team reviewed the required Title IV compliance areas and the student complaint information.

Comments:

The Team reviewed and considered the most recent default rates and various compliance audits conducted under Title IV. The default rate of the University has declined from 8.3% in 1996 to 2.5% as of September 2001.

Crime Reports were available for review.

The University has demonstrated that it responds quickly and effectively to issues of compliance related to Title IV issues. An audit of expenditures of federal awards for the Health Sciences Campus for the year ending June 30, 2000 indicated that an embezzlement problem existed. The Health Sciences Center and appropriate legal authorities investigated the activity and the University is addressing the internal control and compliance issues identified in the incident.

In 2000, federal investigators suspended government-sponsored clinical studies for two months at the University of Oklahoma Health Sciences Center at Tulsa for violating federal rules meant to safeguard human subjects. The violations were addressed, resulting in the HSC reassuming direct monitoring function of the OU Tulsa process. The University quickly put in to place reforms to improve its compliance with federal regulations and has been applauded by federal regulators for its reform activities.

A student complaint log or report was not available for review at the time of the visit. OU subsequently provided a redacted and summarized version of the daily logs from the President's Action Line for 1999-00 and 2000-01 and from the Provost's complaint log. The Action Line is open to all students with complaints or concerns about any issue on the OU campus. The institution has several processes and procedures for review of student appeals and complaints, however no central record is maintained. To comply with Title IV

expectations, the institution should develop a report which documents that student complaints are dealt with in a timely manner, that students are treated fairly, and that provides an avenue for looking at patterns that may suggest institutional review.

IV. AFFIRMATION OF THE GENERAL INSTITUTIONAL REQUIREMENTS

- Based on the self-study review and other documentation, the Team confirms that the institution continues to meet each of the twenty-four General Institutional Requirements.

Comments:

- Based on the self-study review and other documentation, the Team identified concerns regarding specific General Institutional Requirements that require a recommendation for sanction (check one below and provide an appropriate explanation and rationale in Part VI):
- The institution is pursuing a course of action that could place it in jeopardy of not meeting one or more the GIRs (**Placed on Notice**)
 - The institution is in jeopardy of not meeting one or more of the GIRs (**Withdrawal of Status**)
 - One or more GIRs are not met (**Probation**)

V. FULFILLMENT OF THE CRITERIA

A. CRITERION ONE

The institution demonstrates that it has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates fulfillment of criterion:

The leadership of OU has clearly articulated a renewed vision for the University, including increased academic intensity, community, research, and internationalization. This vision is in keeping with the university's mission of providing the best possible educational experience for students through excellence in teaching, research and creative activity, and service to the state and society. Through interviews and meetings with the Team, it is clear that this vision is widely supported by faculty, staff, students, and various constituencies of the university. This widespread support has been instrumental in stimulating independent projects and actions from many individuals and units in support of the vision and mission.

Planning to address institutional goals for both the Norman and HSC campuses is evidenced by a five-year plan of strategic initiatives which apply to all the colleges and by the annual plan of priorities which is developed by the two Provosts and their Council of Deans.

The University, through various publications, the OU website, and various other avenues communicates its vision and mission in an effective manner.

The College of Continuing Education is among the largest university continuing education units in the country, serving over 175,000 students with various credit and noncredit programs. The College works with the university's schools and colleges to develop courses and degree programs that are offered on the university's campuses, throughout the state and internationally. Interviews with faculty, staff and review of program reviews, student assessments, websites, policies, procedures and Military Installation Voluntary Education Review (MIVER) reports demonstrate that the college is actively engaged in strategic planning and program development that serves the lifelong learning needs of nontraditional and adult students.

University leadership determined that emphasis on creating a sense of community would help actualize their mission of providing the best possible educational experience for their students through excellence in teaching, research and creative activity, and service to the state and society. Various community-building activities and programs were initiated including a faculty-in-residence program, adopt a faculty program, renovation of the student union for comfort and access (open 24 hours per day, 7 days per week) and celebration of the University's heritage through the placement of historical photographs in University building offices and hallways. Faculty, staff, and students interviewed by the team validated that these activities did indeed create a sense of community at the University of Oklahoma.

Alumni and community leaders are supportive of the mission of OU. Advisory Boards, with representatives from the community are in place in most colleges and provide advice on program trends and discipline needs.

2. Evidence that needs strengthening:

It is clear to the Team that institutional vision, as articulated by the leadership, has added value to the university in demonstrable ways, e.g., the Honors program, increase in National Merit Scholars, and endowed chairs and professorships. However, the University needs to more specifically articulate what it means "to build an environment of academic intensity" to be certain that it is broadly understood across the University community and to determine how it will be measured so that investment in the academic enterprise will continue to produce intended and predictable benefits to the University.

3. Evidence that requires institutional attention and Commission follow-up:
None.

Recommendation of the Team

- Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended
- Pattern of evidence demonstrated; Commission follow-up recommended (check all that applies; provide rationale in Part VI)
- Progress Report Monitoring Report
- Contingency Report Focused Visit
- Pattern of evidence insufficient, Commission sanction warranted (check only one)
- Placed on Notice Probation Withdrawal of Status

B. CRITERION TWO

The institution demonstrates that it has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates fulfillment of criterion:

Faculty governance is active on the campus. The faculty senate meets regularly and its executive committee meets with the provost. Faculty appear to be actively engaged in determining curriculum and other academic functions. There are separate faculty governance groups on the Norman and HSC campuses. The HSC faculty feel that this is not a problem since they have different issues and concerns.

The staff are organized into various governance groups. Staff indicated that they have an opportunity to communicate ideas related to the general planning of the University. However, there appears to be little interaction or communication between staff groups of the two campuses.

Review of personnel documents at the institutional, college, and departmental levels, as well as interviews with administrators and faculty at those same levels, validate a process which is supportive of faculty development, sufficiently flexible to support institutional mission and vision, and clear in establishing expectations and systems of

evaluation. Criteria and procedures for promotion and tenure, and annual merit reviews are standard for the profession and are effectively implemented. A recently approved policy provides for an orderly post-tenure review procedure. Faculty appear to be reasonably comfortable with the post-tenure review procedures.

A concerted effort has been made to recruit and retain faculty by increasing faculty salaries over the last five years an average of 25% on the Norman campus and 13% on the HSC campus.

The university has reduced its administrative costs from 11% to 6% over the last five years. To avoid administrative duplication, a five-year plan has been developed to coordinate administrative activities between the Norman campus and the Health Sciences Center.

The University has undergone substantial facilities development and renovations on all of its campuses, including new space for education, research, and student activities and there appears to be good linkage between strategic initiatives and facilities planning.

Academic programs and initiatives have benefited significantly from the recently concluded University capital campaign. Funds raised have supported academic initiatives, such as the Honors College, International Program Center, endowed Chairs, Presidential Professors, Faculty in Residence program, and Library.

Financial operations of the University and its colleges appear to be responsibly managed and the deans have been creative in assembling recruiting packages for new faculty. Although OU's share of state funding has been fairly constant since 1990, resources available through state matching fund, endowments, and investment income have increased. To support academic and research goals, the University has not only increased endowed positions to 275 positions and created 60 Presidential Professorships, but also has also created non-tenure track research and renewable term appointments positions.

In the past few years, the university has expanded programs to ensure student success. Examples include: Camp Crimson for freshmen; the Cousins program for international students; faculty-in residence in the dormitories; the Threshold and Retention Intern programs; Student Success workshops; the Presidential, International and Transfer Leadership programs; the Gateway to Learning courses in University College; the new wing of the Memorial Union for student organizations and many others. These initiatives have given students a sense that they are valued members of the university community and have placed the university among the leaders nationally in creating a supportive environment for new students.

While challenged with the increase in student numbers, the university has organized its human, financial and physical resources to provide sufficient resources to the

Admissions, Records, and Financial Aid Offices. Student support services in these areas are student-centered, well organized, and accessible to students as documented by interviews of students and staff.

The OU Libraries are being well positioned to meet the challenges of the next decade with continuance of the growth of the permanent private endowment secured through the Bizzell Library Society and the progress attributed to a five-year \$1 million annual allocation of additional support emanating from the recent general endowment gains.

2. Evidence that needs strengthening:

In spite of progress in providing student services, the future work of the student affairs units will need to be very carefully coordinated with actions in the academic units to allow the University to meet its goals of improving retention and graduation rates.

Student infrastructure systems need to be expanded to accommodate the growth in undergraduate enrollment over the last five years, e.g., advising, automated degree audit.

The University needs to continue to address the importance of bringing a better balance among undergraduate enrollment, the available fiscal and human resources, and the quality of the undergraduate education experience. Achieving this balance should allow the University to protect and expand the gains in quality of undergraduate education that have been achieved in the past few years, yet also provide reasonable access for new freshmen and transfer students.

3. Evidence that requires institutional attention and Commission follow-up:

Recommendation of the Team

- Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended
- Pattern of evidence demonstrated; Commission follow-up recommended (check all that apply; provide rationale in Part VI)
 - Progress Report Monitoring Report
 - Contingency Report Focused Visit

Pattern of evidence insufficient, Commission sanction warranted (check only one)

Placed on Notice

Probation

Withdrawal of Status

C. CRITERION THREE

The institution is accomplishing its educational and other purposes.

Salient Evidence of Fulfillment of Criterion**1. Evidence that demonstrates fulfillment of criterion:**

The University uses a multifaceted approach to assessment including the use of standardized tests, capstone courses, writing assignments, etc. The assessment program is well thought-out and has considerable faculty involvement. It identifies the goals and objectives of the academic programs and the general education component. Appropriate measures have been implemented to determine if those goals and objectives have been achieved and where appropriate, the resultant information has been used for program improvement. The university as a whole, exhibits characteristics that suggest it is in a mature stage of assessment that places it in the advanced stages of Level Two or early stages of Level Three in assessment implementation.

The University has realigned its technology resources to focus on its core academic mission with the goal of integrating technology and instruction both on the campuses and in remote locations. Through this realignment of resources the university has funded six faculty positions as distributed Information Specialists charged with raising the level and quality of IT support to faculty. There has been an increase in student computer laboratories, fully wired classrooms for Internet access, residence halls with Internet connectivity, cable modem service, and DSL service providing high-speed Internet access and connectivity for students, faculty, and staff who live and work off-campus.

Procedures are in place to assure the quality of the graduate program. Only persons appointed to the Graduate Faculty may participate in teaching graduate courses, serve on masters and doctoral committees, or chair such committees. New and modifications in graduate programs, as well as courses and graduate admission standards are approved by the Graduate Council. The program review procedures, which involve external reviewers, provide ongoing oversight necessary to maintain quality and vitality of the programs.

The success of the HSC's schools in fulfilling their respective purposes and objectives is evidenced by the fully accredited status for the schools that have an independent professional or specialized accrediting body.

LCME data document the equivalency of the student credentials and program completion rates for OU Tulsa MD students with those of students at the HSC campus. Similarly, graduate student admission, retention, and degree completion data from OU Tulsa match well with OU Norman and HSC data for respective degree programs.

The College of Law, the only state-supported law school in Oklahoma, has been a member of the Association of American Law Schools since 1911 and has held American Bar Association Approval since 1923. The soon to be completed expansion and remodeling of the facilities housing the College of Law has eliminated a threat to ABA certification, a possibility that had generated negative reports in the media .

The rate of passage on the State Bar Exam was over ninety percent for the most recent three-year cohort of Juris Doctor degree recipients, with an average of 183 graduates per year.

The university has advanced its research goals. There has been significant growth in sponsored research funding during the 90's, reaching a high of \$158 million in 2000.

Planning for the HSC is evidenced by a five-year plan of strategic initiatives which apply to all of the colleges and by the annual plan of priorities which is developed by the HSC Provost and the Council of Deans. The significant increase in research funding, particularly NIH funding, can be traced to a strategic commitment to expand research, which was articulated in 1995.

Student Affairs has been central to the University's vision to instill a sense of community and the values of volunteerism and public civic service in all students. The Center for Leadership Development has played an essential role in the Presidential, International, and Transfer Leadership programs. The new wing of the Memorial Union for student organizations has given Student Affairs enhanced access to the leadership cadre of students across the university and has helped instill a sense of community among student leaders. Evaluation of units in student affairs is through direct student feedback, advisory boards, and a student satisfaction survey

The university has made significant progress in implementing its vision to internationalize the curriculum and the educational experience. The International Programs Center has stimulated the creation of a new School of International and Area Studies using joint appointments with existing units, and undergraduate and graduate degrees in international studies and international relations. Special programs and conferences feature world leaders and undergraduate applications for study abroad have been increasing and are up by about fifty percent this year.

2. Evidence that needs strengthening:

Increased computer technology infrastructure is needed to advance the university's administrative information technology support systems in Financial Administration, Student Information, Human Resources, and for other administrative functions.

3. Evidence that requires institutional attention and Commission follow-up:

Recommendation of the Team

Pattern of sufficiently demonstrated evidence; no Commission follow-up recommended

Pattern of evidence demonstrated; Commission follow-up recommended (check all that apply; provide rationale in Part VI)

Progress Report

Monitoring Report

Contingency Report

Focused Visit

Pattern of evidence insufficient, Commission sanction warranted (check only one)

Placed on Notice

Probation

Withdrawal of Status

D. CRITERION FOUR

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates fulfillment of criterion:

The Oklahoma University Norman Campus has a well-established and sustained system of faculty governance. Review of personnel documents at the institutional, college, and departmental levels, as well as interviews with administrators and faculty at those same levels, validate a process which is supportive of faculty development, sufficiently flexible to support institutional mission and vision, and clear in establishing expectations and systems of evaluation.

The Program Review process helps determine the need for shifting resources from one unit to another and has helped with resource planning.

The institution has raised undergraduate admission minimum standards to a score of 24 American College Test (ACT) and plans to move the standard to 26 in the ACT for non-resident students. Increases in the number of national merit scholars funded and recruited compliment raised admission standards. Faculty, both in groups and individually, were consistent in their comments that the institution's success in securing funding for endowed professorships and chairs in combination with raised admissions standards had resulted in the recruitment of more qualified faculty and undergraduate students.

To sustain the growth in research dollars, there has been an increase in institutional services and support for research faculty. A number of new research centers and institutes have been established and there has been expansion of the Office of Technology Development.

There is evident commitment to and plans for continued improvement in the educational programs at the HSC; for recruitment of nationally competitive faculty and for focused programmatic growth in research. There is capable, dedicated and effective leadership in place in all of the key administrative positions at the HSC to assume continuity of strategic planning and direction. Moreover, there is evidence of responsible operations, a growing endowment and the combination of legislative and philanthropic support to make continued success of this academic enterprise quite likely.

The University will continue to accomplish its purposes in providing the best educational experiences to its students through its planning and implementing advanced distance learning technologies. Illustrative examples of this forward IT thinking includes experimentation and implementation with IP video, the Internet 2 consortium used to support the Advanced Center for Genome Technology, and the Health Sciences Center's development of telemedicine solutions. Interviews with instructional faculty and instructional design and technology faculty support the forward planning and thinking being applied to the use of distance learning technologies in the future.

2. Evidence that needs strengthening:

As recognized by the university, sustaining and strengthening the quality of graduate students, strengthening start-up funding for new faculty and enhancing other research mechanisms are critical for continued recruitment of leading edge faculty and will contribute to the competitiveness of research programs in strategically targeted areas.

3. Evidence that requires institutional attention and Commission follow-up:

Recommendation of the Team

- Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended
- Pattern of evidence demonstrated; Commission follow-up recommended (check all that apply; provide rationale in Part VI)
 - Progress Report Monitoring Report
 - Contingency Report Focused Visit
- Pattern of evidence insufficient, Commission sanction warranted (check only one)
 - Placed on Notice Probation Withdrawal of Status

E. CRITERION FIVE

The institution demonstrates integrity in its practices and relationships.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates fulfillment of criterion:

The University has been successful in enhancing access to education for a diverse student body. Minority student enrollment has increased 62 percent over the past ten years, compared to an overall increase of 10 percent. The ability to continue to increase access will depend on maintaining the level of scholarship support for economically disadvantaged students and increasing retention and graduation rates for minority student groups. According to available data, the University is neither making progress nor losing ground toward diversifying the faculty. Minority and women representation in leadership positions has not changed significantly in the last ten years.

The University has taken steps to increase its vigilance over research integrity issues and to eliminate or decrease incidents of non-compliance. Following an incident of suspension of government sponsored clinical studies because of non-compliance with human subjects regulations, the University put in to place reforms that have been applauded by federal regulators.

The University’s and HSC’s response to a recent incident of breach in patient-subject protection at the hands of a clinical investigator was forthright, immediate, and appropriate. The University dedicated itself to root cause analysis and honest

disclosure and the eventual development of processes, procedures, and policies that has become a model for oversight of research involving human subjects.

Catalogs, brochures, handbooks, various publications, and website information clearly and fairly present information about the university, its regulations, policies, and procedures.

Collaborative and contractual agreements are overseen by the University's General Counsel office. Collaborations are governed by written documents that have been developed and agreed to by the parties involved.

Institutional control and oversight of intercollegiate athletics are adequate. Graduation rates of student athletes are about equivalent to institutional graduation rates. However, graduation rates for men's basketball and football are below institutional graduation rates. The National Collegiate Athletics Association in 1997 certified the Intercollegiate Athletics program. Plans related to gender equity in intercollegiate athletics were developed as a consequence of the certification process and are reviewed by outside counsel annually. In addition, a plan has been developed to repay the current debt of the athletic program.

The institution has clear and well-publicized admissions requirements.

The University appears consistently committed to enhancing the educational environment and educational experience of its students and to facilitating the professional development of the faculty and staff. Faculty and student handbooks document policies and procedures to safeguard individual's rights and interests.

2. Evidence that needs strengthening:

The University Catalogs (Norman and Catalogs of Health Sciences Center Schools and colleges) do not publish the address and telephone number of North Central Association of Colleges and Secondary Schools-the Higher Learning Commission.

3. Evidence that requires institutional attention and Commission follow-up:

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended

Pattern of evidence demonstrated; Commission follow-up recommended (check all that apply; provide rationale in Part VI)

Progress Report

Monitoring Report

Contingency Report

Focused Visit

Pattern of evidence insufficient, Commission sanction warranted (check only one)

Placed on Notice

Probation

Withdrawal of Status

VI. TEAM RECOMMENDATIONS

ACCREDITATION RELATIONSHIP:

CONTINUED ACCREDITATION

Next Comprehensive Visit: 2011-2012

Rationale:

The Team recommends that the University of Oklahoma’s accreditation be continued with the next comprehensive visit to occur in 2011-12, with no changes in the Statement of Affiliation and no requirements for Commission follow-up. The University of Oklahoma meets the General Institutional Requirements and the Criteria for Accreditation established by the Higher Learning Commission of the North Central Association. The university has the mechanisms, resources, and expertise to accomplish its mission to provide the best possible educational experience for its students through excellence in teaching, research, creative activity, and service to the state and society. Institutional initiatives to develop a dynamic community of learning through ‘intellectual and academic intensity’, rewards for teaching, creation of a sense of community, research initiatives, and international studies have indeed produced a ‘renaissance’ at the institution. The University has a history of managing its resources effectively, of assessing and improving its programs, and of stable governance mechanisms. In the last decade the institution has restored its financial stability and it is expected that the institution will continue to have an adequate level of financial resources to carry out its mission from a combination of state support, tuition and fees, grants and contracts, improved efficiencies and effectiveness in operation, and private giving.

DEFINERS OF RELATIONSHIP

1. Degree Level

Rationale:

2. Ownership

Rationale:

3. Stipulations

Rationale:

4. New Degree Sites:

Rationale:

APPROVAL OF CHANGE

Amendments Already Noted Above

Explanation of Change:

Rationale:

COMMISSION FOLLOW-UP

No follow-up required.

Rationale:

Progress Report due:

Rationale and Expectations:

Monitoring Report due:

Rationale and Expectations:

Contingency Report due:

Rationale and Expectations:

Focused Visit:

Rationale and Expectations:

Sanction:

Placed on Notice

Next Evaluation Visit:

Rationale:

Areas that must be addressed:

Probation

Next Evaluation Visit:

Rationale:

Requirements for retaining accreditation:

Withdrawal of Status

Rationale:

VII. Additional Comments or Other Explanatory Information (Optional)

ADVANCEMENT SECTION

SECTION THREE REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

**University of Oklahoma
Norman, Oklahoma**

October 29-31, 2001

FOR

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

EVALUATION TEAM

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REPORT TEMPLATE:

ADVANCEMENT SECTION

I. OVERALL OBSERVATIONS ABOUT THE INSTITUTION

During a five-year period of unprecedented growth and change, the University of Oklahoma strengthened its emphasis on academic quality. The University of Oklahoma is proud of its progress since the mid-nineties. That pride permeates the campus and almost all persons encountered--students, faculty, staff, alumni, and community leaders--could describe the accomplishments. Thus, it is understandable that OU chose to focus on its renewal as a unifying theme for its Self-study Report.

The focus of the renewal efforts has been on making the university academically stronger and more attractive to students, faculty, and staff. Four principles, a concentration on educational excellence or academic intensity, fostering a true sense of community in order to train future leaders, continuation of the expansion of international courses and student experiences, and continued progress and growth in research, serve as a unifying elements for the initiatives underway.

There is ample evidence that The University of Oklahoma has significantly enhanced its quality and there is recognition that OU is doing so. One major piece of evidence is reflected in the success of the "Reach for Excellence" campaign. The university's endowment is approaching \$600 million, placing it 24th among public universities. A campaign with a target of \$200M resulted in the raising of \$514M for the university. The majority of those funds have been earmarked to support academic initiatives. Academic quality is demonstrated in the university's ability to attract faculty from all over the United States. Many of these individuals are experienced faculty who have garnered national and international reputations in their disciplines. One vehicle being used to attract these individuals is endowment in the form of endowed professorships, endowed chairs, and centers. Other funds are being used, in the form of scholarships, to attract the best and brightest students from Oklahoma and from across the nation. Selective funds have been used to improve the quality of the physical plant. This takes the form of new buildings and major renovations of existing facilities, especially those that have a historical significance.

The campus presents itself as a comfortable, user-friendly campus, that is primarily residential, can be easily accessed by students, and is safe. The grounds are attractive and full of flowers and greenery, with abundant “people spaces” that encourage students to sit under trees to study, congregate with friends, or nap. The new addition to the Memorial Center Student Center provides space for student organizations and offers many activities and services. Students now enjoy vastly improved common areas for socializing, meals, and organizational programming in the newly renovated student center. Inside each major instructional building, one finds vintage photographs from OU’s history. OU’s Division I Teams are very competitive and the progress of the “Sooners” is closely watched by students, faculty, and community members. The Health Sciences Center is undergoing a rebuilding program with special emphasis on landscaping as well as renewal or replacement of all the major buildings and the construction of a new student Center. On the Tulsa campus, programs are being consolidated into the Schusterman Center.

The renewal is almost universally attributed to the leadership and vision of the president that took office in 1995. The president, former governor of Oklahoma and former Oklahoma U. S. Senator, is seen as the sparkplug that ignited the renewal. As can be expected in a university with the size and complexity of OU, there are mixed reactions to the strategies used to address institutional goals and the vision. While many persons are laudatory of the institution’s accomplishments and can recite the various initiatives, there are concerns expressed by some that things sometimes move too fast, without adequate input from all parties. In some instances, consultation is described as occurring only in reaction to a decision already made. Others wax on philosophically that things are better than they used to be and that the means of achieving success should not be criticized. Nonetheless, most colleges reported that the planning process involves faculty and that new academic program development reflects strong input from those who actually deliver academic programs. While Presidential Vision is clearly articulated, and interviews with multiple constituencies demonstrate that this vision has been institutionalized at all levels, it was not clear to the evaluation team, as a result of these interviews and a review of various governance, program review, and other documents, that a formal, structured mechanism exists for matching institutional vision with institutional initiatives.

In 1992, the NCA team noted several major concerns about OU, including, frequent changes in institutional direction and goals; limited or inadequate infrastructure support for departments; the absence of a strong linkage between review, resource and planning processes; deferred maintenance problems; widespread confusion and uncertainty about the status of the University’s strategic plan; and the need for additional space.

The university has addressed these issues in a variety of ways. The president has been in place since 1995 and after a period of administrative adjustments, the executive leadership on the Norman and HSC campuses have stabilized. Infrastructure questions, e.g., deferred maintenance, facilities on the HSC, and other resource issues have been addressed by reliable state funding and funds raised in the capital campaign. The high levels of debt, which plagued the Hospital Authority in operating the state of Oklahoma teaching hospitals, were alleviated in part when Columbia/HCA took over operations of the teaching hospitals. Since the affiliation with Columbia/HCA in 1998 for management of the teaching hospitals, the Hospital Authority revenues have been steady.

The Oklahoma State Regents for Higher Education provides oversight of Oklahoma's public colleges and universities, while the Board of Regents of the University of Oklahoma is the official governing body for the university. The Oklahoma State Regents exerts direct influence on institutional operations in its role in setting admission criteria, establishing tuition and fee rates, and approving educational and general budget of institutions, constituent agencies, and special programs. It also has in place several matching funds for special projects or emphases. The University of Oklahoma has taken advantage of the matching program the state of Oklahoma offers. For example, in the Michael F. Price College of Business, some of the endowed chairs are established at \$4 million because of the generosity of donors and the 100% match by the state. Other state policies have facilitated the research focus of the university. University policy and state legislation make it possible for faculty and researchers to receive 35% of the total returns from any invention, even if made using university and state funding and facilities.

The State Regents also exerts influence on campus operations through its program approval process and through various policy statements and requirements for annual reports. For instance, assessment is mandated by the Oklahoma State Regents in its "Policy Statement on the Assessment of Students for Instructional Improvement and State System Accountability"; the Program Review policy requires review of all degree program units once every six years; and a state requirement for all state-supported institutions to submit an Annual Academic Plan drives the academic plan. These requirements have led OU to establish systematic processes and procedures for assessment of student outcomes, program review, and academic planning.

II. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, SIGNIFICANT PROGRESS, AND/OR EXEMPLARY AND INNOVATIVE PRACTICES

1. The University is to be commended for conducting a successful fund-raising campaign emphasizing the primacy of academic goals that have strengthened the quality of the students and the faculty.
2. The concept of community and its importance in establishing a vital intellectual environment at the University is commendable, well integrated throughout the university, and is well understood by students, faculty, staff, alumni, and various constituent groups.
3. The focus on international issues has resulted in an increase in student and faculty participation in study abroad, exchange and continuing education programs, in the establishment of area studies and multidisciplinary programs, outreach program to the state.
4. The rate of increase in research funding over the last ten years has been impressive.
5. The University is to be commended for the dramatic increase in the national ranking of the Libraries and the increase in student satisfaction of the libraries and their services.
6. The Master campus plan is being implemented, resulting in the renovation of existing buildings, the addition of new facilities, beautification of the grounds, and a pleasant, inviting atmosphere on all campuses.
7. Students who live on campus have great flexibility in choosing their meal programs. The flexibility in meal programs is laudable. The percentage of debt service allocated in the residence hall budget is less than 5%. Typically, any debt below 10% signals good fiscal health for student housing. The financial situation for student housing reflects strong leadership and good management.
8. Tremendous progress has been made in lowering the institution's student loan default rate.

III. CONSULTATIONS OF THE TEAM

This section of the report has two major sections. Section A is a discussion of the seven major areas of concern identified by the NCA Evaluation Team that will require institutional attention and strengthening. In Section B, the team, in its role as consultants, offers advice and/or suggestions to the institution regarding selected areas. These suggestions are advisory only, and making any of the changes or modifications mentioned is not a requirement of the institution's accreditation.

Section A. Areas of Concern and Institutional Challenge

1. *It is clear to the Team that institutional vision, as articulated by the leadership, has added value to the university in demonstrable ways, e.g., the Honors program, increase in National Merit Scholars, and endowed chairs and professorships. However, the University needs to more specifically articulate what it means "to build an environment of academic intensity" to be certain that it is broadly understood across the University community and to determine how it will be measured so that investment in the academic enterprise will continue to produce intended and predictable benefits to the University. That dialogue needs to include faculty leadership, as well as students and staff so that there is systemic ownership in the direction of the university.*

There is some concern across the university that much of what has been defined as an increase in academic intensity has been focused on the narrow goal of gaining national prestige for OU rather than on producing systematic changes across the university to improve the academic environment over time. Examples frequently cited include the new Honors College, the attention given to the number of merit scholarship recipients, and the rapid increase in admission standards on campus raised doubts in some as to whether the University of Oklahoma is interested in assisting the average Oklahoma student. Often cited are poor retention and graduation rates, which have not improved significantly. An attempt has been made to open up the Honors program to include students who are not enrolled in the Honors College but who wish to take honors courses, but the Honors College is still seen in some quarters as an elitist program.

Likewise, concerns have been raised about how endowed chairs are selected more as targets of opportunity based on the wishes of donors, rather than related to strategic initiatives identified by the University community.

University leadership determined that emphasis on creating a sense of community would help actualize their mission of providing the best possible educational

experience for their students through excellence in teaching, research and creative activity, and service to the state and society. Through various activities such as their adopt-a-faculty program, faculty in residence program, renovation of the student union for comfort and access (open 24 hours per day 7 days per week), and celebration of the University's history through the placement of pictures and historical plaques within the main buildings, the leadership hoped to build a sense of historical as well as contemporary community. Interviews and meetings with students, staff, and faculty elicited recognition and validation that these activities did indeed create a sense of community within them.

2. The University needs to continue to address the importance of bringing a better balance among undergraduate enrollment, the available fiscal and human resources, and the quality of the undergraduate education experience. Achieving this balance should allow the University to protect and expand the gains in quality of undergraduate education that have been achieved in the past few years, yet also provide reasonable access for new freshmen and transfer students.

The University correctly recognizes that if enrollment continues to grow the quality of education will decline and the gains of the past few years will be reversed. Progress toward the goal of improving retention and graduation rates will exacerbate the enrollment problem.

Yet, restricting enrollment is difficult because both the University and the people of the state value very highly access to the quality education available at the University. Moreover, the state might not be able to provide a level of resources needed to maintain high quality with increasing numbers of students. State policies on tuition constrain the level of revenue that can be raised with increased enrollment. Further, even if the state were able to provide more resources, the increase in the size of the undergraduate population would make it difficult to maintain and expand the new programs that have increased the academic intensity of the undergraduate experience.

The University has had to increase its admission standards several times in an effort to control the increase in students. In fact, the university has what is termed the 8% policy, which allows a number of students equal to 8% of the previous years freshman class to be admitted, even though they do not meet the admissions standards. The university has not utilized the maximum number of slots available under this program because of its recent enrollment increases.

Allowing admission standards to drift upward slowly may control enrollment but recent experience is not positive. Changing to a variable threshold for enrollment

based on application volume would give the university more control but may require a broader political consensus to implement. Enrollment might be managed with organized programs for guaranteed transfer, with or without conditions on academic performance and with or without constraints on the number of credits required to establish transfer eligibility. In effect, transfer arrangements would recognize the fact that the University is part of a system of higher education institutions and the traditional values of access can be maintained using institutions other than the Norman campus.

Another strategy that the University could follow would be to raise the cost of out of state tuition considerably. However, this strategy will require approval of the Oklahoma State Regents and the state legislature, which traditionally has been reluctant to increase tuition rates. This constrains the level of revenue that can be raised with increased enrollment. If the University charged as much as \$300 per credit, some out of state students may be discouraged from applying for admission. Those who are admitted and ultimately enroll would generate considerable additional income for the University.

Enrollment management became an issue at OU after a decline in enrollment in 1988. In 1989, the Enrollment Management Board (EMB) was established to address this decline. Since 1990, enrollment has been on the upswing at OU and the EMB has expanded its role to emphasize enrollment management beyond simply recruitment. Over the years, the EMB has addressed recruitment, marketing, admission requirements, and retention issues on campus. In light of recent huge increases in enrollment, the EMB has expanded its role to focus more on managed growth. The current EMB is chaired by the Provost and has representation from academic affairs, student affairs, central administration, the graduate school, Alumni affairs, institutional affairs, and the Tulsa campus.

After fulfilling its original charge, which was to reverse the enrollment decline at OU, the EMB changed its focus to managed growth consistent with the University's financial and physical resources and to increasing the quality of the students. In fulfilling this new role, the University has raised standards for freshman admission five times in the last ten years. This has resulted in more and better academically prepared students. The vision of "academic intensity" has been realized, in part, by bringing in more academically talented students (and faculty) and this vision is well known throughout campus. At the same time, the success in bringing in large numbers of students has created some challenges for the university. The University must find a way to control its growth and at the same time be able to provide the resources to the units that are handling the increased number of students.

The larger number and better quality of students attending OU has presented some challenges to the university. Additional resources are needed to accommodate the

enrollment increases. Resources needed include additional instructors, support staff such as academic advisors, and physical space (e.g. classroom space).

3. The University needs to address its low retention and graduation rates.

The retention problem at OU is unique in that retention remains a problem in spite of the fact that enrollments are increasing. OU's first year retention rate is at 80 percent, but its six-year graduation rate is at 50 percent. Student attrition mainly occurs at the junior and senior levels. The newly created retention and graduation task force, along with the EMB, will be engaged in university-wide efforts focused on retention. While the six-year graduation rate for the university has increased over the last ten years, it still lags behind the average for the Big 12 schools. In addition, OU has very low graduation rates for its football and basketball teams. The University is appropriately giving attention to this issue, but to address the problem multiple strategies will need to be considered.

The University College and its aggressive, intrusive advising program, is credited for the relatively high first year retention rate. Given the small size of the unit, it is remarkable how well University College manages to provide the academic support that is so crucial to entering freshmen. Certainly, some of the models used in University College will inform the campus discussion of 'good practices' for retention. The Retired Professors program, which brings retirees back to the classroom to teach introductory courses also contributes to retention during the first year.

Various other areas of the university should be examined regarding the impact of operations on student retention and graduation rates. For instance, what is the character of advising that students receive once they are declared majors? Are some departments more effective than others in retaining and graduating students? If so, what are the mechanisms used by the departments that might be transferable to other programs? A look at some the new educational techniques such as Problem Based Learning, enhanced tutorials and other learner-centered approaches may be useful to explore on the web and in the literature. The Office of Student Affairs may want to measure the influence of its programs on retention and graduation rates. Do, for example, the various residential programs have an effect on persistence? Has the connection between student affairs and the academic mission of the University been reviewed? Several persons claimed to know who is at risk at OU---first generation students; students from out of state, students from economically modest backgrounds. A definitive study of who is at risk needs to be conducted. Then, programs need to be put in place that specifically target the retention of students at risk. In addition, the University may want to seek outside consultation from one of the many agencies that specialize in retention strategies.

4. Student infrastructure systems need to be expanded to accommodate the growth in undergraduate enrollment over the last five years, e.g., advising, automated degree audit.

In the past few years, Student Affairs programs have assumed an essential role in implementing the university's vision to increase the intensity of the academic experience and create a strong sense of community. University Housing and Food Services have been critical in support of the Faculty-in-Residence Program in the dormitories. Staff from Student Affairs participates in the Gateway courses for new students in the University College and operates workshops for Student Success. The Camp Crimson program in the summer introduces new students to some of the academic challenges of university life. The Threshold and Retention Intern programs are essential to enhancing academic success and are important Student Affairs initiatives.

Student Affairs is also central to the university vision to instill a sense of community and the values of volunteerism and public civic service in all students. The Center for Leadership Development has played an important role in the Presidential, International, and Transfer Leadership programs. The new wing of the Memorial Union for student organizations has given Student Affairs enhanced access to the leadership cadre of students across the university and has helped instill a sense of community among student leaders.

In spite of progress in providing student services, the future work of the student affairs units will need to be very carefully coordinated with actions in the academic units to allow the University to meet its goals of improving retention and graduation rates. If the University is to succeed in its goal of improving the retention and graduation rates, it will be important for Student Affairs to continue to improve and expand its community-building programs to encompass all students. It also will be important to develop strong working relationships and coordinated programs with the academic core of the University, an effort already underway in Student Affairs.

5. Increased computer technology infrastructure is needed to advance the university's administrative information technology support systems in Financial Administration, Student Information, Human Resources, and for other administrative functions.

There has been an increase in student computer laboratories, fully wired classrooms for Internet access, residence halls with Internet connectivity, cable modem service,

and DSL service providing high-speed Internet access and connectivity for students, faculty, and staff who live and work off-campus.

All of these initiatives demonstrate the university's seriousness in providing the sophisticated technology needed for the future. The effectiveness of these steps is evidenced in the comments made by students, faculty, and staff in individual conversations and group meetings. Their comments were validated in many instances through exploration on the OU Websites and in exploring the Student Information Network.

The University is moving toward accomplishing its initiative to expand its information technology infrastructure and software programming to better serve faculty, staff, administration, and students. The Norman Campus is implementing PeopleSoft Human Resource Management System for all its human resources needs for staff and faculty. HSC has developed its own Strategic Plan for Technology to implement administrative and student information systems. On the Norman campus, several in-house systems have been developed to serve students with on-line registration, and limited degree audit functions. However, the in-house systems are insufficient to meet data needs and may create problems in translating data developed on the HSC campus. Admissions, Records and Financial Aids are challenged by obsolete components of the student records system. Other offices reported that they still must hand generate specialized reports from standard reports or maintain their own data for their work. Given the complexity of the university and its data needs, the university should give consideration to updating and coordinating its administrative and student information systems so as to address the sophisticated data needs and reporting requirements of a comprehensive research university.

6. As recognized by the university, sustaining and strengthening the quality of graduate students, strengthening start-up funding for new faculty and enhancing other research mechanisms of are critical for continued recruitment of leading edge faculty and will contribute to the competitiveness of research programs in strategically targeted areas.

The Graduate School is a largely administrative unit assisting departments with admissions, records, tuition waivers, program and course review, and graduation. Its small staff includes a Dean (also VP for Research), an Assistant Dean, and eight office staff. The Dean chairs the Graduate Council, which is comprised of representatives from the academic colleges. The Graduate Council establishes graduate policy. The departments select Graduate Faculty based upon qualifications and current scholarly activity. The graduate students belong to their respective colleges and departments.

Graduate enrollments have not kept up with increased research funding. Graduate enrollment has remained steady at approximately 8300 for the past nine years. During that same period, external research support for the university has nearly doubled. Teaching/research stipends are about 80 percent of the amounts of similar awards at peer institutions. Awards include a tuition waiver and basic health insurance. A new program of Graduate Research Fellowships provides an enhanced package of support. There are a limited number of these fellowships currently available with plans to establish more from a combination of resources within and external to the university.

Faculty reported to the team that additional Graduate Research Fellowships are needed to help attract top graduate students from broader regional and national sources, and whose quality will meet the expectations of the top scholars currently being recruited to the faculty. The Team recommends that the graduate research enterprise of a major research institution would benefit from the presence of more graduate faculty involvement with the small clerical staff of the Graduate School, possibly in the form of short-term, part-time appointments of leading faculty scholars as associate deans, whether a half time or two one-quarter time appointments, to be engaged in such effort as creating student recruitment/marketing programs, fostering interdisciplinary degree programs or developing and analyzing outcome measures for graduate programs.

While focusing on strengthening the graduate program is a stated institutional goal (academic goals 2000-01-Priorities for 3-5 years) the evaluation team found little evidence that an effort had been made to provide resources to achieve that goal; especially pertaining to increasing the number of excellent graduate students. Several deans and presidential professors identified the need to begin the process of achieving this goal.

7. The University needs to continue to focus on expanding the number of women and minorities in key leadership and faculty positions.

The number of complaints filed with the affirmative action office has declined since 1992, from over 100 in that year to 60 in the most recent reporting year. The University is neither making progress nor losing ground toward diversifying the faculty. In effect, the University is at a status quo position. The number of women and minorities in leadership positions has not changed significantly over the last decade and in some areas, there has been a decline in representation.

Section B Advice, Suggestions, and Additional Observations

INTERNATIONAL PROGRAMS

The University has rapidly expanded its international programs in recent years. The creation of 15 joint faculty appointments between the International Programs Center (IPC) and academic units has led to the creation of a School for International and Area Studies (SIAS) within the College of Arts and Sciences. The SIAS has created and administers a BA degree in International Studies and an MA in International Relations. The faculty are creating new international courses in their departments that will be open to all students in the university. The tenure home for each faculty position is in the disciplinary department and the SIAS defers to the department for evaluation for tenure and promotion. Merit salary increases are jointly determined. This innovative interdisciplinary program now seems integrated into the main academic core of the institution.

Student participation in international programs has also expanded. The University of Oklahoma relies heavily on exchange programs and has agreements with 119 universities in 51 countries. Student participation has expanded from 5 in 1987-88 to 450 in 1999-2000 and applications for 2002-03 are up 54 percent over the previous year. These cooperative arrangements are also the focus of the travel grants program for faculty who want to pursue international research opportunities, and about 60 faculty participated last year.

The IPC program on the future of U.S. Foreign Policy has brought great visibility to the university, enhanced the quality of the undergraduate experience and has provided the basis for a strong outreach program to interested public across the state. Visits and talks by world leaders have enhanced the stature of the institution and made international issues much more visible to undergraduates. The IPC is also taking an active role in energizing the community of interest in foreign policy in neighboring communities and throughout the state.

The challenge for the future is to institutionalize all of the new initiatives. In effect, the IPC serves as an equivalent of a "business incubator" for new academic programs. The SIAS is already well on its way to full integration into the academic community. New initiatives, such as the Center for Peace Studies, are beginning under the auspices of the IPC and need to eventually become integrated into the programs of the operating academic units. Some of the area studies programs, such as the Middle East or Latin American programs have the potential to eventually become federal area studies centers. The College of Continuing Education and the International Programs Center provide international courses, institutes, symposia, consultations and conferences on the university's campuses and throughout the state. These units

operate largely independent of one another and should explore ways in which they could effectively partner in the development and delivery of these programs.

ASSESSMENT

Although assessment of student outcomes is mandated by the Oklahoma State Regents through the "Policy Statement on the Assessment of Students for Instructional Improvement and State System Accountability," the University has taken a serious approach to assessment. OU has developed a four-tier assessment program. The first tier is known as the "entry level assessment and placement" and is used to determine academic preparation and course placement. The second tier is the "mid-level assessment component" and is primarily the assessment of general education. The "programs/outcomes assessment" focuses on the major and attempts to measure how well the students are meeting institutionally stated program goals and objectives. "Assessment of Student Satisfaction" is the fourth tier and is used to determine students' perceptions of the institution in general including satisfaction with support services, academics, and the faculty.

The University uses a multifaceted approach to assessment including the use of standardized tests, capstone courses, writing assignments, etc. Evaluation of units in student affairs is through direct student feedback, advisory boards, and a student satisfaction survey. The assessment program is well thought-out and has considerable faculty involvement. It identifies the goals and objectives of the academic programs and the general education component. Appropriate measures have been implemented to determine if those goals and objectives have been achieved and where appropriate, the resultant information has been used for program improvement.

Several changes have been incorporated as a result of the assessment program. For example, the Interior Design faculty shifted some information from upper-level to lower-level courses, the Political Science department increased the number of internships in response to interest in hands-on experience, and in the Chemistry/Biochemistry department course work has been increased more options in the program are being offered. The university as a whole, exhibits characteristics that suggest it is in a mature stage of assessment that places it in the advanced stages of Level Two or early stages of Level Three in assessment implementation. However, the plan does not address assessment of student outcomes at the graduate level. As a next step in strengthening the assessment program, the institution should give attention to graduate students and their academic experiences at the university.

PROGRAM REVIEW

State Regents policy requires assessment of all degree program units once every six years. OU has had a formal program review process in place since 1986-87. Although mandated by the Oklahoma State Regents, the University has taken a serious approach to program review and has used it for program enhancement. All degree-granting programs are reviewed on a six-year cycle with the first cycle beginning in 1986-87. The process is a three-year project, which includes a program self-study (first year), a review of the program by the Campus Departmental Review Panel (CDRP) (second year), and the Dean's Action Plan (third year). The Dean's action plan is based on the CDRP's recommendations. This review is enhanced by the use of external evaluators. Normally two external evaluators review departments' self-studies by mail (in years past, the evaluators did on-site visits but that is not the case any more).

A review of the Program Review reports in the Resource Room indicates a serious and thoughtful review by the departments, the CDRP, and the external evaluators. These reviews have led to program changes. For example, in one department, the program review led to the consolidation of two degrees into one and the re-examination of faculty loads. Discussion with the CDRP members reinforces the idea that the process is taken seriously and has benefited the departments and the university.

RESEARCH SUPPORT

The Office of the Vice President for Research (Norman Campus) has the responsibility to foster and support research at the Norman Campus. Several research units report to the office. Coordinated through the Research office are research information services (including funding opportunities), proposal preparation, support services, and post award administration and compliance.

It also is the center for planning and promoting future research. There are \$400,000 in matching funds and \$400,000 in startup funds available each year.

The availability of research space continues to be a challenge at OU. A 380 acre plot located proximate to the campus location has been designated for the "Research Campus." A multipurpose research/teaching building and a weather center building will be the first to be built. Construction will start in 2002. The new Research Campus is designed to ease the shortage of research space on the Norman Campus. In addition, a new initiative of OU will be to place one half of the future growth in

overhead return to the university in an infrastructure fund. This fund would be used mainly for additional space and new buildings for research activities.

The Health Sciences Campus has undergone substantial facilities development and renovations including new space for education, research, and student activities and there appears to be good linkage between strategic initiatives and facilities planning. It is obvious that the Board of Regents and the University President have been responsive to the HSC's plan for growth by making resources for expansion available.

The university operates research incubator space in two interim locations. Some of this activity may be relocated to the research campus in the future. The university works with the Norman Economic Development Committee in coordinating incubator activities.

The university needs to seriously look at the amount of funding that is available for cost sharing and for start-up funds. The current amount, \$400,000 per year, is far too small an amount of money to have for cost sharing (matching) for a university with a research program the size of the University of Oklahoma. As the research faculty grows, there will be increasing demands for start-up funds for the recruitment of new faculty.

INTERCOLLEGIATE ATHLETICS

OU's Intercollegiate program is Division I and is part of the Big 12 conference. The National Collegiate Athletics Association in 1997 certified the Intercollegiate Athletics program. Plans related to gender equity in intercollegiate athletics were developed as a consequence of the certification process. Outside counsel reviews the plan annually.

Another continuing concern for the department is the graduation rates of its athletes. Graduation rates of student athletes have been under scrutiny by the NCAA. OU's graduation rates for men's basketball and football are below institutional graduation rates in comparable universities. Looming in the future is the possibility that NCAA rules will be changed to require graduation rates to be a minimum of 50% at Division I schools.

The department appears to be committed to balancing the desire to achieve excellence in all sports with a need to be fiscally responsible. Unfortunately, the current director inherited a situation in which expenditures significantly exceeded revenues. Working with members of the university's administrative team, a long-term

payment plan (20 years) has been created that removes an accumulated debt of \$12 million. It should be noted that the department has a reserve of approximately \$3 million and has launched a \$100 million capital campaign for its sports programs.

PEER GROUP COMPARISONS

The University tends to use the Big 12 athletic conference as its peers for various benchmarks, such as faculty salaries and growth in research grants and contracts. A number of institutions in this conference are land grant universities, including Kansas State University, Oklahoma State University, Texas A&M University, Iowa State University, and the University of Missouri. Additionally, Baylor University is a private institution. The University of Oklahoma might be better served to identify a set of institutions that are more similar in developing a peer group, which could include public flagship universities that are not land grant but do have law schools and medical schools, and that are either Research I and Research II institutions using the previous Carnegie classification system. OU was a Research II institution under the old classification system. Looking strictly at institutions that are in the Middle West and Rocky Mountains (broadly defined) included in this set are such institutions as Indiana University, the University of Iowa, Kent State University, Ohio University, the University of Colorado, the University of Kansas, the University of New Mexico, and the University of Utah. Extending the geographical boundaries, such universities as the University of Oregon, the University of Utah, the University of South Carolina, and the University of Arkansas also might be considered. In comparing institutions, it is important to try to match institutional mission and type in developing a peer group.

HEALTH SCIENCES CENTER

The HSC is the major educational resource for training physicians, dentists, nurses, pharmacists, public health specialist, biomedical scientists, and a wide range of allied health personnel. Faculty and students use the clinical, laboratory and teaching facilities of a number of public and private health care institutions, and other affiliated hospitals and clinics throughout the state.

There is clarity about the decision making process for long term issues such as strategic planning as well as for day to day operations of the colleges and the programs at the HSC.

Financial operations of the HSC and the colleges appear to be responsibly managed and the deans have been creative in assembling recruiting packages for new faculty. The sale of the University Hospital and the Children's Hospital of Oklahoma to HCA

has provided economic stability to the College of Medicine and has added a new source of annual revenue for HSC needs. While the dependence of the College of Medicine on practice plan revenue is substantial, the improvement in the business management of the practice plan has increased the level of confidence of the dean and the Provost in that source of revenue for the college. Finally, the HSC has benefited significantly from the recently concluded University capital campaign.

There are a large number of new endowed chairs and professorships in several of the colleges, particularly the College of Medicine. While the recruitment of those donations was not always strategic, this source of support should continue to facilitate the growth of academic programs and the recruitment of competitive faculty at the HSC.

It was noted at the time of the last NCA visit that the HSC and Norman campuses operated with substantial independence. The apparent separateness of the two campuses has increased in recent years and they have developed “parallel” academic and administrative processes and policies. This includes separate processes to guide faculty promotion and tenure recommendations. There has been a recent initiative to consolidate the administrative services and infrastructure of the HSC and Norman campus, which may provide economic benefit to the University. In spite of the near autonomy of the two campuses the policies and procedures in place at the HSC appear to have been effective for the management of operations at that campus without negative consequences to the University.

While the deans have been working to enhance the education and research facilities for students within their schools and to enhance the value of the HSC’s education resources, particularly the library, the University’s president has committed to improve the aesthetic environment on the HSC. A new quadrangle development and other beautification projects are in process, which are intended to make the physical environment of the HSC more pleasant for students, faculty, and staff.

Lastly, the Office of Research has undergone significant re-organization at the HSC and a new Vice President for Research was appointed. New processes and procedures have been developed to more effectively administer the research program and to add structure to the IRB, to clinical trials and to technology transfer and intellectual property issues. Additionally, a new University Office of Compliance was created to direct corporate responsibility in general as well as to provide oversight to the conduct of research. These administrative developments are appropriate for the size and complexity of the research program at the HSC and evidence prudent and thoughtful responses of administration to important and sensitive matter for the University, the faculty, and the community at large.

Base salaries of faculty are low as compared to peers at a national level. Excellent faculty are currently in place but the low salaries will affect the recruitment and retention of new faculty. Although mechanisms are in place to allow faculty to supplement their salaries (e.g. consultation; clinical practice), there does not appear to be a plan to increase base salaries significantly.

The colleges of the HSC demonstrate ample evidence of improvement in the presentation of their educational programs in the recruitment of talented faculty, and in the conduct of research. Enrollment in the various schools has been remarkably stable even in the College of Nursing, counter to national trends that have negatively impacted nursing school enrollments. Matriculating students' qualifications have increased and graduation/licensure rates have been at or above national averages.

The College of Medicine has completed the development of course objectives for clinical experiences that have assured content consistency for third and fourth year students on the HSC and Tulsa campuses and has documented equal student competencies for the students at the two sites. Faculty recruitment has proceeded successfully throughout the HSC units in spite of less than competitive faculty salaries and the effectiveness of the faculty recruitment is evidenced in the significant increase in the extramurally funded research on the HSC campuses, especially since 1995.

UNIVERSITY LIBRARIES

The University of Oklahoma Libraries have the largest collection in the State with approximately 4.2 million volumes; in size its collection ranked 27th out of 109 among the largest research libraries in North America.

In the 1999/2000 Association of Research Libraries rankings across a five-variable index that takes into account size of collection, operating expenditures and professional support staff, the OU ranking improved to a position of 66 out of 112 institutions from a 1995/96 ranking of 91st out of 107 institutions.

The Health Sciences Library contains the major biomedical indexes, titles and periodicals and has access to bibliographic databases. A library area is currently being remodeled (funded by donation) for the historical collection. Online catalogues and databases are available in the library, over the campus network, through the campus modem bank as well as through the Internet. Within the library are computer labs and workstations. This library can thus serve the university community as well as health professionals and institutions throughout the state.

The University of Oklahoma maintains the largest Law library collection in Oklahoma and provides a national resource through the Native People's Collection of the Law Library and its participation in the Native American Constitution and Law Digitization Project.

The most recent annual activity report of the OU Libraries summarized examples of its educational programs for the campus community which included 541 instruction sessions for 8,000 students, reference assistance given to 76,000 customers and borrowing 22,000 items from other libraries while loaning 13,000 items to other libraries.

The OU Libraries provide electronic resources (including electronic reserves, full-text electronic journals, and databases) to OU's distance education students around the world, 24 hours a day. For materials not available in electronic format, the Libraries have a document delivery program that delivers resources from the collections to students worldwide.

For three consecutive years the mean satisfaction with library services at OU has improved according to the Student Satisfaction Report based upon items in the ACT Student Opinion Surveys. This progress has placed OU ahead of the national average on this index of student satisfaction with their campus library.

The OU Libraries are being well positioned to meet the challenges of the next decade with continuance of the growth of the permanent private endowment secured through the Bizzell Library Society and the progress attributed to a five-year \$1 million annual allocation of additional support emanating from the recent general endowment gains.

STRATEGIC PLANNING

Several means have been used to communicate institutional vision for the University of Oklahoma. Formal and informal talks to major stakeholders, the President's Report, state of the university speeches, Oklahoma State Regents for Higher Education – Institutional Academic Plan, and other efforts are utilized to communicate the direction. At the provost and senior vice president level, a formalized and elaborate planning process exists for the academic affairs division. This process helps drive the direction of this critical university enterprise. Several processes derive in the university's responses to the legislature and to the state's board of regents.

The Institutional Academic Plan is a very detailed plan that provides a summary of the institution's mission, function, history, and traditions emphasizing distinctive characteristics. It includes a statement of aspirations and expectations for its students,

objectives of the general education program, student profile, faculty profile, organization chart, program descriptions, and other information. The institution identifies its four or five academic priorities for the next three to five years and objectives that will be used as benchmarks to achieve the priorities. There is a section outlining special opportunities, constraints, or regularities that the external environment imposes upon the institution. The university summarizes how new or reallocated funds will be used and summarizes the institution's plans for the coming years in a number of selected areas.

An examination of academic unit program reviews, annual academic goals statements and interviews with several deans and department chairs demonstrates a mature "management by objective" approach to addressing institutional purposes and strengthening educational effectiveness. However, interviews with faculty chairs and deans reveal an informal, but inconsistent, connection between institutional vision and institutional initiatives. It is clear to the Team that institutional vision, as articulated by the leadership and understood and actualized by the university community, has added value to the institution at an exponential level. The Team recommends that the institution seek a more purposeful approach to the relationship between vision and initiatives, focused on enhancing the institution's capacity to add value to its institutional purposes and its educational effectiveness for the future.

Despite the personal charisma, passion, and drive of executive leadership, the team offers a suggestion regarding the university's planning processes. The suggestion is based upon its discussions with faculty, students, and staff as well as its own observations of other universities. A couple of the staff and students explicitly stated a desire to participate in a university-wide strategic planning process. Such a strategic planning process may take any one of several forms. Regardless of the form, there is the potential to engage internal and external stakeholders from across the university, region and nation in shaping and capturing executive vision and that of others as the university determines its future direction.

UNIVERSITY DEVELOPMENT

The University of Oklahoma has been hugely successful in its ability to raise friends and raise funds. There has been a dramatic turnaround in the level of support for the university. Before 1995, the university had eight individuals who had given \$1 million or more for a total of \$10 million. Today, 40 individuals have given the university \$190 million. The university has been able to weather the variability of state funding largely through the generosity of its alumni and friends, who have donated significant amounts of private funds in support of the university's people and programs. A campaign in the early 1990's raised more than \$150 million. In November 1994, a

new capital campaign was launched, *Reach for Excellence*. This campaign's goal was to raise \$250 million. The outcome of this campaign was the raising of \$514 million!

The Office for University Development includes Alumni Affairs, Corporate and Foundation Relations, Community Research and Stewardship, and Reunion Programs are under his purview. In addition, Annual Giving, Donor Operations, and President's Associates programs are a part of this organization. Numerous development or constituency officers serve the needs of the university and its various academic units. The University of Oklahoma seems to have maintained the delicate balance between a centralized organization and decentralized organization in this crucial area of friend and fund raising. This rather difficult aspect of development is well in hand. Prospects who have the highest capacity to give are assigned to the president. Appropriate discussions and approvals occur before individuals may approach this top group of prospects and donors. Associate vice presidents work directly with the various unit development officers and coordinate the friend raising and fund raising activities of the development officers. At the same time, the Development Office brings all of its resources to bear (e.g., research, corporate and foundations relations staff, alumni affairs staff, community and stewardship staff) in helping the development officers achieve their goals and objectives. The development officers have a sense that the University Development organization is working for them and their unit.

The university has a clearly defined set of processes for the management of prospects. Many universities have great difficulty determining who should work with which prospects and what strategies are best in approaching prospects that have the capacity to make major or lead gifts. One important aspect of the division will be to continue to provide continuing education to the deans so that they may be more successful friend makers and fundraisers.

HUMAN RESOURCES MANAGEMENT

The Office of Administrative Affairs oversees the Budget Office, Physical Plant, Risk Management, Procurement Services, Architectural & Engineering Services, Parking & Transit Services, Controller's Office and Human Resources. Currently, the Office of Human Resources is without a director. The Office of Human Resources is responsible for Training & Development, the Foundations in Management program, Benefits, the Employee Assistance Program, and Employment and Compensation. A very important and significant part of what the office does involves training and development. The Foundations in Management program, for example, provides new managers with a broad overview of topics (e.g., cultural awareness, safety programs, workers' compensation, evaluating performance, hiring decisions) that will help them

be more successful in their roles. Development seminars cover a wide range of topics that include “Managing a Diverse Workforce,” “Team Consciousness,” “Interviewing and Hiring Skills,” to name just a few.

For effective management of administrative affairs, OU recognizes how critical it is to address trends that will greatly impact the bottom line of the university and services offered to current employees and retirees. To date, the university has provided major benefits to the employees while keeping the employees’ costs down. Unfortunately, with the sharp rise in benefit costs and slower economy, it has become necessary to have employees share in a higher percentage of the costs. Administrative Affairs is seeking economies of scale that would enable the university’s health sciences and Norman sites to capture the synergistic effect of presenting itself as one unit when it seeks goods and services. Further, it is believed that the possibility of seeking services and benefits as a broader Oklahoma higher education coalition will bring even greater savings. A critical issue for many of the university’s employees, especially those individuals who are in the age group of 50 to 60 years of age, is retirement. These individuals have the opportunity to attend retirement investment workshops and individual retirement counseling sessions. The university needs to develop plans for managing the potential loss of faculty who are approaching retirement.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: UNIVERSITY OF Oklahoma
660 Parrington,Oval, Suite
110
Norman, OK 73019

TYPE OF REVIEW: Continued Accreditation

DATE OF THIS REVIEW: October 29-October31, 2001
2001

COMMISSION ACTION:

STATUS: Accredited (1913-.)

Institution Recommended Wording: _____

Team Recommended Wording: _____

HIGHEST DEGREE AWARDED: Doctor's

Institution Recommended Wording: _____

Team Recommended Wording: _____

MOST RECENT ACTION: March 5, 1999

TO BE CHANGED BY THE COMMISSION OFFICE

STIPULATIONS ON

AFFILIATION STATUS: Doctoral programs abroad are limited to the Ph.D. in Organizational Leadership in Heidelberg Germany, and at military bases in Okinawa and Korea.

Institution Recommended Wording: _____

Team Recommended Wording: _____

NEW DEGREE

SITES: No Prior Commission approval required for offering existing degree programs at new sites in Oklahoma or for offering existing Master’s level offered at new military bases in the United States and around the world.

<u>Institution</u>	<i>Recommended Wording:</i>	_____

<u>Team</u>	<i>Recommended Wording:</i>	_____

PROGRESS REPORTS

REQUIRED: None

<u>Team</u>	<i>Recommended Wording:</i>	_____

MONITORING REPORTS

REQUIRED None

<u>Team</u>	<i>Recommended Wording:</i>	_____

CONTINGENCY REPORTS

REQUIRED None

<u>Team</u>	<i>Recommended Wording:</i>	_____

OTHER VISITS

REQUIRED NONE

<u>Team</u>	<i>Recommended Wording:</i>	_____

LAST COMPREHENSIVE

EVALUATION: 2001-02

TO BE CHANGED BY THE COMMISSION OFFICE

NEXT COMPREHENSIVE

EVALUATION: 2011-2012

<u>Team</u>	<i>Recommended Wording:</i>	_____
