ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

OKLAHOMA STATE UNIVERSITY
Stillwater, OK

September 26-28, 2005

FOR

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

EVALUATION TEAM

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Contents

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

This visit was a comprehensive evaluation for continued accreditation of Oklahoma State University (OSU). The review did not include any change requests.

B. Organizational Context

OSU is a comprehensive, doctoral-granting, land-grant institution with a presence in every county in Oklahoma. The university has made significant advances since the last HLC comprehensive review, including, for example, fundraising, assessing student learning, developing partnerships with community colleges, and preparing the university's first system-wide strategic plan. Like most public colleges and universities, OSU experienced state budget reductions during the early years of the current century, requiring the university to hold many faculty positions vacant and to reduce expenditures in others areas. The economy in Oklahoma appears to have improved and some of the university's funding has been restored. OSU is led by a relatively new president who is both dynamic and effective.

C. Unique Aspects of Visit

There were no unique aspects to this visit. The visit was a normal comprehensive evaluation on a 10-year cycle.

D. Sites or Branch Campuses Visited

In addition to visiting the main campus in Stillwater, two team members visited the university's campus in Tulsa.

E. Distance Education Reviewed

The team reviewed the university's distance education program; the program is solid, and it is well planned and managed. Specifically, the team reviewed documents pertaining to degree and course offerings, technical support, organizational structure, and policies and procedures. The distance education program currently serves approximately 4,000 students with over 400 courses.

F. Interactions with Constituencies

In Stillwater
1. Advisory Committee for Institute for Teaching and Learning Excellence (6)
2. Accreditation Core Team Steering Committee

3. Affirmative Action Officer/Ombudsperson
4. Assessment Council
5. Associate Athletic Director, Academic Affairs and Director, Student Academic Services for Student-Athletes
6. Assistant Athletic Director for Compliance
7. Assistant Vice President and Director, Multicultural Student Center
8. Assistant Vice President for human Resource Management
9. Associate Athletic Director, Development
10. Associate Athletic Director, Facilities
11. Associate Vice President for Administration and Finance
12. Associate Vice President and Controller
13. Associate Vice President, Undergraduate Education
14. Board of OSU/A&M Regents Legislative Policy Analyst
15. Chair-elect, Alumni Association
16. Chief Information Officer
17. Chief of Staff
18. CIO Project Manager
19. Community Representatives (5)
20. Coordinators of Outreach Programs (10)
21. Council of Deans (7)
22. Dean of Libraries (and other representatives from the Library)
23. Department Heads and Chairs (28)
24. Director, Affirmative Action Programs
25. Director, Campus Life
26. Director, Campus Recreation
27. Director, Counseling Services
28. Director, Data Control Services
29. Director (and Assistant Director), Honors College
30. Director, Information Technology Security
31. Director, Institutional Accreditation
32. Director, Student Union
33. Director, Telecommunications
34. Director, University Assessment and Testing
35. Director, University Communications
36. Director, University Health Services
37. Director, University Marketing
38. Director, Wellness Center
39. Executive Director, Alumni Association
40. Executive Secretary, Board of Regents
41. Faculty (Open Forum – 32)
42. Faculty Council (5)
43. Faculty Council Special Committee on African Americans (5)
44. General Education Advisory Council (10)
45. Graduate and Professional Student Government Association Officers

46. Graduate College Representatives (3)
47. Human Resources/Compliance (4)
48. Interim Assistant Vice President, Sponsored Research
49. Interim Director, Technology Support
50. Interim Vice President for Enrollment Management
51. International Students and Scholars Office personnel (3)
52. Institutional Research and Information Management (several representatives)
53. Multicultural Center (representatives – 5)
54. Outreach Directors
55. President
56. President, Alumni Association
57. President, Center for Innovation and Economic Development
58. President and Vice Presidents, OSU Foundation (3)
59. Provost and Senior Vice President
60. Regents (Chair separately and later joined by two others)
61. Senior Associate Athletic Director, Chief Operations Officer
62. Senior Director, Residential Life
63. Staff (Open Forum – 68)
64. Staff Council Officers (3)
65. Students (Open Forum – 51 undergraduate and graduate participants)
66. Student Government Association Officers
67. Student Government Representatives (6 from both undergraduate and graduate organizations)
68. University Planning Council (12)
69. Vice President for Administration and Finance
70. Vice President for Agricultural Programs and Dean
71. Vice President of Institutional Diversity
72. Vice President for Research & Technology Transfer
73. Vice President for Student Affairs

In Tulsa
1. Community Representatives (5)
2. Faculty, Staff, and Students (Open Forum – 49)
3. Interim Assistant Vice President for Student Affairs
4. President
5. Vice President for Academic Affairs & Chief Academic Officer
6. Vice President for Administration & Finance

G. **Principal Documents, Materials, and Web Pages Reviewed**

1. Academic Appeals Board Approval/Disposition Files
2. Academic Ledger, Five-Year Academic Report Card
3. Accreditation Self-Study Report

4. Achieving Greatness 2010: A Strategic Plan for the Future, OSU-System
5. Achieving Greatness 2010: A Strategic Plan for the Future, Stillwater/Tulsa (plus various division, college, and unit strategic plans)
6. Affirmative Action Grievance Log
7. Allocation of Funds to "Restore and Grow" Faculty Positions (FY2005 and FY2006)
8. Alumni Association's Major Priorities for FY2005
9. Alumni Association's position Statement on OSU-OSU Alumni Association Alignment
10. Description of Significant Facilities Changes at OSU Since 1995
11. Diversity Initiatives (draft)
12. Diversity Ledger (draft)
13. Faculty and Staff Development Opportunities, 2005
14. Faculty Council Presentations: Restore, Reward, and Grow
15. Faculty Council Website: http://facultycouncil.okstate.edu (structure, function, and minutes)
16. Faculty Handbook
17. Faculty Salary Report, April 2005
18. Faculty Salary Study Summary, 2004
19. Frequently Asked Questions about Oklahoma State University
20. General Education Courses Area Designations-Criteria and Goals
21. Guidelines for Faculty Retention Program
22. Guidelines for Minority Faculty Incentive Fund
23. Guidelines for Women Faculty Incentive Fund
24. Honors College brochure, 2006-07
25. Human Resources Brochures (5)
26. Information Technology (several documents)
27. International Student Guide (and accompanying materials)
28. International Student Recruitment Task Force Recommendations
29. International Student Statistics
30. New Faculty Breakdown by Gender and Ethnicity, Fall 2005
31. NSSE Results: www.okstate.edu/assess/nsse/osu/
32. Office of International Students and Scholars website: www.sevis.okstate.edu/ and www.osunet.okstate.edu/iss/default.asp
33. Oklahoma State Regents for Higher Education
34. OSU Achieving Greatness: FY2005 Annual Report
35. OSU/A&M Regents Staff, Including Department of Internal Audits
36. OSU Association of Research Library Statistics
37. OSU Confidentiality Agreement
38. OSU Policies and Procedures Letter, 04-0130, Financial Conflict of Interest
39. OSU Academic Program Review Forms
40. OSU Syllabus Attachment
41. Policy Statement on Academic Program Review

42. Policy Statement on Undergraduate Degree Requirements and Articulation
43. Potential Diversity Courses (9-23-05)
44. Sabbatical Leave Policy Recommendations (3-13-03)
45. Self-Study (including appendices and numerous links)
46. Self-Study Source Writings: http://accreditation.okstate.edu/source/index.html
47. STATE: The Official Magazine of Oklahoma State University, Fall 2005
48. State of the University and the Tasks Facing Faculty, 2005-06
49. Student Rights and Responsibilities Governing Student Behavior, Fall 2005
50. Top Ten List for Improving Graduate and Professional Education at OSU (draft)
51. Transit System Overview
52. University Catalog, 2005-06
53. University Ledger
54. University of Oklahoma's website: www.osu.okstate.edu
55. Untitled (and undated), A Comparison of General Education Goals of Peer Institutions

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The self-study process began in late 2002 with the appointment of an associate professor to serve as director of the accreditation process, followed in early 2003 with the appointment of the Accreditation Steering Committee. The team found ample evidence that OSU took the process seriously, that the process was open and comprehensive, and that it involved the entire institution, including faculty and students. During spring 2005, for example, drafts of the self-study report were made available on a special website for review and comment from both internal and external constituents. A minor weakness in the self-study report may be that it did not do full justice to the university's role and importance as a land-grant institution.

B. Integrity of the Self-Study Report

OSU completed a first-rate self-study. It was clear and concise, descriptive and evaluative, and it was conducted with integrity. The team found it to be creditable in that it was accurate and identified not only the university's strengths but also its major challenges. Additionally, it provided the evidence necessary for the team to assess fulfillment of the criteria and core components. Particularly noteworthy were the self-study report's organization and format with very helpful

and useful margin notes and click and link features.

C. **Adequacy of Progress in Addressing Previously Identified Challenges**

The team considers the response of Oklahoma State University to previously identified challenges adequate in all areas except one: diversity. This issue is addressed under Criterion One.

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

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

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

IV. FULFILLMENT OF THE CRITERIA

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

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

- Oklahoma State University had a clear statement of mission and vision, recently updated and widely disseminated, consistent with its land-grant heritage. The university engages in instruction, research, outreach, and creative activities.

- The president of the university has led in the development of a strategic plan, with wide participation. The planning process identified six core values, five strategic themes, and nine priorities. Representatives of campus constituencies with whom the team met were aware of the plan and believed it deserved support.

- Three members of the Board of OSU/A&M Regents, including the current chair, and the board's executive secretary demonstrated that they were knowledgeable about the campus and enthusiastically supported the strategic plan.

- The president and his administration have shown a commitment to the strategic plan through a number of budget decisions that have upgraded the retirement plan significantly, restored 100 faculty positions that were lost during state revenue shortfalls in previous

years, and started a phased plan to raise faculty salaries to Big 12 averages.

- In order to accomplish the plan, the university has established the University Planning Council to monitor performance. In addition, the university publishes a Five-Year Academic Ledger – in effect a report card – which includes data at the institutional level, the college level, and the academic department level. The ledger reports on several measures, including admissions, enrollment and student semester credit hours, retention and graduation rates, class size, student awards, instructional FTE, faculty salaries, faculty awards, research expenditures, economic development contributions such as licenses and inventions, income including private fundraising, and expenses. The ledger, which is available online, provides substantial transparency and accountability.

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

   None

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

   - **Note:** While diversity is an issue that cuts across all five criteria, the team will address it as a concern only under Criterion One since it is particularly relevant under Core Components 1c and 1e. Additionally, OSU's self study report also discussed diversity under this Criterion.

   - Diversity was identified by the HLC team ten years ago as an issue of concern that required attention. OSU recognizes that it has not made sufficient progress.

   - Although OSU's strategic plan identifies diversity as one of its primary goals and some affirmative steps have been taken recently, such as the hiring of a Vice President for Institutional Diversity, the university has not made sufficient progress in this area. The HLC visiting team of ten years ago identified diversity as a major concern. The 2005 team notes current interest and commitment at OSU to advancing this issue but did not find sufficient evidence to be convinced that the issue has been resolved. Some examples follow.

   - The reported spending of $100,000 annually on diversity initiatives is not strong evidence of a sufficient diversity effort in an institution of

OSU's size.

- The 2004 enrollment percentages of African American, Hispanic, and Native American students are all well below the representation of such groups in Oklahoma and the nation. The self study identifies this as a concern and issue it expects to address.

- Out of the 91 individuals attending the new faculty orientation (essentially all new faculty hires) at the Stillwater campus in fall 2005, only 3.3% were African American, 1.1% American Indian, and 4.4% Hispanic (incidentally, the figures at the Tulsa campus were higher). Such numbers, during a time of rapid faculty expansion, do not demonstrate significant progress toward addressing the university's diversity goals.

- The Affirmative Action Office is minimally funded and staffed and does not have authority to take appropriate action on relevant matters, such as intervening or stopping searches that are not proceeding appropriately. In fact, this office's role and responsibilities were not clearly defined.

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

None

Recommendation of the Team

Criterion is met; Commission follow-up recommended.

Progress report on the Affirmative Action Office 1/1/2007.

Monitoring report on diversity 1/1/2011.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

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

- OSU's Strategic Plan for the Future, the Academic Ledger, and draft University Ledger all demonstrate a realistic view of the university's current status and areas in which improvement is planned. The plans address the progress expected in response to internal goals and the

external environment. The ledgers also provide transparency and accountability.

- Diversity is both a stated core value and one of the strategic goals in the university's strategic plan. Specific critical success factors stated in the strategic plan and related to diversity demonstrate a commitment to outcomes. The Five-Year Academic Ledger does not include non-academic areas which results in no reported measure of staff diversity in the existing report card. However, a draft of a University Ledger containing diversity measures across the university was available for review. The Vice President for Institutional Diversity is taking a realistic view of this position's role and is prioritizing his activities appropriately. The Enrollment Management Plan is a realistic preparation for the future demographics that the university will encounter.

- There was sufficient evidence in other areas that OSU is assessing the environment and planning for the future. For example, the School of Architecture, the Spears School of Business, and the School of International Studies websites have strong international components, recognizing the important role of international education. Focus on multidisciplinary research opportunities provides evidence that there is sufficient planning taking into account the research environment.

- OSU's resource strength is measured by the year-end unrestricted net assets which have varied from $37 to $85 million at year-end over the period FY2000 to FY2004. State appropriations peaked in FY2000. The institution adsorbed the state appropriation reductions subsequent to FY2002 by holding positions open, among other cost reductions. The university is now restoring faculty strength by focusing significant available funds for that purpose. Future state appropriation increases are expected given the favorable economic conditions in Oklahoma and will contribute to OSU's initiative to "Restore, Reward, and Grow" the faculty. In order to meet expectations for the OSU Strategic Plan, however, private support will have to become a larger contributor in operations. While current tuition levels provide some opportunity for revenue growth, OSU will need to manage such growth carefully to balance constituent expectations and resource needs.

- The university has loyal and highly effective faculty and staff, even though salaries and benefits have not kept pace with expectations. Under the leadership of the new president, the university effectively addressed an issue regarding faculty retirement and is now addressing the restoration of faculty positions that had previously been eliminated,

rewarding faculty through salary increases previously absent in some years, and growing faculty to achieve its goals.

- The Academic Ledger, soon to be expanded to the University Ledger, focuses attention on data that give a clear picture of progress, needs, and priorities. The ledger, which is aligned with the strategic plan, provides transparency and accountability and should drive continuous improvement.

- Strategic budgeting through the Restore, Reward, and Grow Plan is aligned with the strategic plan and its goals. Reallocation to achieve these plans indicates that the university's stated goals are being pursued as evidenced in its operations.

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

   None

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

   None

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

   None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

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

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

   - The university has a clear commitment to assessment. Although the assessment program is relatively young, it is well structured and sustainable.

   - Learning outcomes have been established for educational programs,

including graduate and general education as well as distance learning and extension programs. While academic departments are at different stages in the process, there is a structure in place for assisting them in moving forward with assessment.

- Faculty members provide the leadership for assessment activities with support from administration. Conversations with the Assessment Advisory Council, the General Education Assessment Committee, and the Director, University Assessment and Testing all indicated intense faculty participation in the process. As one faculty member said, "This is as close to a faculty-driven process as I've ever been involved in."

- The process for assessing general education has been in place for five years and most goals have been incorporated into the assessment cycle.

- Departmental assessment processes and results are included as part of the Five-Year Academic Program Review. Assessment results may be utilized by the provost to make budgetary adjustments to programs and departments.

- Financial resources are available to fund assessment initiatives through a state-mandated student fee program that generates approximately $500,000 annually. Over half of these funds are available to academic departments to fund assessment initiatives.

- Outstanding teaching is recognized by the Regent's Distinguished Teaching Award which is given to at least one person in each college annually and carries with it a permanent $1000.00 salary increase. Several colleges also provide additional prizes for effective teaching.

- The Institute for Teaching and Learning Excellence (ITLE) provides a centralized, convenient resource center for assisting faculty at all stages of their careers with development programs, including seminars, technological training and support, and some limited funds for off-site teaching improvement programs. While this is a new unit, it incorporates a number of established activities that had formerly been housed in disparate units of the university. The creation of ITLE is a very positive step that has the potential to raise the visibility of teaching/learning initiatives and facilitate the expansion and improvement of existing teaching/learning programs and the development of new ones. Campus-wide engagement is facilitated through the advisory board with representatives from each college who are actively engaged in planning and oversight of ITLE.

- Residential Life has established very clear learning objectives in both residence halls and university apartments. The Department of Residential Life Satisfaction Survey provides a regular means of assessment.

- Enhanced security in residence halls has created an environment of comfort and safety for students.

- The Faculty Associate Program in Residential Life connects faculty members with living communities in an effort to integrate academic and student affairs and help students develop long-term, in-depth relationships with faculty.

- The Honors College is highly effective and is well-regarded by faculty and students.

- Students expressed strong support for the interlibrary loan system, library laptop check-out, and access to online journals, all of which contribute to a positive learning environment.

- Documents and user comments suggest that sufficient computer labs and related resources are available to meet student demand.

- A very effective Office of Scholar Development and Recognition has resulted in large increases in the numbers of students who have competed successfully for prestigious national scholarships, including Truman, Goldwater, Fulbright, and Rhodes.

- Undergraduate research under the supervision of faculty members is encouraged and is supported financially through modest research grants made to students.

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

   None

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

   None

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

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.
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CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

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

- There is a clear focus on improving research at OSU. Recent success was evidenced by an increase in the number of patents granted each year as well as by the increase in intellectual property revenue.

- The University's ambitious and comprehensive strategic plan, which is endorsed to a large extent by all stakeholders (students, faculty, staff, regents, community, and legislators), identifies well-articulated goals. Resource allocation is consistent with accomplishing these goals. Specifically, the plan outlines the need for increasing research at the university and the sources of support to achieve it.

- The senior administration is using several strategies to provide support for research as evidenced, for example, by participating in the state's matching program for endowed faculty chairs, providing start-up funds for incoming scholars/faculty through the office of the Vice President for Research, approving additional full-time tenure-track positions, and working on a 13-month compensation package for faculty. OSU's policy of returning 45 percent of indirect cost recovery to the academic units in which it is generated provides an incentive and motivation for faculty to engage in externally funded competitive research endeavors. A close working relationship between the Vice President for Research and the Dean of the Graduate College also is conducive to developing and funding effective strategies to improve research activity at OSU.

- Under the leadership of an engaged, informed, and optimistic president, OSU is responsive to the community. The university is reaching out to the community in several ways; some noteworthy initiatives include articulation agreements with Tulsa Community College and Northern Oklahoma College, expansion of the OSU campus in Tulsa, provision of the BOB shuttle service to faculty and students, partnership with industry, and an aggressive plan to stimulate

regional economic development to help create jobs for OSU graduates.

- Several academic programs offered by OSU reflect high professional quality as evidenced, for example, by successful accreditation of those programs by the pertinent professional accrediting agencies.

- The university is doing a good job of preparing students for a technological and global society as evidenced in the general education program and the availability of technology on campus. Recent efforts to address student preparedness to function in a diverse society are important steps and when fully implemented should result in improvements in student preparedness to successfully compete in a global society.

- In 2001, OSU developed and adopted a solid philosophy for its general education program that underscores its commitment to breadth of knowledge, essential skills, and critical attitudes. Additionally, the General Education Advisory Council adopted new criteria and goals for the general education program.

- The good relationship and effective lines of communication between the president and student government enhances the campus climate.

- The Office of international Students and Scholars offers a wide scope of services to international students and is administered by dedicated staff. The significant number of international students in the graduate program makes this office a critical component in the attraction and retention of international students, an important segment of OSU's student population.

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

     None

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

     None

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

     None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

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

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

- The strong focus in the OSU System Strategic Plan across the system on workforce development, and particularly the unique niches occupied by the branch campuses in Tulsa, Okmulgee, and Oklahoma City, confirmed an understanding of and responsiveness to the needs of the state. The campuses have actively sought to meet the needs of business, industry and have enhanced the environment for job creation in rural Oklahoma.

- Oklahoma Cooperative Extension Services (OCES) is a highly visible extension of the University and provides a direct connection with a range of constituent groups across the state. Beyond the ongoing programmatic interactions, the unit conducted public listening sessions (Oklahoma Community Listening Sessions) in all 77 counties of the state. The results of these have been disseminated broadly to key groups, professional staff, faculty, and the state legislature, and have formed the basis for a comprehensive reorganization of OCES and the Division of Agricultural Sciences and Natural Resources. The process evidences a continuing realignment to focus on the current and future needs of the residents of Oklahoma.

- The university has identified key stakeholders and places value on collective relationships. Collaboration in and support of the university's goals were evident in meetings with Stillwater and Tulsa city and community leaders, OSU/A&M Regents, and Cowboys for Higher Education, a legislative advocacy group. Community leaders greatly value the university as a source of educational, economic, and cultural enrichment. Systematic town-gown communication assists in identifying and solving problems before they become serious. The Cowboys for Higher Education's steering committee meets with the president and his executive committee before the legislative session to work through potential controversies and set legislative priorities and strategies.

- The Alumni Association regularly surveys alumni to assess their priorities and needs. It aligns its programs both with the needs and

desires of the alumni and with the goals of the University. As additional campuses have evolved within the system, the Alumni Association has been cognizant of the need to adopt a "system-wide" approach to expand services to constituencies beyond the Stillwater campus. Discussions with the Executive Director and President of the Board of the Alumni Association confirmed a proactive agenda for engaging and connecting with this important constituent group. A significant component of this agenda is alignment with the mutual interest of OSU to support a life-long connection with alumni. The latter connection enhances student recruitment and continuous engagement of alums. The effectiveness of this approach is seen in the proportion of alumni actively participating in activities whether at the university or events that benefit the University, such as fundraising and student recruitment.

- The system-wide planning initiative engaged faculty, staff, administrators, students, regents, alumni, and citizens in an interactive process of examining and defining the institution's future direction. Inclusion of ongoing assessment and benchmarking promotes accountability, transparency, and continued engagement of this broad constituency.

- The faculty governance and administrative meeting structures provide opportunities for multiple voices to engage in discussion of issues of community interest. While there is mutual acknowledgement of communication issues between faculty governance and the campus administration, the tensions that exist appear to be primarily grounded in historical forms of engagement and/or resulting from changes in both faculty and administrative leadership styles. The existing structures support and document the capacity for collegial engagement on critical issues affecting faculty, staff, and students.

- Priority research initiatives and technological transfer opportunities support the state's economic development through alignment of academic majors keyed to the state's emerging industries (to help keep students in the state following graduation) and incubator companies supporting Stillwater's and Tulsa's economies. While supporting the state's emphasis on economic development, OSU reaffirmed its connection to the state's rural and non-metropolitan populations through implementation of the Initiative for the Future of Rural Oklahoma.

- A culture of service is embedded throughout the institution. Civic engagement participation (Vocal Oklahomans in Civic Engagement

and Campus Compact), inclusion of formal and informal service learning opportunities across the academic programs, and the level of involvement in student government at both the graduate and undergraduate levels offered evidence of a culture of service within the student population. A variety of partnerships strengthens OSU's engagement with external constituencies and enhances the institution's outreach impact. Representative examples of the pervasiveness of such collaboration include: the OSU Library Electronic Publishing Center's outreach to the Oklahoma Academy of Sciences and the Oklahoma Historical Society to disseminate electronically, at no cost, public volumes of significant material; distance delivery of degree programs to companies including Halliburton, ConocoPhillips, Goodyear, Boeing, SBC, Kerr McGee, and Sun Microsystems.

- The Oklahoma Cooperative Extension Service (OCES) is at the core of the university's land-grant service mission and is very well regarded by a broad range of constituencies. Discussions with OSU Regents reaffirmed the impact of OCES in all communities throughout the state and the value placed upon its efforts through restoration of state funding reductions.

- Career Services and the Career Resource Center provide leadership and respond effectively to emerging needs in the creation of programs and services to better meet the needs constituents, including OSU graduates and employers. Examples of such leadership and service are the website "HireOSUGrads.com" and the OSU 1000 initiative.

- Both the campus and Stillwater communities are significantly enhanced by the presence and participation of international students. Within the campus structure both the School of International Studies (SIS) and The Office of International Students and Scholars (OISS) provide high levels of service to students, assisting international students to integrate into the life of the university. Discussions with Graduate College personnel, student government groups and other students confirmed the effectiveness of SIS and OISS in responding to the unique needs of international students. OISS was highlighted for its "full-service" approach in assessing and meeting the needs of international students from the time they are accepted until they graduate and leave.

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

None

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

None

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

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No change.

The University did not request, nor did the team find any reasons to recommend changes.

B. Nature of Organization

1. Legal status

No change.

2. Degrees awarded

No change.

C. Conditions of Affiliation

1. Stipulation on affiliation status

No change.

2. Approval of degree sites

No change.

3. Approval of distance education degree

No change.

4. Reports required

Progress Report

Affirmative Action Office (January 1, 2007)

The report should provide clarification regarding the full scope of responsibility and authority of the Affirmative Action Office relative to relevant personnel actions, including faculty hiring and other pertinent employment practices, as well as training and the investigation and resolution of complaints, including those concerning sexual harassment and other compliance matters within this office's purview.

Monitoring Report

Diversity (January 1, 2011)

The report should provide statistical information (trend data), for the previous five years, by sex and race/ethnicity, on faculty, staff, administration, graduate students, and undergraduate students. Additionally, the report should provide a listing and description of the programs and initiatives, as well as outcomes of these, aimed at advancing diversity at Oklahoma State University.

Should staff determine that significant progress has not been achieved in advancing diversity, the university should undergo a focused visit on this issue. In addition to the indicators noted in the preceding paragraph, the team recommends that in determining "significant progress," HLC staff look for evidence of the following, for example: inclusion of diversity in the General Education Program, the General Education Assessment Program, faculty hiring practices; forms and/or other educational initiatives targeting faculty, staff, and students that focus on ethnic/racial discrimination and awareness; inclusion of diversity as an area of focus within the student and new faculty orientation programs; inclusion of Multicultural Student Center personnel in discussions of diversity goals and initiatives; effectiveness of multicultural floors in residence halls; indicators of OSU being a supportive campus in the context if its diversity goals; collaboration with Langston University; and any other evidence the University provides that documents its achievements in advancing diversity at OSU.

6.   **Other visits scheduled**

None

7. **Organization change request**

None

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

2015-2016

Oklahoma State University has fulfilled all of the Criteria and has the capacity to continue to effectively fulfill its mission.