

CHAPTER 7

Criterion III

The institution is accomplishing its educational and other purposes.

This chapter examines how well Southeastern Oklahoma State University is accomplishing its educational and other purposes and goals. The major emphasis at Southeastern is undergraduate education with research/scholarship, public service, and economic development as important secondary purposes. Southeastern offers undergraduate degree programs in 46 fields and graduate degrees in five areas.

Educational Programs

Curricular-Related Process and Decision-Making

The Vice President for Academic Affairs is the administrative officer responsible for educational programs. Under his office the University is organized (see Organizational Chart, Chapter 5, p. 57) into four schools (Arts and Sciences, Business, Education and Behavioral Sciences, and Graduate), each overseen by a dean. The Associate Vice President for Academic Affairs is also the Dean of the School of Graduate Studies. Nineteen departments offer 46 undergraduate degree programs and five master's degree programs.

Decisions regarding curriculum are the purview of the departments, and therefore, the process of curricular changes begins with the individual department. Departments request curriculum changes through the guidelines as articulated in the Academic Policies and Procedures Manual:¹ Appendix A – Curricular Change Procedure. This procedure covers the following types of curricular change requests: (a) new course; (b) course revision; (c) course deletion; (d) new program; (e) program revision, and (f) program deletion. Undergraduate curricular change recommendations may originate in the Curriculum Committee, or they can be referred by an individual or group (department). Graduate curricular changes may originate in the Graduate Council or be referred to the council by an individual or group (department).

Curriculum-related decisions are a four- step process. The four steps are as follows:

1. Request forms initiated by individuals of academic departments should be completed and processed through the Office for Academic Affairs for review. The Office for Academic Affairs will then forward the requests to the appropriate committee to begin the approval process. After the action, the chair of the Curriculum Committee and/or the chair of the Graduate Council will forward the original forms for program modification or additions to the Vice President for Academic Affairs for consideration by the Academic Council.
2. The Academic Council will consider all curricular changes which have been forwarded through the committee process. Recommendations

that are accepted by the Academic Council are forwarded to the Vice President for Academic Affairs, who with input from the Deans, submits a written recommendation to the President.

3. The President approves or disapproves the recommendations. Approved changes to existing curriculum are forwarded to the Board of Regents of Oklahoma Colleges and the Oklahoma State Regents for Higher Education. New programs and related courses require State Regents' approval.
4. Upon approval by the President or, when needed, the State Regents, the Office for Academic Affairs will forward to the Department Chair and Dean the following documentation: (1) Regents' letter of actions; (2) new course inventory sheets; and (3) approved program request forms.

Curriculum requests can be rejected by any of the reviewing committees. The request, however, continues through the process until the recommendation is either accepted or rejected by the Academic Council. If the recommendation is to reject the curriculum change, the procedures as formulated and disseminated in the Academic Policies and Procedures Manual, section 3.5.1.4, are implemented.

The Academic Council, made up of department chairs, and chaired by a faculty member, acts on the recommendations of the Graduate Council, Curriculum Committee, General Education Committee, Computer/Technology Committee, and Teacher Education Council. Each committee has a particular area of responsibility with significant overlap and interaction among committees. This structure has been designed to ensure maximum faculty input into the decision-making procedure for educational aspects of the University.

The Graduate Council reviews graduate programs, proposed revisions, and recommends policy changes. It reports directly to the Academic Council. It also approves membership on the graduate faculty. The Curriculum Committee reviews, evaluates, coordinates, and makes recommendations for changes in general, specialized, and professional education at the undergraduate level. This committee makes recommendations on new curricula and any curricular changes, additions, or deletions. It also makes recommendations concerning policy for majors and minors. The General Education Committee is the lead group in evaluating, reviewing, and developing general education objectives and curriculum. The committee also reviews the assessment of general education and makes recommendations. The Computer/Technology Committee reviews policies and procedures regarding the use of computer technology in the curriculum and makes recommendations to the Academic Council about hardware, software, computer labs, and distance learning. The Teacher Education Council is the primary reviewer of Teacher Education curricula. It sets and approves Teacher Education regulations and standards and, when appropriate, makes recommendations to other curricular-based committees. The Faculty Senate has oversight responsibility for all faculty committees.

Instructional Programs

The academic schools of the University are the Schools of Arts and Sciences, Business, Education and Behavioral Sciences, and Graduate Studies. The University also offers specialized programs in academic enrichment (Lectureship Program, Honors Program) and post-secondary education assistance and preparation (EOC, Upward Bound). Numerous enrichment opportunities are available including the BioScience Research Area; Center for Leadership, Entrepreneurship, and Graduate Studies; Cooperative Education Program; Oklahoma Small Business Development Center; Herbarium; and the Volunteer Internship Program. To improve the cultural, economic, and social environment of the community, two community-oriented programs are offered: Southeastern Oklahoma Eldercare and Continuing Education.

Departments serve the needs of a rural and diverse university community in southeastern Oklahoma and north Texas by providing a balanced undergraduate curriculum. All departments have mission statements, visions, and goals that align with the University's mission.² Program descriptions and course requirements are clearly defined in both the undergraduate and graduate catalogs. Each department on campus has its own unique course offerings and place in the University structure. Combined, the departments seek to broaden the thinking and experiences of students and to help shape them into open-minded, responsible citizens. All programs strive to stimulate intellectual interactions among faculty and students, and among students. Departmental highlights and major revisions since the last North Central visit are listed under each school.³ Other curricular changes can be found in the minutes of the Curriculum Committee (www.sosu.edu/facultysenate).

School of Arts and Sciences

The School of Arts and Sciences provides an administrative structure for ten departments offering 32 majors. In addition, the school offers a Master of Technology degree. The departments are grouped in the traditional and historic structure that places the arts and sciences as the heart of higher education and their expressed goal of providing student learning that is enhanced by theoretical and practical experiences. These sound principles provide all students with a foundation for a lifetime of learning in a rapidly changing society. These were the guiding forces for combining the School of Arts and Letters with the School of Science and Technology to form the School of Arts and Sciences. In addition, it helped streamline the administrative structure.

The departments in the School of Arts and Sciences contribute to all aspects of the institutional mission. General education, recognized as the component that provides the knowledge base for all Southeastern students, is primarily housed in this School.

The School of Arts and Sciences has been deeply involved in meeting the concerns expressed by the past focus visit from The Higher Learning Commission. Each department in the School has developed very clear mission and goal statements and has all faculty involved in the assessment process. Shared governance is evident by the fact that the School holds weekly Arts and Sciences administrative council meetings. Approximately \$300,000 in equipment purchases for the School during the past three years has been evaluated and prioritized during

these meetings. In addition, the Administrative Council has developed vision and goal statements for all of Arts and Sciences.

Table 7.1
School of Arts and Sciences

Department	Number of Undergraduate Degree Programs	Number of Majors (Fall 2002)	Number of Graduates (2002)	Number of Faculty	Number of Faculty with Terminal Degrees*
Art	2	22	5	3	2
Biological Sciences	5	357	34	11	9
Communication/Theatre	3	169	39	10	7
Computer Science and Technology	4	139	27	8	4
English, Humanities, and Languages	3	79	14	13	11
Mathematics	2	112	6	9	6
Music	3	67	10	9	7
Occupational Safety and Health	2	176	42	5	3
Physical Sciences	6	104	8	9	8
Social Sciences	4	73	16	10	7
General Degrees	2	21	5	-	-
School of A&S	32**	1319	206	87	64

*Includes M.F.A.

**Three programs are shared between two departments and one program is shared among three departments.

The School of Arts and Sciences has been driven by comprehensive program reviews. The five departments that made up the School of Arts and Letters have completed their fourth cycle of program review this past academic year (2002-2003). The 1998 program review recommendations have been considered. Most program change recommendations have been adopted. The major portions of the recommendations that have not been addressed were because of financial restraints. The same is true for the 1999 program review that was conducted in the former School of Science and Technology. Program changes have been driven by this process.

Examples of the School of Arts and Sciences contribution to the University's mission can be seen in scholarly activity and grantsmanship. During the past five years, hundreds of presentations have occurred; and refereed publications, accepted. In addition, scores of student presentations have received awards at regional and state conferences. During this academic year, The School of Arts and Sciences has received grants totaling more than \$3,000,000. This infusion of external dollars has greatly enhanced academic programs.

Department of Art

The study of the visual arts nurtures an understanding of human experience and cultural values as expressed in matter and form. The curriculum fosters in the student the ability to respond creatively to problems, to think critically and develop an appreciation of aesthetic values. The Art Department sponsors art exhibitions and workshops to contribute to the cultural enrichment of students and the community.

Since the last self-study, the Art Department has added three new courses: Issues in Aesthetics and Criticism (IAC), Art and World Culture (AWC), and Survey of North Native American Art. Issues in Aesthetics and IWC were added to both the B.A. in Art and the B.S. in Art Education as required courses. The survey course is a liberal arts art elective and a guided elective in the Native American Minor. IAC and AWC are taught on-line every other semester. There is currently a request to make IAC a designated general education course that will be included in the Bachelor of General Studies Degree. The Art Department has recently moved into a new facility.

Department of Biological Sciences

The new Environmental Science degree is an interdisciplinary program among the Departments of Biological Sciences, Occupational Safety and Health, and Physical Sciences. This program prepares students for careers with federal, state, county, and municipal agencies involved in resource management, land-use planning, policy development, and regulation compliance. Students majoring in environmental science learn how biological, chemical, and physical factors, together with human activities, affect the environment.

In August 2001 the Department moved into a new facility with over 30,000 square feet of teaching, research, and office space. This facility has four lecture rooms, seven teaching laboratories, one computer laboratory, five research laboratories, an animal care facility, preparatory space for each laboratory, and a student lounge. Two other buildings are primarily used for storage, field-oriented courses, and research. Twelve research ponds are situated on the 9-acre dedicated green space on the northwest corner of campus. This facility is connected to the remainder of campus by the scenic Centennial Walkway. To provide students, faculty, and staff with state-of-the-art educational technology and equipment, the Department has aggressively pursued and been awarded \$170,000 in grant money from external funding sources.

A Biotechnology degree program was approved by the Oklahoma State Regents for Higher Education in May 2002. This program is a collaborative effort of the Departments of Biological Sciences and Physical Sciences that gives students a solid foundation in biological and chemical processes that occur at the molecular and cellular level and in the techniques used in the manipulation and utilization of genetic materials.

Beginning in Fall 2003 all students majoring in any degree offered by the Department will be required to take Principles of Biology I. This new course was designed to provide all students with a common foundation. A second course, Principles of Biology II, will be taken by Biology majors (Biological Health Sciences option), Environmental Science majors, Science

Education Majors, and Biotechnology majors; remaining students (Botany and Zoology options in Biology major; Conservation majors) will still take General Botany and General Zoology.

Both undergraduate and graduate students have the opportunity to become actively involved in research projects in a wide variety of topics. Many students give presentations at local and state meetings.

Department of Communication & Theatre

From 1997 to 2001 the Communication's program had three options from which to choose: interpersonal/organizational communication, rhetoric, and media studies. However, it was decided that merging the interpersonal/organizational and rhetoric options would provide students with a broader knowledge base in speech communication. In 1997 the communication program implemented a media studies option. This option has three areas of emphasis: advertising/public relations, broadcasting, and journalism.

The speech education major was suspended in 2000 because of due to a lack of interest. To attract students, in 2001, the Communication program developed three additional minors: Media Studies, Interpersonal/Organizational Studies, and Rhetoric Studies.

Students who are Communication majors regularly present research at state, regional, and national conferences. Communication majors have won state, regional and national competitions in debate, broadcasting, advertising/public relations, and journalism.

The Department of Communication & Theatre is one of the most visible academic units on campus. A number of student-related activities operate under the auspices of the Department of Communication and Theatre. The activities include *The Southeastern* newspaper, *The Savage* yearbook, KSSU Radio Station, the debate team, Southeastern Theatre, and *The Chorvettes*. A Musical Theatre program has been added. This option has steadily increased the number of Theatre majors. Theatre majors regularly perform at the state, regional, and national levels and continues to win competitions.

Computer Science and Technology Department

The dynamic nature of computer science makes it necessary to continuously evaluate and alter the curriculum. The Department continues to add new courses and update existing courses to reflect current technology. This is necessary to ensure that students are competitive in the job market. Many changes have occurred in the Computer Science and Technology Department over the past six years. Two programs have been absorbed, two have been suspended, two new programs have been added, and faculty has changed. The Department merged with Electronics and Technology only to suspend these two degrees because of low enrollment. An Electronics option was added to the Computer Science Degree, and a new program was developed: Communications and Visual Media. The curricula of the Computer Science and Computer Information Systems degrees were adjusted as a result of program review and internal assessment. A strong mathematics requirement is being maintained in both degrees. New

computer equipment has been installed in the computer labs and in faculty offices over the past two years.

Graduates are readily employable. This is not just because computer science and information technology is a demand field, but it is also a consequence of the academic strength of the degree plans offered. It is not uncommon for companies to recruit students and even make job offers as early as a student's sophomore year. Most graduates find gainful employment very soon after graduation in the geographic area of their choice. Starting salaries are typically much higher than for other disciplines.

Department of English, Humanities, and Languages

The Department's ongoing assessment activities have been recognized for their excellence and programs are constantly reviewed and changed to meet the needs of students and improve program quality. In addition, the department is aware of its unique position in the general education program at Southeastern and the significant role it plays in student retention and student success. As a result of assessment, the Department has added a required course to the English and English Education programs: This course, History of the Novel, created a more flexible minor in English. It made changes in the Writing Emphasis degree by making it more interdisciplinary to allow students to focus more on their own career goals, eliminated the capstone as part of the English Education major, but strengthened the requirements for English and for Writing Emphasis, and added a section of Spanish for true beginners. The department produces graduates who are successful in careers in a variety of fields including education, law, writing and publishing, business, industry, and technology.

Department of Mathematics

Students who have graduated with mathematics degrees from Southeastern have been very successful. They have taught mathematics in all 50 states. At least a dozen have gone on to receive Ph.D. degrees including two who became college presidents, two who became deans of colleges, and four more who became chairs of college mathematics departments. Many students have received Master's degrees or the equivalent in fields such as mathematics, statistics, pharmacy, law, and physics. Currently, there are at least four Southeastern mathematics graduates in graduate school at the University of Oklahoma, Oklahoma State University, and the University of Iowa.

Department of Music

Recent curricular changes include revising the piano curriculum to eliminate the Piano Proficiency exam and teach those proficiencies in the curriculum, instituting remedial courses in piano and theory, offering Music Appreciation and Literature as a guided elective for the Honors Program, offering the option of a Senior Project to education majors rather than requiring a recital, eliminating Chorvettes from vocal options (eliminating conflict of scheduling with other vocal ensembles), and adding a piano and written theory exam to the audition process to place students in the appropriate piano and theory courses. Departmental FTEs have increased as a result of increasing the size and number of sections of Music in American Society which is

offered every semester. The Department has also increased in- and out-of-state scholarship funds and added an endowed scholarship.

Department of Occupational Safety & Health

This Department has seen tremendous growth in the past five years - from 85 majors in 1998 to 225 in 2002. To bring the Department of Occupational Safety and Health more into compliance with OSHA's standards, and as a result of assessment, new courses in construction safety; noise, acoustics, and vibration; aviation safety; and legal issues and liability were added to the curricula. The Department has also collaborated with the Departments of Biological Sciences and Physical Sciences in developing a new major program - Environmental Science. The Department has also implemented an Occupational Safety component contained with the Aviation Management degree program. This offers students the opportunity to prepare for careers in aviation safety with this unique interdisciplinary degree plan.

There is now an off-campus site at Tinker Air Force Base where approximately 75 students are completing coursework for a minor in Occupational Safety. To date, over 350 safety professionals claim Southeastern as their alma mater, providing a solid base for graduates in the future.

The Department of Physical Sciences

Biotechnology and Environmental Science, two new programs, were discussed in the Biological Science's section (p. 158).

In addition to the standard physical science majors, the Department offers a host of pre-professional programs in medicine, osteopathy, dentistry, pharmacy, optometry, veterinary medicine, and engineering. Each program is designed to equip students with the knowledge and tools necessary to ensure success in industry, education, and professional and graduate schools.

The Department views research activities as an excellent vehicle for the enhancement of undergraduate instruction. Fundamental and applied research projects provide opportunities for both student and faculty development. The Minority Biomedical Research Support Program (MBRS), which is funded by the National Institute of Health, provides minority students the opportunity to work in government funded research projects.

Department of Social Sciences

The Department supports the University's General Education program through the regularly scheduled delivery of five general education courses. The department also provides regularly scheduled service courses for academic programs in Criminal Justice and Business.

As a result of recommendations made during previous program review and annual assessments, the Department has produced a recruiting tool (Department Fact Sheet) outlining programs, career opportunities, successful program alumni, student organizations, department scholarship opportunities, and backgrounds of Department faculty.

History and Political Science programs have modified their curricula in response to assessment. In 1998-1999, the History faculty, in light of evidence of weakness in the area of research and in the belief that the existing one-hour senior-level “capstone” course did not fulfill the requirements of an in-depth research seminar, expanded the one-hour capstone into a three-hour course. The faculty also added a one-hour, lower-division “Introduction to Research” course, a self-paced, ten-assignment course required of all History majors prior to, or concurrent with, enrollment in any 3000- or 4000-level course. The faculty agreed to require writing assignments in upper-level courses. Changes to the Political Science program were made during 1995-1996. Revisions made to global politics courses reflected the general evolution of this Political Science sub-field from a narrow “international relations” approach to a broader “global politics” perspective focusing upon both nation-state and non-nation-state global factors. Revisions to political thought courses were also made in order to provide a more logical and coherent structure.

While modifications to the Social Studies Education program continue to be driven primarily by external accrediting agencies, the Department has exercised its discretion in modifying the program in response to identified concerns. In 1998-1999, total hour requirements were increased to accommodate the addition of four hours of research-oriented curriculum. Additional modifications included the elimination of required Sociology courses and the addition of courses in economics, geography, and political science.

Faculty sponsors many student organizations important to the professional and academic development of students. These organizations include the Pre-Law Club, Young Democrats, Young Republicans, Phi Alpha Theta National History Honor Society, Pi Sigma Alpha National Political Science Honor Society, and Alpha Chi National College Honor Scholarship Society.

The most recent assessment report demonstrated that the typical department graduate performed above national norms and that the level of relative student performance has been improving over time. Typical graduates become high school teachers or matriculate into law school and other graduate programs. Others use liberal studies knowledge and skills to work in both the public and private sectors.

Other Programs

Two new degree programs: The Bachelor of General Studies (B.G.S.)⁴ and the Bachelor of Applied Arts and Sciences (B.A.A.S.)⁵ were approved in 2000. These degrees were designed primarily for the non-traditional student. Both were created in response to demand. The programs are under a program coordinator who aids students in forming a degree plan to conform to the requirements of each degree.

The B.G.S. is a broad-based program that allows the student to create a degree tailored to the student's diverse interests. It was designed primarily for students who have accumulated credit hours but have not yet decided on a traditional major. Students who are interested in the degree are advised of some potential limitations of the degree, for example, admission to graduate programs. The program has three components: general education, general studies, and

electives. The general studies concentration component requires at least 12 hours in each of four of seven concentration groups. In addition, students must complete an additional 24 hours in one group. The seven groups are arts, humanities, natural sciences, behavioral sciences, applied sciences, applied behavioral sciences, and business.

The B.A.A.S. is designed specifically for, and limited to, students who have either an Associate of Applied Arts or an Associate of Applied Science degree. The degree adds academics to a technical foundation. There are four components in the B.A.A.S. degree program: general education, career specialty (fulfilled by the associate's degree), professional development, and electives. Students are limited to a maximum of 15 hours in any one academic field.

School of Business

The School of Business has undergone major changes in the past ten years in order to obtain Association of Collegiate Business Schools and Programs (ACBSP)⁶ accreditation and to prepare for the Association to Advance Collegiate Schools of Business - International (AACSB) accreditation. Organizational changes are discussed below. Faculty salaries were a concern at the last North Central visit. This has been addressed in several ways, most notably the new salary card exception policy that has been used to attract qualified professionals. The school has received since 1997 five endowed chairs. Monies contributed for endowed chairs are matched by the Oklahoma State Regents for Higher Education which brings the total endowment to \$2.5 million.

Table 7.2
The School of Business

Department	Number of Undergraduate Degree Programs	Number of Majors (Fall 2002)	Number of Graduates (2002)	Number of Faculty	Number of Faculty with Terminal Degrees
Accounting/Finance	2	120	28	9	6
Aviation Sciences	2	226	36	5	2
Management, Marketing, and BIM	5	296	84	13	12
School of Business	9	642	148	27	20

Department of Accounting and Finance

The Department of Accounting and Finance is a department newly aligned as of July 1, 2001. As with other departments in the School of Business changes have been made in anticipation of seeking AACSB accreditation. Formerly part of the Department of Economics and Finance, the Finance program was moved to the Department of Accounting.

Changes have been made to both the Accounting and Finance programs. For the Accounting program, the curriculum was revised in Fall 1998 and again in Fall 2002. Students,

alumni, local and regional employers, and other stakeholders have been part of the assessment process. Most Finance and Accounting graduates are employed or have jobs upon graduation. Demand for graduates of these programs remains high. While most students seek employment in their local communities, many accounting graduates aspire to pass the CPA Exam. Twenty-nine graduates have successfully passed all four parts of the CPA exam from May 2000 to May 2003.

The Finance program is still a relatively new program, but it is one that is growing rapidly. The curriculum has been tailored to address corporate and banking needs giving Southeastern students a better opportunity to fit a unique job market. Faculty members of the Department are new to the University, and bring fresh perspectives based upon both business and educational experience.

Aviation Sciences Institute

There have been major changes in the Aviation Sciences Institute (ASI) curriculum and structure since the last North Central accreditation visit. An extensive review and assessment of the two degrees offered by the Institute was initiated in 1998. The assessment resulted in the combination of numerous aviation flight degree options into one single comprehensive degree: Professional Pilot. The assessment process identified additional professional development courses that were developed and added to the curriculum. The Airframe and Power plant degree was also reviewed and completely overhauled. The name of the degree, Aviation Management, was changed to reflect the content. Based upon assessment results, four areas of specialization were developed with the cooperation of others departments. The areas of specialization were business, maintenance, safety, and security. These new degree options were offered starting with the Fall 2000 semester.

The administration of Southeastern was approached by the Oklahoma State Regents for Higher Education to discuss the possibility of the ASI offering the undergraduate degrees in concert with the Oklahoma City Aviation Education Alliance at Tinker AFB. The feasibility study indicated it was possible, and an agreement was established. The ASI began with the fall 2000 semester to offer the undergraduate and graduate degrees at Tinker AFB in Midwest City.

Department of Management, Marketing, and Business Information Management

In 1992 the Department was known as Business Administration and Management. Bachelor of Science major-minors were offered in Business Administration, Marketing, and Management. Majors were offered in Business Administration and Management, and minors were available in Business Administration, Marketing, and Management. The Department was renamed the Department of Management and Marketing in 1994 and several new programs were added. The Department of Business Education and Office Administration was eliminated as a separate department and its degree programs were transferred to the Department of Management and Marketing. Bachelor of Science major-minors were available in Management, Marketing, Marketing with an Advertising option, and Office Systems Management. Other Major-minors were Business Administration with a Training and Development option, and Business Administration with a Communications option. Majors were offered in Business Administration and Business Education. Minors were offered in Business Administration, Management,

Marketing, and Office Systems Management. A new minor in International Business was also added.

By 1996 the Department of Management and Marketing had eliminated a number of majors, options, and minors. The remaining programs offered were major-minors in Management and Marketing. A 30-hour Business Core was developed and required for all majors in the School of Business. A Business minor for non-business majors was added, and all other minors were eliminated. A new department, Business Information Management, was created, and the programs in Training and Development and Business Education were transferred to this Department. The Office Systems Management program was eliminated. The School of Business began pursuit of ACBSP accreditation. Faculty members not holding doctorates were mandated to matriculate in a doctoral program.

In 1998 the Bachelor of Science programs in Management and Marketing were changed to Bachelor of Business Administration programs. During the summer of 2000, the School of Business was formally presented with ACBSP accreditation.

A major realignment in the School of Business took place with the beginning of the 2001 Academic Year as a result of the decision to pursue AACSB accreditation. The Department of Business Information Management was combined with the Department of Management and Marketing to become the Department of Management, Marketing, and BIM. The combined Department offered BBA degrees in Management, Marketing, Business Information Management, Training and Development, and Business Education. The Business minor was still available and students could pursue an interdisciplinary major in Leadership or a Leadership minor. To be better situated for AACSB accreditation, and based upon AACSB requirements, the programs in Training and Development and Business Information Management were phased out. Beginning with the Fall 2001 semester no new students were allowed into these majors. Current students had two years to complete degrees. A new program in Management Information System (MIS) was seriously contemplated, especially with the hiring of the Massey Endowed Chair in MIS. Because of the cost of the program, and in reaction to the budget situation, this undertaking has been put on hold for the foreseeable future.

A number of degree program changes were developed and approved for implementation beginning with the Fall 2002 semester. The major-minors in Management and Marketing were updated, streamlined and reduced to 60 hours. A Bachelor of Business Administration in General Business was added. All Departmental faculty members, except one, who is currently in the dissertation stage, have terminal degrees and have been directed to focus on increasing intellectual contributions. The School of Business will achieve precandidacy for AACSB accreditation beginning with the Spring 2004 semester.

The School of Education and Behavioral Sciences

The School of Education and Behavioral Sciences houses the Departments of Educational Instruction and Leadership, Behavioral Sciences, and Health, Physical Education and Recreation. Several changes have occurred in this School since the last North Central visit. Special Education is no longer a graduate option and is now offered as a B. S. degree. Previously, the

Dean of the School of Education and Behavioral Sciences served dual roles as both Dean and Director of Teacher Education. The two roles are now separated with the Director of Teacher Education serving as the unit head for Teacher Education programs throughout the University. The Director reports to the Dean of Education and Behavioral Sciences. In April 2002 the School had a successful NCATE⁷ visit for the continued accreditation of Teacher Education. Southeastern met all NCATE and Oklahoma standards for Teacher Education.

Table 7.3
The School of Education and Behavioral Sciences

Department	Number of Undergraduate Degree Programs	Number of Majors (Fall 2002)	Number of Graduates (2002)	Number of Faculty	Number of Faculty with Terminal Degrees
Educational Instruction and Leadership	2	447	78	12	12
Health, Physical Education, and Recreation	2	217	53	14	1
Psychology and Counseling	1	149	40	8	6
Sociology	3	158	53	6	6
School of E&BS	8	971	224	40	25

Curricula and program changes were implemented to accommodate changing accreditation requirements stressing accountability and student performance standards. Each department is involved in ongoing assessment and development of faculty and programs to serve the students and community better. An annual system of monitoring student progress and record keeping is underway and improvements are being made based on findings. Emphasis is placed on involving everyone in the improvement of teaching and learning. Nested in Vision 2005 for Southeastern, the School has a strategic plan that is sensitive to findings from ongoing assessments of programs and students, faculty professional growth and inclusion of the multiple groups and agencies that are served. Assessment and development are an important feature of all initiatives in this plan.

One of the school's most prized assets is its credibility with school districts and other agencies that hire graduates. They value the quality of the graduates and look to Southeastern for leadership. One way that the School provides leadership is through the Texoma Association for Public School Improvement (TAPSI).⁸ The association is composed of school districts from southeastern Oklahoma and north Texas. The executive director is a faculty member and the Dean serves on the executive board. This Association provides ongoing professional development in the region and opportunities for Southeastern to maintain productive relationships with graduates and local school districts. This is consistent with the mission of the University.

Southeastern is proud of the reputation that the School of Education and Behavioral Sciences has attained at the local, state, and national levels. Faculty members remain current and are active in their respective professional associations. Recently, a faculty member in the Department of Educational Instruction and Leadership was nominated and accepted into the Council of Professors of Instructional Supervision (COPIS), one of only 60 members nationwide.

These past five years have seen tremendous growth in the areas of educational technology and distance education. In conjunction with the degree program are strong field experiences that prepare students well for their careers - careers that have improved the quality of life in southeastern Oklahoma.

Department of Educational Instruction and Leadership

Since the last comprehensive visit the Departments of Professional Education and Elementary Education merged. A catalyst for this merger was the better utilization of the faculty to implement the educational programs that impacted student learning.

This Department offers two degree programs: Elementary and Special Education; and the pedagogy component Professional Education block. Elementary and Special Education students complete programs that include 12 hours each of language arts, social studies, science, and mathematics, thus preparing them to be well-rounded generalists who provide content instruction in all areas to students. Both programs have submitted folios to the Oklahoma Commission for Teacher Preparation, the state agency responsible for accreditation. All folios are considered carefully for potential revision. Faculty submits potential program changes to the Teacher Education Council for consideration.

For this department assessment gauges the effectiveness in accomplishing its purposes. Student Teaching Summative Evaluation measures: personal qualities; teacher management indicators; teacher instructional indicators; teacher produce indicators; professional attitudes/dispositions; and general overall rating of student teacher as an effective manager of student learning. For the Fall 2001 semester special education student teachers received an effectiveness score of 4.83/5.00. For the Spring 2002 it was 4.88/5.00. Elementary student teachers did just as well receiving a combined score of 4.82/5.00 for Fall 2001, and 4.85/5.00. Comments from mentor teachers reflect positively on the education the student teachers have received at Southeastern. Elementary and Special Education majors consistently score above the state average on the Oklahoma Subject Area Test and the Oklahoma Professional Teacher Exam. They are consistently above the normed mean on the ETS MFAT. Based upon assessment results and the traditions of producing quality educators, graduates of this department are highly sought after by local school districts both in Oklahoma and Texas.

Department of Health, Physical Education and Recreation

The program in Health and Physical Education is designed to fulfill its mission of preparing graduates for careers as public school teachers. The primary mission of the program in recreation is to prepare students for careers in agencies such as Boy Scouts, Girl Scouts, YWCA,

YMCA, community, and industrial recreation. This is consistent with the overall mission of the University to enhance significantly the quality of life in southeastern Oklahoma.

In accomplishing their purposes this department uses multiple types of assessment. Student Teaching Summative Evaluation measures: personal qualities; teacher management indicators; teacher instructional indicators; teacher produce indicators; professional attitudes/dispositions; and general overall rating of student teacher as an effective manager of student learning. For the Fall 2001 and Spring 2002 semesters the general overall rating for both semesters was 4.61/5.00. The pass rate for the Oklahoma Subject Area Test was 95%. Comments from mentor teacher reflect positively on the education the student teachers have received at Southeastern. In the recreation program supervisors were asked to submit two evaluations, one at the end of 60 hours; and the other at the conclusion of the 120-hour internship. The overall mean for the indicators for the evaluation at 60 hours was 3.58/4.00; and for the 120 hours, it was 3.83/4.00.

Over the next five years the Department hopes to recruit two full-time faculty members with doctorates to staff teacher education, recreation, and graduate education more adequately. Important facilities that are targeted for improvement include the athletic training room, the swimming pool, classroom space under the stadium, and up-to-date scientific equipment for laboratory classes. These improvements will be important to support the University's claim that it is interested in becoming a more prominent partner with the medical community, public schools, health agencies and recreational organizations. These efforts are part of the Department's vision of a more robust wellness community in its service area.

Department of Behavioral Sciences

During the 2002-2003 Academic Year, the Departments of Psychology and Sociology merged. Better utilization of personnel and a more coherent Behavioral Sciences Department were catalysts for the change. The Department also moved into new offices on the first floor of the Morrison Hall.

Psychology and Counseling

An undergraduate major or minor in psychology gives students strong background preparation for careers outside of psychology such as communications, human resource development, and allied health. Courses in psychology are required for other degree programs including: Criminal Justice, Aviation, Leadership Studies, and Teacher Education (elementary and secondary). In 1997 changes were made that resulted in the required core being raised from 24 to 28 hours and the 15 hours of electives being reduced from 15 to 12 hours. Hours required for the major remained the same.

The Department gathered graduates' perceptions of the School Counseling program through the use of the Educational Testing Service Self-Assessment Service Reports (PSAS) to provide insight into program effectiveness. Ratings, for the most part, exceeded national averages for program approval and satisfaction. Major features of the program received consistent ratings above national averages. Students see degree programs as academically demanding and would advise friends with similar interests to consider them as possible majors at

SOSU. Students have been named to Who's Who and have gone on to graduate school and either have completed, or are working on, Ph.Ds. Several students have been involved in ongoing research projects for presentation at regional and national conventions.

Sociology

Since 1997 there have been several academic and program changes. The Collegiate Officer Program (COP) was added. Upon completion of COP, students can become certified law enforcement officers. Based upon assessment and discussions with local law enforcement officials, three classes were added to the COP's curriculum in the Criminal Justice program: COP Skills: Law Enforcement Driving Training; COP Skills: Custody, Control/Arrest; and COP Skills: Firearms; Criminal Procedures. Recently a new interdisciplinary Native American Studies Minor was added to the Sociology program incorporating courses in art, communication, English, and history.

Many graduates are above national testing norms in all degree programs. Students have the opportunity to participate in a variety of educational and enrichment activities. Examples of such activities include field trips, intergenerational classes, departmentally sponsored student organizations, and Career Day. These programs and activities significantly enhance the educational experiences of departmental majors. In addition graduates of the Criminal Justice and Social Gerontology programs have obtained pre-professional work experience through senior level internship programs. Sociology majors may also participate by enrolling in the Field Experience in Social Work class.

General Education

The University strives to prepare its students to function as enlightened citizens who can take leading roles in our nation's public and private life and who can adapt to the rapid changes that mark our world. True to its Mission, Southeastern promotes values for career preparation, responsible citizenship, and lifelong learning. University-wide general education provides the cornerstone for the undergraduate experience, ensuring that all undergraduates, regardless of major, will share a common education base. With this foundation the University seeks to provide students with a broad perspective and with the intellectual and analytical tools to find their way in a changing world. This commitment to the General Education program signifies that our undergraduates are members of the University community, even as they develop and mature within specific departments and schools.

The General Education program at SOSU was redesigned in 1995 in addressing a concern of the 1993 Evaluation Team Report. Guidelines that were established by the Oklahoma State Regents for Higher Education were followed and formed the foundation for the new General Education program. Major components of the General Education program are to improve student skills in writing and speaking clearly and effectively; in analyzing written, oral and visual communications; in applying mathematics and logic to problem solving; in using information technologies; and in thinking critically and creatively. In addition, students should be able to demonstrate a breadth of knowledge across a wide range of academic disciplines. To achieve the mission, goals and objectives of General Education, courses include a strong writing component and actively involve the students in critical thinking and problem solving. In addition

courses demonstrate integration across disciplinary boundaries and offer students global and multi-cultural perspectives.

Courses in general education constitute 41 of the 124 hours required for graduation. At present, 65 courses in 21 disciplines fulfill some portion of general education requirements (see Table 7.4, p 171). For students in teacher education programs there is also a foreign language competency requirement. All students must meet a computer proficiency requirement. This requirement may be met by passing the Southeastern Computer Proficiency Test or by passing a computer literacy course. These courses do not count toward the 41-hour requirement for general education and have been placed, along with the computer proficiency test, under the oversight of the Director of General Education.

In 1996 a General Education Committee was created to oversee assessment and revisions to the General Education program. The Committee wrote mid-level assessment reports for the last two academic years,⁹ developed and graded the computer proficiency examination, and is working to develop additional methods of assessing General Education. In Spring 2003 a Director of General Education position was created. This is a position filled by a faculty member who is given a reduced teaching load. Currently the Director of General Education is awaiting approval from the Faculty Senate to become an ex-officio member of the General Education Committee. Upon this directive the Director will work closely with the committee in meeting the General Education mission, goals and objectives.

The General Education Committee, composed of twelve faculty members and four students, oversees the general education curriculum, reviewing and approving courses to be offered for general education credit. Over the past few years it has made few changes to the general education program. In 2000 three courses were added to aid students within the newly formed Bachelor of Applied Arts and Sciences degree. These were the first upper division general education courses offered. Since students within the B.A.A.S. come from technical programs with limited general education requirements, these upper level courses enabled them to pick up both necessary general education and upper division hours.

Table 7.4
General Education Requirements – 41 hours

<p>These General Education requirements are required of all students for graduation. Teacher education candidates in elementary education and special education will have subject concentration in social studies, mathematics, science, and language.</p>
<p><i>Communication (9 hours)</i></p> <ul style="list-style-type: none"> • English – 6 hours (ENG 1113 and ENG 1213) • Speech Communication – 3 hours (COMM 1233 or 2213*) <p>*Required for all Teacher Education candidates</p>
<p><i>Social and Behavioral Sciences (12 hours)</i></p> <ul style="list-style-type: none"> • Political Science – 3 hours (POSC 1513) • Unites States History – 3 hours (HIST 1513 or 1523) • Social Sciences – 3 hours (ECON 2113, GEOG 2723, or SOC 1113) • Mental and Physical Health – 3 hours (HPER 1113 or PSY 1113)
<p><i>Science and Mathematics (11 hours)</i></p> <ul style="list-style-type: none"> • Biological Sciences – 4 hours (BIOL 1114, BOT 1114, or ZOOL 1114) • Physical Sciences – 4 hours (PSCI 1114, 1214, 3114; CHEM 1315, PHYS 1114 or PHYS 2015) • Mathematics – 3 hours (MATH 1303, 1513, 1543, 1613, 2013, 2113, 2143, 2215, or 2283)
<p><i>Humanities (9 hours)</i></p> <ul style="list-style-type: none"> • Humanities, Philosophy and Literature – 3-6 hours (HUM 2113, 2223, 2453; HUM 2312 or ENG 2313; or PHIL 2113) • Fine Arts – 3-6 hours (MUS 1113, 1123, 3113, 3123; ART 1003, 1103, 2103, 2113; THTR 1113, 1143, 2513, or 2613)
<p><i>Foreign Language (0-3 hours)</i> (Beginning in Fall 1997, first-time entering freshman majoring in teacher education programs (elementary, secondary and K-12) are required to have foreign language competency.)</p>

Over the past year discussion has ensued concerning the future of general education at Southeastern. To address one of the most pressing needs and, as previously mentioned, a

Director of General Education was appointed in February 2003. His charge is to begin the process of coordinating the general education program among the diverse academic population. Philosophy, objectives and outcomes are being revisited to examine their currency, and when necessary to make changes to the program as it relates the University's mission. Syllabi have been revised to include pertinent and relevant goals and objectives. Assessment has been ongoing in general education for over ten years. It will continue to be refined to assess general education and its overall effectiveness in meeting the University's Mission Statement, Scope and Function Purposes/Objectives. In the future courses will have to gain approval for general education credit. A course must be a rigorous academic endeavor, fostering critical analysis, intellectual curiosity, and must have a writing component. Permission was requested and granted to begin a program review process beginning with the 2006-2007 Academic Year. Models are currently being discussed about the future direction of general education under the guidance of the Associate Vice President for Academic Affairs.

Honors Program

The history of the Honors Program indicated that it has been fulfilling its mission through student participation in honors courses and honors contracts and through student commitment to the greater community through yearly service projects benefiting youth, the elderly, and the poor of the region. Since the expansion of the Honors Program in Fall 1995 considerable growth and development have taken place. This growth has enabled the program to achieve the requirements of a fully developed honors program as outlined by the National Collegiate Honors Council (NCHC). An Honors Coordinator was named in Spring 1998 and promoted to Director in Fall 2000. Space for an Honors Program facility was acquired in spring of 1999, and a full-time secretary position was funded and filled in Fall 2002. Three student workers work for the program.

In addition to the organizational changes, both the number of program participants and the curriculum have been enhanced. Recent efforts to expand the numbers in the Program have contributed to a 50% growth in the last two years. Further, since 1999, honors students have attended and made presentations at regional and national conferences each year. In Fall 1999 the Honors Student Advisory Council was formed to address student needs and help to determine Honors Program policy; and in Fall 2000, the Director wrote a grant to enable the Honors Program to fund and co-sponsor a guest speaker. In Spring of 2001 the program hosted Dr. Carole Baldwin, an internationally known ichthyologist, and in Spring 2002, Tyrone Wilkerson, a regionally known poet, actor, and storyteller, came to speak on campus. Billie Letts, best selling author of Where the Heart Is, spoke in Spring 2003.

Several new initiatives have taken place recently including the first annual Honors Program Retreat and honors student participation in a college academic bowl. Three new honors courses and four new honors faculty have been added to the curriculum for 2002-2003. Three additional electives and three more honors faculty will be added for 2003-2004. Designated electives include art, music, and general physical science, which reflect an effort to broaden curriculum options and demonstrate commitment to the arts and sciences. Additionally, 20 professors University-wide have asked to offer their courses for regular and honors credit by

contract. These initiatives underscore the rapidly developing academic excellence of the program.

Honors faculty teach honors sections offered through their departments. Currently 14 general education courses are offered each year. Students may also receive honors credit for *any* course by completing an honors contract. The Director receives reassigned time each semester to administer the program. The Honors Committee, composed of faculty from Arts and Sciences, Business, and Education and Behavioral Sciences, plays a major role in determining Honors Program policy, course offerings, and reviewing course and program evaluations.

As honors at Southeastern continues to evolve, several priorities for the program have emerged: 1) Expansion of course offerings to give students more options and to appeal to a wider array of potential students; 2) Addition of required community and university service hours for honors students; 3) Additional honors faculty to stimulate scholarly interchange among students and faculty; 4) A faculty/student forum on teaching and learning; 5) Faculty professional development through peer focus groups on innovative teaching methodologies, self-evaluation, and National Collegiate Honors Council (NCHC) publications; 6) Housing that more adequately addresses the needs of honors students; 7) An expanded honors program facility; 8) Opportunities for international travel; and 9) Program assessment by the NCHC.

Honors course assessment takes place by way of honors program-generated questionnaires distributed by honors professors. Results are reviewed by the professor and by the Honors Committee each semester. Changes in course times, curricular changes and additions, and changes in honors faculty have been effected based on these assessments. Professors also fill out honors program-generated evaluation forms for their own courses and students each semester to help determine strengths and weaknesses of students and the courses that have been offered. Student satisfaction with the honors program is assessed through exit interviews of graduating seniors conducted by current honors program students.

Graduate Programs

SOSU has been authorized by the Board of Regents of Oklahoma Colleges and the Oklahoma State Regents for Higher Education to offer master's degrees in five areas: Aerospace Administration, Behavioral Studies, Business Administration, Education, and Technology. In addition, graduate programs provide courses that fulfill requirements for specialized certifications in education.

The Master of Behavioral Studies (M.B.S.) degree emphasizes Counseling Psychology and is designed to prepare students for careers in professional counseling outside of a school setting. The Master of Business Administration (M.B.A.) is a broad-based professional degree program that has full accreditation by the ACBSP. The Master of Education (M.Ed.) is the oldest and largest program and has 14 options: Educational Technology, General Elementary, Reading, School Administration, School Counseling, Business, English, Health and Physical Education, History, Mathematics, Music, Science, Social Studies, and Speech and Drama. The Master of Science in Aerospace Administration (M.S.) is the newest program and was created in 2000. It is the only degree program of its kind in Oklahoma. The Master of Technology (M.T.) program

offers professional technical education and management in four areas of specialization: Conservation, Biotechnology, Safety Management, and Computer Information Systems. In addition to these degree areas the School of Graduate Studies also provides courses leading to various certifications: Licensed Professional Counselor, Reading Specialist, School Counselor, Elementary Principal, Secondary Principal, and Superintendent.

Enrollment in graduate programs ranges from a high of 457 in 1994 to a low of 315 in 2000. Over the past ten years the average enrollment for the Fall semesters has been 388.6 (see Table 7.5). At the same time though the master’s degrees granted have been on the rise, culminating with 102 graduates during the 1999-2000 Academic Year (see Table 7.6).

Table 7.5
Graduate School Enrollment
(Fall of each year)

Year	Total
1993	448
1994	457
1995	435
1996	393
1997	447
1998	373
1999	321
2000	315
2001	349
2002	348
Total	3886

Table 7.6
Masters Degrees Granted

Year	Total
1994-95	89
1995-96	81
1996-97	89
1997-98	94
1998-99	98
1999-00	102
2000-01	80
2001-02	94

Graduate enrollment generally mirrors the overall University’s enrollment during the same period of time. The decline in graduate enrollment is thought to be the result of several factors: 1) The decline in overall enrollment; 2) The State of Oklahoma changing its policies regarding certification, by going to a test-based system rather than a system based on a specific advanced degree, demand changed. 3) Changes in entry requirements for the M.B.S. and M.B.A. made admission to graduate school more exclusive.

In an effort to manage more actively the graduate programs, the dean and program coordinators introduced a “graduate school as a unit concept” of management that led to the first strategic planning initiative in the School of Graduate Studies in several years. This initiative began in January 2002 and continues to this day. The dean, with the program coordinators, meets a minimum of once a month for planning and other management activities. While this approach is only 18 months old, it has already yielded several important outcomes including the following:

- establishment of the formal organizational structure of the School of Graduate Studies:

- establishment of several short term goals for the School of Graduate Studies which have included website development, development of the formal organizational structure, and clarification of the functional relationship between the role of the traditional academic deans and the graduate dean;
- a formal mission statement and a formal strategic plan have been developed for the School of Graduate Studies.

As noted, a website has been developed for the School; and new brochures created to aid in marketing. In order to increase enrollment, alternative delivery of courses via IETV and the internet to reach new markets has been implemented. Other options being considered include offering compressed course schedules, weekend courses, accelerated short programs, and hybrid delivery systems to make programs more accessible.

The Chief Administrative Officer of the School of Graduate Studies (www.sosu.edu/grad) is the Graduate Dean who currently serves in the position of the Associate Vice President for Academic Affairs. Each graduate program has one coordinator/director who is the lead faculty member for each master's degree area. The role of the coordinator/director is to oversee the program, admissions, and, when appropriate, and with input from other graduate faculty, coordinate and develop curriculum changes. The Graduate Council oversees the School of Graduate Studies and periodically reviews programs and recommends policy and curricular changes. The Council is composed of the coordinator/directors, eight graduate faculty members, and two graduate students. The Graduate Dean is an ex-officio member and acts as a liaison to the Council.

The primary functions of the Graduate Council, as described in the Academic Policies and Procedures Manual (www.sosu.edu/AcademicAffairs/policies) are as follows:

- review graduate programs and make recommendations for any needed policy changes
- approve membership on the graduate faculty
- serve as an appeals committee on applications for admission to the graduate programs and admission to candidacy for all graduate degrees
- act on all graduate matters in teacher education after they are submitted by the Teacher Education Council.¹⁰

The 2003-2005 Graduate Catalog, in regard to approval of membership on the graduate faculty states the following: "The Graduate Faculty is made up of those members of the faculty who are recognized for their scholarly activities, creativity, and ability to direct graduate research and study. Members of the Graduate Faculty are recommended by the appropriate Department Chairperson to the Associate Vice-President for Academic Affairs/Graduate Dean for approval by the Graduate Council" (p.10).¹¹

Graduate Faculty status has three levels:

1. Regular Graduate Faculty. (Ongoing Graduate Faculty)

A Regular Graduate Faculty must meet the following requirements: (1) be nominated by the Department Chair and Dean; (2) hold a Doctor's Degree; (3) have academic rank of assistant, associate, or full professor; (4) have taught a graduate level course as a member of the Temporary Graduate Faculty; (5) satisfy one of the following: (a). three-years of college teaching experience, or (b). professionally recognized achievement in his/her academic field; (6) show evidence of professionally recognized development or continuing scholarly activity.

2. Associate Graduate Faculty. (Faculty not meeting qualifications for Regular Graduate Faculty)

An Associate Graduate Faculty must: (1) be nominated by the Department Chairperson and Dean; (2) hold a Terminal Degree or a Master's Degree with at least 30 additional graduate hours in the discipline or related field; (3) show evidence of professional development or continuing scholarly activity.

3. Temporary Graduate Faculty. (Faculty approved each semester to teach graduate students in specific courses)

A Temporary Graduate Faculty appointment expires at the end of the semester. A candidate must: (1) be nominated by the Department Chair and Dean; (2) hold a Terminal Degree or a Master's Degree with special expertise in the field; (3) show evidence of professional development of continuing scholarly activity.

Faculty who join the SOSU faculty are eligible to be considered as Regular Graduate Faculty after one semester as Temporary Graduate Faculty, if they satisfy all six criteria to be considered as Regular Graduate Faculty.

In the past decade several changes have occurred in the Graduate School. The name was changed from the Graduate School to the School of Graduate Studies. A new organizational structure was introduced utilizing the coordinator/directors as the primary link between the programs and the Dean. This was done in an attempt to make the School function more as an independent unit and to provide greater focus. Admission requirements to the School of Graduate Studies were changed. The GRE and GMAT were dropped as requirements for admission; however, these tests continue to serve as alternative criteria for students failing to meet admissions standards. In addition, individual programs may set their own requirements and standards for these tests. General admission to the School of Graduate Studies does not mean admission to a specific program.

Effective in the Fall of 1997, graduate credit for 3000 level courses was eliminated. All 4000 level courses offered for graduate credit are required to have a syllabus that clearly distinguishes requirements for scholarly work above and beyond undergraduate level requirements.

The School of Graduate Studies is in a period of renewed emphasis. The Dean and coordinator/directors examined the status of the School and its programs in a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. Strengths included emphasis on students, an energetic and engaged faculty, small classes, and multiple delivery methods. Weaknesses included a lack of effective coordination, limited resources, the lack of both market knowledge and marketing techniques, and a lack of University priority. Opportunities included those for partnerships, new programs, and those made available by the de-emphasis of the Master's degrees at comprehensive universities. Threats centered around funding and resources.

Specific Graduate Program Changes Since 1993

Several notable changes have occurred in the School of Graduate Studies to attract and retain students.

School of Business

Aerospace Administration (www.aviation.sosu.edu/)

The Master of Science in Aerospace Management is the newest graduate degree program and was the outgrowth of the successful undergraduate aviation program. The Aerospace Department was requested to develop a Master of Science degree in aviation that was implemented in 1999. A subsequent review and assessment process developed the current Master of Science degree in Aerospace Administration. This degree was approved and initially offered in Fall 2000.

Master of Business Administration (www.sosu.edu/departments/bus/mba)

Since the 1990 program review significant changes to the Master of Administrative Studies (M.A.S.) degree program have been approved and implemented by the School of Business, the Graduate Council, and the Academic Council. As part of Southeastern's program review process, a consultant was brought in to review the M.A.S. program. The M.A.S. program was revised to require twenty-one hours of undergraduate leveling courses, or evidence of proven competencies before admission to the program was granted. The updated program curriculum included new course requirements and revised course content and rigor. The revised M.A.S. program more closely matched the traditional M.B.A. programs of regional universities in the Southwest. In July 1996 the M.A.S. degree was ended and replaced with a Master of Business Administration.

The School of Business at Southeastern is positioning curriculum, programs, facilities, faculty, and resources for AACSB accreditation. Like most regional universities in Oklahoma, Southeastern currently holds ACBSP accreditation. Southeastern plans to be the first regional

university in the state to achieve the traditional and more stringent AACSB accreditation. New faculty hired by the School of Business are now required to have, as a minimum qualification, the terminal degree in the relevant program discipline.

In October 1995 the School of Business moved into the newly remodeled Russell Building. The facility offers the latest in teaching technology and academic learning environments. The facility is equipped with two computer classroom/laboratories, an accounting/finance computer lab, a multimedia room, student study areas, seven classrooms, two smart classrooms, and three interactive video classrooms.

School of Education and Behavioral Sciences

M.B.S. in Counseling Psychology (www.sosu.edu/departments/psychology/)

The M.B.S. in Counseling Psychology is designed to provide the appropriate counselor training and perspective that is necessary for the graduate to function effectively in counseling and related areas. The program offers an opportunity for the student to specialize in the treatment aspects of psychology, such as counseling centers, mental hospitals, alcohol and drug treatment center, and correctional facilities.

The Department of Behavioral Sciences is responsible for admission criteria for acceptance into the M.B.S. degree program. This is a change from the past as the School of Graduate Studies admitted students into this program. To perform these duties an Admissions, Retention and Dismissal committee was formed to review applications and make decisions about acceptance and/or rejections. This Committee also handles retention and dismissal issues for the M.B.S.

Since the last NCA comprehensive visit the MBS program, through program review and assessment, expanded from a 36-hour to a 48-hour program. It also began to offer an optional 12-hour block of electives for those students who desire to meet the academic requirements to a Licensed Professional Counselor. Course scheduling was changed to meet students' needs. Most courses during the regular semester meet once a week; summer school courses generally meet twice per week rather than four times a week; and more courses were offered on weekends and during interim sessions. Faculty realized that a quantitative measure of student outcomes was needed so students are now required to take the Counselor Preparation Comprehensive Examination (CPCE) during the semester they plan to graduate. In addition, the MBS reviews all course syllabi and the program curriculum to maintain its currency and quality.

Master of Education (www.sosu.edu/grad/med/)

Numerous changes have occurred in the graduate program for education. As a result of assessment the Master of Education program added a Writing Sample to its admission requirements because many successful applicants lacked sufficient writing skills to succeed in the graduate program. Students who do not attain an adequate score on the Writing Sample must complete ENG 4972 - Survival Writing with a grade of "C" or better and successfully retake the Writing Sample.

This past spring (2003) a task force comprised of the department's school administration faculty, the M.Ed. coordinator, two currently enrolled school administration students, and area principals and superintendents began a comprehensive program evaluation of the M.Ed. in School Administration. The purposes of the program evaluation were to address feedback from the 2002 NCATE visit and to align the program to newly adopted NCATE standards.

The Master of Education in Secondary Education removed teacher certification as a general admission requirement in order to open the program to those who hold a degree in disciplines outside of teacher education. Options in Secondary Education have been deleted. The graduate option in Special Education was suspended. A new option in Educational Technology was added to address the increased use of technology in primary and secondary classrooms. All of these changes addressed student demand and faculty resources.

Southeastern Oklahoma State University has provided graduate training for school counselors for many years. The program in School Counseling has been upgraded over the last 30 years to meet and exceed state minimum requirements for certification. Both the Oklahoma State Department of Education and the National Council for the Accreditation of Teacher Education (NCATE) have accredited this program. The program lays a foundation for licensing as a professional counselor. Additionally, the program offers both credit and non-credit continuing education from time to time and faculty are involved in a variety of research endeavors.

To prepare graduates better, degree requirements for school counseling have been changed. Prerequisites were added to some courses to assist in sequencing, and three regularly-offered elective/optional courses were added: Human Sexuality in Counseling, Counseling Children and Adolescents, and Counseling Supervision. Course scheduling was changed in response to students' needs. Most courses during the regular semester meet once a week, summer school courses generally meet twice per week rather than four times a week, and more courses were offered on weekends and during interim sessions. Faculty realized that a quantitative measure of student outcomes was needed so students are now required to take the Counselor Preparation Comprehensive Examination (CPCE) during the semester they plan to graduate.

School of Arts and Sciences

Master of Technology (www.sosu.edu/grad/gradprogs/mt.htm)

Since 1993 the Master of Technology (M.T.) has undergone major changes. Several options have been dropped (mathematics and physical sciences) and new options have been added (biotechnology, conservation, and safety). These changes came about because of changes in enrollment. The safety option, however, has been suspended until 2004 contingent upon the hiring of at least one additional faculty with a doctorate. The M.T. program has also examined the use of nontraditional schedules, accelerated programs, and hybrid delivery as means of increasing enrollment.

From 1993 to 1998 a Master of Technology Advisory Committee met to generate new ideas and explore assessment. The Committee generated a survey for graduate students, but the survey was never administered. The Committee had the potential to be a source of internally driven changes, but did not receive support, and the Committee was disbanded in 1998. However, the need for faculty input in designing meaningful assessment of the program caused the committee to be reformed in Fall 2002 with the support of the deans of Arts and Sciences and the School of Graduate Studies.

Strengths and Challenges

Strengths

Southeastern has strong degree programs that fulfill the University's educational mission.

The Honors Program has grown and flourishes as a source of student enrichment.

Challenges

Growth and expansion will be difficult, even for programs in high demand, because of funding and staffing challenges.

Outreach Programs and Services

Off-Campus Centers

Southeastern offers residence credit courses at three regional Higher Education Centers: E. T. Dunlap Center in Idabel, the University and College Center of Ardmore, and the Wanda L. Bass Higher Education Center in McAlester. Supported by state funds and private donations, the Oklahoma State Regents for Higher Education and the Board of Trustees oversee higher education programs at the centers. Each Center's director and administrative staff manage day-to-day activities, while the cooperating institutions provide instructional personnel.

Courses in a variety of academic disciplines at both undergraduate and graduate levels are offered at each of the Centers. Courses at the Centers are taught by regular and adjunct faculty in traditional classroom settings. Numerous classes are also available via Interactive Educational Television (IETV) since each site has facilities to accommodate this medium. It is not currently possible for students to complete all course requirements for any Southeastern degree program at any of the Higher Education Centers; students must ultimately enroll on Southeastern's main campus to fulfill degree requirements. Each Center involves cooperative effort between Southeastern and other institutions of higher education. Southeastern is the only regional university that participates in three off-campus centers.

The E. T. Dunlap Center brings together Southeastern, Carl Albert State College, and Eastern Oklahoma State College. Carl Albert State College and Eastern Oklahoma State College, both junior colleges, offer lower level courses applicable to associate degrees and general education requirements. Southeastern offers upper division courses leading toward bachelor's

and master's degrees. In addition, a Bachelor of Nursing is offered from East Central University and a Legal Secretary Program is offered from Murray State College through IETV. The University and College Center of Ardmore, better known as the Ardmore Higher Education Center, delivers classes from East Central University (ECU), Murray State College, SOSU, and Oklahoma State University-Oklahoma City. Freshmen through graduate classes are taught by faculty from one of the participating institutions. At the Bass Center in McAlester, Southeastern cooperates with Eastern Oklahoma State College and East Central University to offer access to higher education for citizens in that region.

Southeastern is represented on-site at each center by Coordinators of Academic Services. These Coordinators serve students in an advisor/counselor capacity under the supervision of the Administrative Coordinator for Higher Education Centers, who reports directly to the Vice President of Academic Affairs.

Course offerings in Fall 2003 include classes in accounting, business, business law, criminal justice, economics and banking, elementary and professional education, educational administration, finance, management, marketing, political science, psychology, occupational safety and health, sociology, and theatre.

Distance Education

Distance education is divided into two areas: IETV and on-line courses. IETV courses are currently broadcast from Southeastern to the Higher Education Centers in Ardmore, Idabel, and McAlester, as well as Ponca City, Hugo High School, ECU, Carl Albert, McAlester Army Ammunition Depot, and Tinker AFB. Courses are currently received from ECU, Tinker, and the Choctaw Nation and have been received from OCU, OSU, and OU in the past. IETV courses are actively taught by 18 departments including the Departments of Aviation, Behavioral Sciences, Mathematics, Criminal Justice, Marketing, Economics, Business Information Management, Finance, Education, Accounting, Nursing, Social Gerontology, English, History, Health, Physical Education and Recreation, Computer Information Systems, and Communication. Fourteen to 26 courses are broadcast each semester from Southeastern while 2 – 8 have been received.

On-line courses were first offered in 1999. At that time two courses were offered by one department. By Fall 2002 29 courses, from 10 departments, were being offered, several of which were general education courses. Also in Fall 2002 196 courses used online supplemental materials via Blackboard. Southeastern acquired its own Blackboard server in 2002.

Library Services (www.sosu.edu/lib)

Of concern to previous North Central Evaluation Teams has been the library. Many changes have been made to update library services and holdings, educate students in the use of library services, and encourage student to use the library.

Library services were automated in 1990. The Data Research Association Library System was selected which is an integrated on-line system providing circulation, a public access catalog, cataloguing capabilities, acquisition information, and serials components. The Ardmore Higher Education Center Library's holdings are also included in the database; there are plans to add holdings of the E. T. Dunlap Higher Education Center. In the 1990s more library services were made available online as the Internet changed the way libraries do business. More periodicals were made available online, Interlibrary Loan Services were made available online, and a collection of 10,000 electronic books was made available in 1999. In addition, selected reserve items were made available online for the first time in 1998, and the SOSU Library webpage was made available in July 1997. To increase student literacy and ability to use library services, classes are taught regularly in the library to educate students in the use of library materials.

The availability of full-text periodicals online is a phenomenon of the 1990s. There were a few journal articles available, full-text, online in 1990, but by 2002 periodical vendors were scrambling to provide as many journals full-text online as possible. As more journals were available online, the Southeastern Library began subscribing to those databases that had journals available online. However, periodical subscriptions have been declining (26.8% since 1995) because of the availability online, increased cost of journals and magazines, and inadequate funding. All library statistics can be found in the Resource Room.

The Library has gone from having two databases on CD-ROM in 1988 to hundreds of databases on CD-ROM and many on the Internet. These include EBSCOHost, InfoTrac, First Search, News Bank, American Chemical Society, College Source, Facts.com, Oxford English Dictionary, AP Photo Archive, and CCH Online. The Library has been a United States Depository for over 60 years, and the government documents collection has grown in every category except for maps. The total government documents collection grew nearly 15% from 1994 to 2002. The Library became a depository for Oklahoma government documents in 1997. Oklahoma Documents include directories, pamphlets, reports, maps, and books published by the Oklahoma State Government.

There is no question that the Internet has had an effect on usage of the library. Total circulation is down 48% from a 1996 high. Attendance, however, has only dropped slightly because of several factors: (1) putting a café in the library, (2) putting a computer lab in the library, and (3) hiring a full-time person who is responsible for reference and bibliographic instruction. Doing this enabled the marketing of library services to faculty and students.

In 1988 there were only two computers in the public area of the library and few in the offices. In 1990 the library bought an online catalog with at least 20 computer terminals in the library, at least one in the administration building, and 2-3 at the Ardmore Higher Education Center. In the late 1990s the library began to replace the DEC computer terminals with PCs. In 1999 a computer lab was opened bringing many more computers into the library.

Continuing Education (www.sosu.edu/departments/conted)

All activities of the Continuing Education Department at Southeastern Oklahoma State University support the mission of the institution through service to the community and region.

The Continuing Education Department provides instruction and training in appropriate, innovative contexts and formats to meet the personal growth, development and vocational needs of individuals, institutions, and businesses within the service area. Course offerings provide meaningful, lifelong learning for citizens of every age, gender, ethnicity, and socioeconomic status.

Course development centers on community training and professional development, aquatics for safety and fitness, and child development associate certification. The latter was developed by the Department's Southeastern Child Care Resource and Referral Agency, a grant-funded program.

The Spring 2002 brochure describes 55 courses listed under classifications including Personal Enrichment, Health and Fitness, Health and Fitness: Water Programs, Computers, Child Development Associate Program, Real Estate Classes, Professional Development Training, Tours and Summer Youth Camps. Classes are offered in a variety of formats including seminars, on-line courses, short courses, workshops, conferences, and tours. Summer enrichment camps serve youth with studies in aviation, personal development, horsemanship, music, and art. Continuing Education organizes, administers, and operates these camps cooperatively with various academic departments and other agencies and individuals with appropriate credentials, experience, and knowledge. Participants in each class complete an evaluation. Information gathered from these influence decisions about whether to continue relationships with instructors and to add, continue, revise, or discontinue classes.

Recent program developments emphasize marketing specialized training to area businesses as the department increases its outreach emphasis. As an example, Spanish language instruction, using vocabulary unique to specific businesses and industries (banking, recreation, law enforcement, meat processing) reflects the need to communicate effectively with a rapidly increasing Hispanic population. Specialized training courses are typically ad hoc offerings and appear in addition to regularly scheduled programming. Some examples of these include the following:

- Spanish for Supervisors for J. C. Potter Sausage Company.
- Spanish for recreational personnel for the State of Oklahoma's Lake Texoma State Park.
- Life Guard Certification for Choctaw Nation, Inc. recreational facility employees.
- Computer classes for office personnel with discounts for multiple enrollments.
- Authorized training programs, approved by appropriate agencies and associations, for Licensed Professional Counselors, counseling psychologists, accountants, and realtors.

Establishing partnerships continues to be important to Continuing Education's program expansion. These include local businesses (bowling alleys, music stores, fitness and self-defense training facilities) and the Microsoft Corporation (for on-line training in Microsoft Certified Systems Engineer[®] certification). Continuing Education markets to the corporate sector regularly

and consistently. Advantages to program development in these areas are increased revenue and expanding partnerships within the business community.

Continuing Education maintains institutional membership in the Association for Continuing and Higher Education, the University Continuing Education Association, National Association for Child Care Resource and Referral Agencies, Oklahoma Child Care Resource and Referral Association, Bryan County Community Service Council, and the Durant Area Chamber of Commerce. Department policy encourages each staff member to participate actively in these or other relevant professional associations.

A strategic marketing plan has recently been implemented. Goals are the following:

- To improve marketing efficiency by making the most of current resources without significant additional expenditures.
- To expand the role of Continuing Education by increasing the number and scope of course offerings.
- To refine scheduling to get optimum use of facilities.
- To enhance the image and impact of Continuing Education both within the University community and throughout the region served by Southeastern Oklahoma State University.

Continuing Education maintains a computer database with a mailing list and other contact information gathered from previous participants to facilitate notification concerning upcoming programs of interest and to evaluate the relative success of different marketing activities. Direct mailings to selected categories of prospective students are successful marketing tools enabled by this database.

A brochure listing course offerings is published three times each year (in Resource Room). Approximately 30,000 copies of the Spring 2002 brochure were printed and distributed throughout southeastern Oklahoma and northern Texas. Methods of distribution included hand delivery to area chambers of commerce, schools, libraries, civic centers, supermarkets, banks, and office buildings; bulk mailings; newspaper inserts in three area newspapers; and intercampus mail. Current issues are also posted on Southeastern's website.

Enrollment varies from one semester to another (see Table 7.7). Because of increased emphasis on aquatics programming and the ongoing summer camps, the summer session is normally the most active.

Table 7.7
Continuing Education Yearly Enrollment

Enrollment Year	Total Enrollment
2002-2003	1944
2001-2002	2,352
2000-2001	1,688
1999-2000	1,465

Enrollment increases were the direct result of increased marketing activities, expanded course offerings, and an enhanced aquatics program.

To improve relationships with other departments within the University, Continuing Education has established policies including the following:

- Providing incentives for other departments to allow use of their facilities for Continuing Education classes, especially computer laboratories.
- Communicating with Deans, Directors, and Department Chairs to promote joint ventures in credit and non-credit programming.
- Revising procedures that have created problems in the past.
- Developing staff orientation and in-house training programs, making others aware of Continuing Education's presence and potential.
- Offering discounts for college students.

To improve perceptions of Continuing Education in the surrounding community, the Department now:

- Conducts mailing campaigns to Chamber of Commerce members describing ways in which Continuing Education can meet the training and professional development needs of local professionals and businesses.
- Joins local civic groups to network and establish contacts.
- Meets with human resource directors and other corporate officers to design programs specific to their needs.

Interstate and Intrastate Agreements

Southeastern Oklahoma State University fully participates in the articulation policy for the transfer of students among Oklahoma public institutions.¹² A student transferring to Southeastern Oklahoma State University with an Associate of Arts or an Associate of Sciences degree from any state system institution is considered to have completed the general education requirements of the baccalaureate degree. In the past five years Southeastern Oklahoma State University has aggressively pursued Articulation Agreements with four junior colleges in North Texas: Collin County Community College, Grayson County College, Paris Junior College, and North Central Texas College. A student who is transferring from one of these colleges with an associate's degree will have all academic credits earned at the junior college accepted. All requirements for graduation from Southeastern must be met between studies at the junior college and at Southeastern. This is discussed more extensively in Chapter 9.

Southeastern also has agreements with other entities in Oklahoma (see Chapter 6, page 99; Chapter 8, p. 233). The nursing program began in August of 2000. Courses are taught via IETV from East Central University. Instructors come to the Southeastern campus for 25% – 30% of the lectures and broadcast them back to . Laboratory experiences and practicums are held locally. Approximately 300 students have been advised with 30 being enrolled during the Fall

2002 semester. An additional 24 began in Spring 2003. Students completing the program receive a degree from ECU.

Southeastern is in the third year of a cooperative agreement with Tinker Air Force Base. Students may obtain a B.S. or M.S. in Aviation from Southeastern. Graduate classes are taught at Tinker AFB and broadcast via IETV to Southeastern. There are approximately 120 graduate students and 110 undergraduate students pursuing these degrees.

The School of Business sends out M.B.A. courses via IETV to ECU, the higher education centers at Ardmore, Idabel, and McAlester; the McAlester Army Ammunition Depot; and Carl Albert State College, Poteau, Oklahoma.

Professional Outreach

Southeastern's faculty and staff participate in many high-quality professional outreach programs and activities to benefit students, community members, and members of the University's service area. A small sampling includes the Physics Place/Eisenhower Resource Center for K-16 students and teachers, library services, theatre and music performances, Southeast Oklahoma Economic Development Network, Native American Symposium, and faculty presentations in K-12 classrooms.

Economic Development Activities

Southeastern is located in a region with a per capita income that is below both state and national norms. The region projects a poverty level that exceeds the national average. Economic development of this region has been part of the University's mission. Southeastern has assisted economic development through a variety of activities.

Oklahoma Small Business Development Center (www.osbdc.org)

Since 1984 small businesses have been assisted through the Oklahoma Small Business Development Center (OSBDC). The regional office and the office of the state director are housed on campus. The services of the OSBDC are designed to reduce the failure rate and increase the profitability of existing business and to provide a variety of services to those interested in starting a business. The OSBDC is a consortium of staff members from eight member colleges and universities (Southeastern Oklahoma State University; Southwestern Oklahoma State University; East Central University; University of Central Oklahoma; Northeastern State University; Northwestern Oklahoma State University; Rose State College, and Langston University). Funding is provided through the United States Small Business Administration, the Oklahoma Legislature, and the host institutions.

Southeastern Oklahoma Economic Development Network (www.oknetwork.org)

In 1999 Southeastern and three community colleges (Murray State College, Carl Albert State College, and Eastern Oklahoma State College) received a grant from the Oklahoma Regents for Higher Education to establish a collaborative telecommunications network to aid in

economic development efforts. The Southeastern Oklahoma Economic Development Network uses the state's OneNet telecommunication and information system to link economic development efforts in a 16-county region.

The Network aids community economic development by linking involved parties to sources of information, training, seminars, agencies, services, and to each other. Southeastern acts as the lead institution and is the base for the Network director. Southeastern and each community college has a coordinator that serves a four-county area.

Over three dozen agencies, organizations, and businesses have participated including the Oklahoma Department of Commerce, State Chamber of Commerce, numerous local chambers, OSBDC, Choctaw and Chickasaw Nations, University of Oklahoma, Oklahoma State University, and the Federal Reserve. The network also offers the use of REMI software to forecast potential impacts, benefits, and costs of a project. The model is region-specific and gives the best possible information for local areas.

Surveys of partners and users of the Network have shown the Network to be responsive to the changing needs of its clients and flexible in its operation. Judging by the volume of services used, the Network has been a success. An evaluation of the Network showed some weaknesses including being understaffed (the director is the only full-time employee). The biggest threat to future funding is the state budgetary crisis.

School of Business

The School of Business is involved in economic development through research and consulting for area businesses and organizations. Activities include market studies and assistance with business plans. Clients include the Landmark Banks and the City of Van Alstyne.

Through the Small Business and New Venture Student Consultancy Program, students hold internships that conduct "Health Check-ups" for new and small businesses. This program is the result of the cooperative efforts of the OSBDC, REI, Women's REI and the Network. The Network allows students to work with clients in almost any location. Several business classes also develop feasibility studies and business plans for small businesses. Current projects include MK Cattle Company, That Fish Place, and The Common Ground.

The School also houses the Center for Leadership and Entrepreneurship. At present, the Center is working with the Chickasaw Nation to develop a summer entrepreneurship academy for teenagers and with the Durant Chamber of Commerce to offer seminars for existing and new businesses.

Cultural Activities

Southeastern provides a spectrum of cultural activities and functions as a major resource in expanding cultural opportunities within the region. These activities originate from the departments of Art, Music, and Communications and Theatre, and from student organizations and special interest groups.

Art

The Art Department's cultural contributions to the community include exhibits, demonstrations and workshops. Since Spring 1988, the Department has brought more than 100 exhibits to Southeastern with the Visual Arts Exhibition Series held in the Visual and Performing Arts Gallery. This exhibition series features a wide spectrum of artworks including traditional painting and sculpture, fine crafts, cultural and ethnic objects, and contemporary and historical photographs and prints. Exhibits have included the Mola Exhibition, textile arts from the Kuna Indians of Central America; a sand mandala created by Tibetan monks; and the permanent Hogan collection of Native American art. The Art Department regularly collaborates with the Red River Arts Council to co-sponsor the Student Art Show and provide training for teachers for the Space Train Exhibit. This year, area high school students participated in a workshop with an Oklahoma printmaker and artist in residence on campus.

Demonstrations and lectures from artists are also provided. In 2003, Donald Cole, a Cherokee-Chickasaw artist, lectured about ancient Native American culture and the art of flint-knapping and the tanning of hides. Other guest artist demonstrations have involved watercolor, ceramics and printmaking.

Music

The Department of Music offers a variety of activities for students and the community. Most are free or at low cost. The Department annually sponsors between 50-60 performances varying from internationally acclaimed artists to student ensembles and recitals. Admission is only charged when guest artists perform and then only if private donations and grants do not cover the costs.

The Music Arts Series, a concert series offers 10-12 free concerts each year. A wide variety of artists and groups have appeared in this series. In recent years the Boys' Choir of Harlem, Mystic Arts of Tibet, Moscow Chamber Orchestra, and the American Brass Quintet were among performers. Support for this series comes from private donations, the local arts council, the Red River Arts Council, grants from the Oklahoma Arts Council and Heartland Arts Fund. Many of the artists also perform educational programs at the public schools.

The Steger Piano Institute, an endowed piano and master class series, provides three to four recitals and master classes each year. These events have featured internationally recognized pianists from Poland, China, Italy, and the Czech Republic, along with American artists from Yale, Northwestern and Juillard. An off-shoot of this institute is the Steger Cultural Exchange Program which features artists and ensembles from the People's Republic of China.

Other events include the Southeastern Swings Jazz Festival, the Symphonic Band Guest Conductor Series, the Choral Conductors Workshop, and the SOSU Opera Festival. In each event, student ensembles are joined by a guest artist(s) for performances and workshops. Dozens of other student and faculty recitals and performances by student ensembles are held on campus each year. The Music Department collaborates with the Department of Communications and Theatre in operatic and musical productions. Each of these events is supported by local

businesses, the Musical Arts Series, and grants from the Oklahoma Arts Council. The Department also hosts a variety of workshops and competitions every year.

Montgomery Auditorium is used for large ensembles. The Visual and Performing Arts Center provides a flexible facility that can be used for anything from large ensembles to chamber music performances. Most of the chamber music and solo recitals are presented in the intimate Recital Hall in the Fine Arts Building. This space just underwent a \$25,000 renovation.

Communication/Theatre

Southeastern has an active Theatre Department that performs numerous productions on campus each academic year. Through a GEAR-UP grant, two programs toured three counties and performed for over 4000 seventh and eighth graders. A children's theatre production brought over 6000 area elementary school children to campus. Southeastern theatre hosts workshops with performances for high school students in the fall and spring. Guest artists also hold workshops for majors.

The Creative Expression class performed puppet shows at Big Five Head Start and created banners reinforcing the themes of reading, self-esteem, and good hygiene for a local elementary school. Southeastern participated in the Kennedy Center/ American College Theatre Festival and in 2002-3 was awarded the Director's and Critic's Choice Awards at the state .

The Oklahoma Shakespearean Festival (OSF) is a professional repertory theatre company housed on the campus of Southeastern. OSF performs six productions each summer and three during the academic year. Productions include the works of Shakespeare as well as comedy, drama, and musicals by other authors. Founded in 1979, OSF has become a tradition in Southeastern Oklahoma. It has helped expand the theatre arts within the region. This project was made possible through the assistance of the Oklahoma Arts Council.

Multicultural Activities

The Multicultural Office within the Office of Student Life has developed a series of activities to increase awareness, understanding and consciousness regarding represented cultures on campus. Activities include Martin Luther King Day, Black History Month, celebrations with heritage festivals, film festivals, book talks, talent showcases, art exhibits, gospel explosions, and soul food dinners. Other activities include: Native American activities with film festivals, concerts, roundtable discussions, "Honor our Elders" banquets, Choctaw Intertribal Pow-Wows, and Cinco de Mayo and Mexican Independence Day celebrations highlighting Hispanic and Latino cultures.

The Carnival of Cultures is an event that involves all cultural groups represented on campus. Each year a different theme is chosen to emphasize the common thread that runs through all cultures and, at the same time, celebrate the vibrant differences that set cultures apart from one another.

Native American Symposium

The Native American Symposium is a campus conference that highlights and shares the traditions of the largest cultural minority in Oklahoma. The goal of the symposium is to bridge the cultural gap between the Indian Nations, the general public, and the academic community. There are presentations, lectures, round-table discussions, films, art exhibits, dance and music performances, and readings of Native American literature and poetry. Sponsorship of events comes from the Oklahoma Humanities Council, the National Endowment for the Humanities, and the School of Arts and Sciences.

In 1995 the Native American Symposium Committee held a Film and Lecture Series. In 1996 the first symposium was held. In 1998 a new series called Insights: The Native American Symposium Arts and Lecture Series began. This lecture series takes place in even-numbered years and alternates with the symposium which occurs in odd-numbered years. Speakers for the series have included the Chief of the Choctaw Nation, Governor of the Chickasaw Nation of Oklahoma, and the Principal Chief of the Cherokee Nation. Participants in the symposium have included scholars Phillip Deloria, Joy Harjo, Richard Erdoes, and Alfonso Ortiz; artists Jerome Tiger, Woody Crumbo, Shan Goshon, and Anthony Mitchell; authors James Thomas Stevens and Vincent Mendoza; and musician D.J. Battist-Tomasi.

Some outgrowths of the symposium are the creation of a new minor program in Native American Studies and a Choctaw language program at Southeastern. In addition, Southeastern hosted its first Native American Visitation Day in February 2003. Approximately 60 Native American high school students from around the region attended. Participants could see what it was like to be in college by going on campus tours and to mock classes in occupational safety, chemistry and theatre. An information fair was held to inform students about financial aid, student organizations, student services, admissions, programs of study and jobs in the Choctaw Nation. A banquet concluded the activities with keynote speaker John Bennett Herrington, the first registered Native American in space. Tribal officials from the Chickasaw and Choctaw tribes were in attendance and supported Southeastern in this event.

Strengths and Challenges

Strengths

Southeastern has numerous successful cooperative agreements with other educational institutions.

Distance and continuing education offerings are of high quality and the number of offerings is increasing each year.

Cultural and multicultural activities are rich and varied. The Native American Symposium has become a regional leader for Native American issues.

Economic development activities have shown success and promise for expansion.

Challenges

Budgetary concerns are a threat to all types of outreach.

Research, Scholarship, and Creative Activities

Faculty members are encouraged to meet high standards in the areas of teaching, research/scholarship/creative activities, and service to the institution. The manner in which this is accomplished is detailed in the Faculty Development Agreements developed by faculty members each year.¹³

Teaching

Southeastern is committed to recognizing and promoting the very best teaching possible. The University has highly dedicated, highly motivated faculty members that are interested in serving the students' needs and providing them with a high quality education. Many resources are available that provide the necessary expertise to the faculty that will enhance their teaching. The Center for Instructional Development and Technology (CIDT) provides faculty teaching techniques applicable to facilitate learning in their courses and fostering teaching interest and innovation in their departments (see Other Types of Professional Development, p. 195). Participants have developed a network of faculty committed to quality instruction that form a strong nucleus for enhancing teaching at Southeastern. Academic departments benefit from strong teaching through their assessment as they strive to improve student learning in their program(s).

Faculty Development Plans, course evaluations, and SUMMAs are also used to improve teaching and learning on campus. All faculties are required to submit to their chairs a Faculty Development Plan.¹⁴ This plan defines the goals and objectives that the professor has for that year. Course evaluation is a tool that is used by the chair that helps evaluate the professor, and SUMMA evaluations are done one year prior for the program review cycle.

Direct and Indirect measures of learning provide faculty with necessary input as to the rigor of their programs. Standardized tests, portfolios, capstone courses, criterion-referenced tests, surveys, interviews, etc., are used to ascertain the strengths and weaknesses of a course, program, and professor. Modifications are made through the Faculty Development Plan to address the weaknesses. It is through the various opportunities that professors and instructors are given the means to improve their teaching, their relationship with the students, and to positively promote student learning.

Research, Scholarship, and Creative Activities

Faculty members in all departments are actively involved in research, scholarship, and/or creative activities. Faculty members are expected to make contributions in their respective academic fields to fulfill the criteria for receiving tenure and/or promotion. Faculty have

produced numerous publications and given presentations at local, state, national, and international meetings.

Publications

Southeastern Oklahoma State University's faculty members have been active in publishing their research and other scholarly activities in peer-reviewed journals. More than 65% of the faculty published at least one peer-reviewed journal article from 1998-2002. A total of 190 peer-reviewed journal articles were published by Southeastern faculty between 1998 and 2002. A breakdown reveals that 10.5% of faculty published one peer-reviewed journal article between 1998 and 2002, 3.8% published two journal articles, 6.7% published three journal articles, and 11.9% published four or more journal articles. Many of Southeastern Oklahoma State University's faculty have published non-research works between 1998 and 2002 with a total of 62% publishing at least one professional article or work. Of these professional publications, 11.9% of the faculty had at least one, 4.8% had two, 3.3% had three, and 10.5% had four or more works published. These results were taken from the 2002-2003 NCA Self-Study Survey. Samples of publications are on file in the Resource Room.

Grantsmanship

Southeastern has a strong history of faculty pursuing internal and external grants. The Organized Research Program, which began in 1989, provides faculty with an internal mechanism to support scholarly activities. In addition, many faculty have applied for and received external funds from government and private organizations at the local, state and national level. Of Southeastern's faculty, more than 65% applied for a grant, either internal or external, between 1997 and 2002.

The main avenue for obtaining institutional funding for research and other scholarly activities is the Organized Research fund (see Table 7.8). These funds are awarded on a competitive basis twice each year. The process of evaluation involves each proposal being assessed by the Organized Research Committee. Each proposal is given a priority ranking by the Organized Research Committee and approved proposals are funded from the Organized Research Budget. There are two types of research proposals: Mini-Grants and Regular Grants. They are differentiated by both the scope of the project and the size of the budget. Mini-Grants have a total budget of less than \$1,500 and cover a wide variety of small scale projects including travel. Regular Grants are for substantial research and creative scholarly activities with budgets greater than \$1,500. Typically, the upper limit is \$10,000 annually. Reviewers are selected based upon their expertise and on occasion, proposals are sent off-campus for review. The President gives final approval.

Table 7.8
Funding from Southeastern's Organized Research Program

Semester	Amount Requested	Amount Awarded	Number of Applications not Funded
Fall 97	\$40,974	\$36,379	3
Spring 98	\$25,960	\$22,708	2
Fall 98	\$41,855	\$31,726	3
Spring 99	\$35,442	\$23,306	1
Summer 99	\$2,699	\$2,699	0
Fall 99	\$17,777	\$14,813	0
Spring 00	\$43,235	\$39,175	0
Fall 00	\$48,992	\$32,117	2
Spring 01	\$30,985	\$20,843	4
Summer 01	\$5,082	\$5,082	0
Fall 01	\$55,820	\$38,463	2
Spring 02	\$31,378	\$18,789	5
Fall 02	\$30,508	\$22,603	0

Southeastern recognizes the importance that external funding provides. It has been delineated in this Self-Study that Southeastern is annually awarded millions of dollars through grants. In 1999 Southeastern established the Office of Research and Sponsored Programs. A nation-wide search was conducted to find a director. The initial search did not prove to be successful. Subsequent searches have had to be put on hold because of the reduction in the University's budget. Currently the Office is staffed by a coordinator whose responsibilities are primarily cost accounting. She also has served on an interim basis as the Director of Research and Sponsored Programs. She will continue in this capacity until a director can be hired.

In addition to obtaining funding from the Organized Research Fund at Southeastern, many faculty and staff have obtained external funding for research, service, and development. External grants have been received from such organizations as the National Science Foundation, National Institute of Health, United States Air Force, National Aeronautics and Space Administration, Dwight D. Eisenhower Math and Science Program, United States Department of the Interior, National Water Safety Council, Weyerhaeuser, Noble Foundation, United Way,

Abbott Labs, Mid-America Arts Alliance, Oklahoma State Regents for Higher Education, Oklahoma State Department of Education, Oklahoma Arts Council, Oklahoma Child Care, Oklahoma Council for the Advancement of Science and Technology, Oklahoma State Department of Health, and the Oklahoma Commission of Teacher Preparation. Funding from all sources for the fiscal year period 1998-2002 exceeded \$28,000,000 (see Table 7.9).

Table 7.9
Grants Received by Source

Year	Federal	State	Local	Other
1998	\$4,000,071	\$360,718	\$3,000	\$17,596
1999	\$4,088,344	\$529,150	\$3,000	\$22,088
2000	\$4,525,232	\$482,006	\$3,000	\$33,349
2001	\$8,685,135	\$1,051,870	\$3,000	\$20,080
2002	\$3,620,460	\$915,339	\$3,000	\$14,500
Total	\$24,919,242	\$3,339,083	\$15,000	\$107,613

Professional Service

Since 1997, 64% of Southeastern Oklahoma States University's faculty indicated that they have been members of a professional organization. Several faculty were members of multiple organizations at the local, state, and national level. Table 7.10 displays the results of the survey. The data showed a clear trend towards increasing membership in organizations at the local, state and national levels between 1997 and 2002. More than 25% of the faculty at Southeastern served as officers in some capacity between 1997 and 2002. Examples of service by various faculty included director-at-large of the United States Institute for Theatre Technology for the Southwest region; president and vice-president of the Southwestern Historical Association; secretary of the Council of Oklahoma Information Literacy; vice-president of the Red River Arts Council; executive board member and journal editor of the Oklahoma Association of Teacher Education; chairman of Delta Kappa Gamma; secretary of the Botanical Society of America-Teaching section; chair of the Oklahoma Academy of Science; co-chair of the Arizona Indian Education Association; chairperson of the Oklahoma section of the American Chemical Society; vice-president of the Music Teachers Association; council member of the Oklahoma Chapter of the American Society of Public Administration; secretary, vice-president, and president of the Oklahoma Child Care Resource and Referral Association; and chairman of the District I Child Abuse Prevention Task Force.

In 1995 the School of Arts and Letters, now the School of Arts and Sciences, began an annual Lectureship Series. There typically are 6-10 faculty speakers from a wide variety of academic disciplines.

This series was designed to promote original research and the exchange of ideas. Each session includes a 20-minute presentation followed by a question and answer period. The entire University community and the general public are invited to attend.

Table 7.10
Faculty Membership in
Professional Organizations

YEAR	Member		
	Local	State	National
1997	38.1%	38.6%	32.9%
1998	40.0%	41.0%	35.4%
1999	41.9%	43.9%	37.8%
2000	43.4%	43.0%	38.7%
2001	44.3%	45.3%	39.1%
2002	45.7%	46.8%	39.1%

A large number of faculty are actively involved in giving service to the institution. This is primarily accomplished by serving on various committees and/or the Faculty Senate. Faculty participation serves the dual purposes of meeting requirements for tenure and promotion and participating in shared governance.

Other Types of Professional Development

Faculty may go on sabbatical leave for one year at one-half salary or one-half year at full salary according to the Academic Policies and Procedures Manual. Sabbaticals are intended to be used for scholarly activity or to provide a broad cultural experience for faculty. Since 1994, seven faculty members have been granted sabbatical leaves of one-half year. Two were to pursue terminal degrees, three were for scholarly activities, one was for research, and one was to complete coursework for ACBSP accreditation.

The Center for Instructional Development and Technology (CIDT) was established in 2001 with Title III grant monies. Its primary function is to assist faculty and staff in keeping up with changes in technology available for classroom and office use. Courses are offered regularly or may be scheduled on an individual basis. Nearly 67% of the faculty has taken advantage of services offered by the CIDT since its inception. Classes offered include PowerPoint, PowerPoint on the Web, Word, Excel, Using Microsoft Office with FrontPage, Webpage Design using FrontPage or Dreamweaver, Macromedia Flash, Desktop Publishing using Microsoft Publisher 2000, Blackboard, Principles of Scanning, and Introduction to IETV.

Strengths and Challenges

Strengths

The faculty is seeking and obtaining external funding for research, service, and development.

Faculty members are actively involved in publishing and presenting results of original research.

Southeastern has a competent faculty dedicated to being good teachers.

Challenges

The Office of Research and Sponsored Programs should be developed into an entity that assists faculty in learning of current grant opportunities and assists in the grant-writing process.

Funding for research and travel is limited because of budgetary cutbacks.

Funding to fill vacant faculty positions.

Institutional Assessment

Introduction

Today's context for higher education presents Southeastern with many challenges. Changing student demographics, demands for greater accountability, new technologies, and the increasing cost of higher education are just a few of these challenges. Influenced by social and political issues higher education finds itself under the weight of expectations for continuous improvement. As a University the response to these and other challenges will shape the University's role in higher education. Southeastern is dedicated to pursuing a course that engages it in the central mission of the institution. Southeastern has been asked to embrace the current challenges as an opportunity to affirm its commitment to student learning and development. Southeastern readily accepts this challenge.

As with any educational institution is it imperative that there be a vehicle in place that provides an opportunity for accountability to occur. As previously stated, Southeastern is committed to improving, through assessment, the quality of student learning and development. Angelo (AAHE Bulletin, 5/99) defines assessment as an ongoing process aimed at understanding and improving student learning. It involves the following:

- Making our expectations explicit.
- Setting appropriate criteria and high standards for learning.
- Systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards.
- Using the resulting information to document, explain, and improve performance.

Using this definition as a template, all areas of the campus have undergone a comprehensive review of their assessment policies. Assessment at Southeastern has been an ongoing process since Fall 1989 with the formation of an ad hoc University Assessment Planning Committee. The process is multi-faceted incorporating five different levels of assessment: entry; mid-level; program outcome; student satisfaction; and graduate. These five areas follow the assessment policies of the Oklahoma State Regents for Higher Education and The Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools.

Assessment policies are consistent with Southeastern's Assessment Plan. On campus there are three additional accredited programs through external accrediting agencies. These programs and their agencies are The Department of Music in the School of Arts and Sciences – National Association of Schools of Music (NASM); The School of Business – Association of Collegiate Business Schools and Programs (ACBSP); and the School of Education and Behavioral Sciences – National Council for Accreditation of Teacher Education (NCATE). All of these external agencies require assessment as a component of the accrediting process. The position that Southeastern takes is that as long as the requirements for assessment from these external accrediting bodies is consistent with the guidelines as set out by the Regents and The

Higher Learning Commission, then they can be embedded within the University's assessment program. Through this then, there is consistency in all programs on campus.

One will be able to ascertain the importance of assessment at Southeastern through its Mission Statement (approved 4/12/02) and Scope and Function Purposes/ Objectives. As the Mission states, the University will provide an environment of academic excellence that enables students to reach their highest potential. Consistent with the Mission is the Vision that Southeastern will be the university of choice for students in Oklahoma and northern Texas. For Southeastern to be consistent in its Mission and Vision it will assess the process. This has been recognized as a priority area.

Southeastern continues to evolve in its assessment process. Data are aggregated, analyzed, evaluated, and communicated to deans and department chairs. Departments, in turn, are expected to do the same with the information, and then to make changes accordingly. For assessment to be effective, the loop must be closed and cyclical in nature. Faculty have an active role in the development and implementation of assessment at the department level. Each department has developed an assessment plan under the direction of the academic deans.¹⁵ Annual assessment reports are prepared by the faculty and chair of each department and forwarded to the respective dean. The reports are then forwarded to the Director of Assessment. The Program Outcome assessment results are summarized in the Annual Assessment Report¹⁶ that is prepared for the Oklahoma State Regents for Higher Education. Faculty are to describe in the assessment report all specific changes that assessment has led to in the program curriculum and courses for the purpose of improving the quality of student learning, academic achievement, and development. Hence the loop is closed and ongoing.

The Higher Learning Commission has not been prescriptive about the particular design of an institutional assessment program. Still many institutions have sought more specific guidance on Commission expectations. Through its experience and from staff analysis of team and review panel reports the Commission has learned that the following marks effective assessment programs (Southeastern responses to these criteria are in italics):

1. A strong, readily identifiable relationship exists between overall institutional mission and objectives and the specific educational objectives of individual departments or programs.

Southeastern's new mission statement was approved by the Board of Regents for Oklahoma Colleges on April 12, 2002. All units on campus were required to update their assessment plans according to the new mission statement. Mission, goals, and objectives for all departments and programs are now congruent with the University's Mission Statement. All information in regard to this criterion can be located in the Resource Room.²

2. Faculty, including on-campus and off-campus faculty, own and drive the program and use it to find ways to improve the education they provide.

The institution motivates, recognizes and rewards faculty efforts in assessment.

Faculty are involved to improve student learning on campus. As a department they are part of a team that is responsible for developing, implementing, and reporting on assessment. Their finished reports go to the dean for approval. From there it is passed on to the Director of Assessment to be summarized and placed in the Annual Assessment Report. The University provides a \$10,000 award, to be divided among the three schools, for an outstanding assessment report that speaks to the department's commitment to assessment.

3. Authority for the design and operation of assessment is shared throughout the faculty and administration. Strong campus-wide assessment committees are invaluable to the assessment effort, and every strong assessment program is marked by at least one highly regarded coordinating/steering committee.

The Institutional Assessment Committee is responsible for monitoring the University's compliance with the Oklahoma State Regents for Higher Education Assessment Policy, as well as the assessment policies of The Higher Learning Commission. The Committee:

- *Recommends policies and procedures to appropriate governing agencies on the efficacy of assessment for programs as well the broader University culture.*
- *Reviews assessment plans and reports for the academic and student life programs to monitor the culture of student learning at the University.*
- *Monitors and reviews the assessments of entry-level students, General Education, academic programs, student satisfaction, graduates, and student life at the University.*

The Committee is comprised of two faculty members from the School of Arts and Sciences, one faculty member from the School of Education and Behavioral Sciences, one faculty member from the School of Business, one at-large faculty (rotated through the schools), one student representative, one representative from the staff association, and the Director of Assessment as an ex-officio member.

4. Typically, an individual, not a group, is responsible for overseeing the assessment efforts of the institution. A committee structure usually cannot be expected to provide ongoing administrative coordination of campus-wide assessment programs. The responsible individual might be the Chief

Academic Officer, another administrator, or a program coordinator, but there should be a person all can hold accountable for the oversight of the institution's academic assessment program.

In March 2001 Dr. Charles Weiner, Professor of Education, was named the Director of Assessment. Dr. Weiner's career in assessment goes back to the 1993 Comprehensive Self-Study. He was graduate coordinator for the Master of Education degree and was responsible for implementing the assessment strategies for that program. He coordinated, wrote, and reported on assessment for the Department of Professional Education and the Department of Educational Instruction and Leadership. He was a lead investigator and one of the principal writers over assessment for the 1998 Focused Visit. He has demonstrated leadership at the unit, departmental, program, and university levels in regard to assessment.

5. Assessment might be included within a broader structure of regular program review, but the evaluation of instruction and faculty performance common to such programs does not in itself constitute assessment of student learning.

Program Review seeks to bring about the improvement of the academic programs offered by Southeastern. Program Review is defined as the systematic, periodic, and comprehensive evaluation of the academic programs. Program review provides an opportunity to identify needed improvements in programs, and to develop strategies to accomplish those improvements. Program Review provides a means to assess those programs and develop appropriate recommendations regarding the expenditure of limited tax dollars.

The specific goals of program review at Southeastern are to:

- *Involve units (programs, departments, divisions) in an assessment of their current goals, objectives, and activities in relation to institution-wide goals.*
- *Begin the process of collecting output and outcomes information appropriate to each unit.*
- *Begin the process of identifying resources used in each unit, and assembling entry-level information that describes the characteristics of students in the programs.*
- *Provide a basis for recommendations regarding internal allocations in the preparation of annual operating budgets, and reallocations during the operating year.*

- *Provide a basis for the formulation of both immediate and long-range plans designed to enhance the viability of the programs in each unit.*
6. Feedback loops are essential. Programs that have as the only goal accountability (e.g., gain evidence that all graduates achieve a given level of competence as measured by a national exam) characteristically fail to provide faculty with information useful to the improvement of instruction and learning. Faculty need feedback on a regular, periodic basis.

Feedback is continuous at Southeastern. Departments use multiple levels of assessment to assess their majors, students, and programs. Once a year they submit a Program Outcome Assessment Report that is used by the Institutional Assessment Committee and the Director of Assessment to provide the necessary feedback. Feedback is also provided by the Assessment Specialists as they work with their individual departments.

7. Students should understand the purposes of assessment. Some institutions provide information about assessment in a variety of student-oriented publications. Some include students on assessment committees.

Students are members of all standing committees at Southeastern. The Institutional Assessment is represented by one student. Assessment information is disseminated through the undergraduate and graduate catalogs and the schedule of classes. For mid-level assessment the students are apprised of why they are taking the exam and the benefits that the University can derive from the results.

8. Institutions should measure student learning using a variety of direct and indirect measures and methods. Institutions should also consider incorporating into their programs measures of cognitive learning (knowledge acquisition), behavioral learning (skill acquisition), and affective learning (attitudinal development). Serious assessment programs strive to understand the strengths and weaknesses of various sources of information and methods of gathering assessment data.

Southeastern provides multiple areas of assessment. The type of assessment, whether direct, indirect, or a combination of both, is left to the individual departments and divisions. The methods used integrate cognitive, behavioral, and affective learning. Strengths and weaknesses are noted with modifications as to how improvements will be made. The results of assessment at Southeastern are reported in the Annual Assessment Report that is on file in the Resource Room.¹⁵

There are three levels of implementation as set out by the Commission. Within the three levels there are four headings with patterns of characteristics. The patterns of characteristics

across the levels are fluid because within any one institution, different individual units may exhibit characteristics that cut across two or even all three levels. They are dynamic because the goal of assessment is continual improvement of student learning, not completion of items on a checklist. Clearly, though, there is a basic assumption the characteristics are cumulative in nature. That is, not all of the characteristics of Level Two are stated in Level Three, but it is assumed that most of them continue.

Beginning with the Fall 2001 semester an assessment group was formed to assist the Director of Assessment in assessing undergraduate programs, the general education program, and the School of Graduate Studies. The group used the Guidelines for Assessment from the Higher Learning Commission to develop a matrix¹⁷ that was used by department chairs and coordinators to evaluate the level of assessment for each program. The matrix has sections applying to all programs and to those departments teaching general education courses. The matrix was used for the first time in Fall 2002. It was especially helpful for department chairs to get an overall picture of assessment in their department. Departments were given an opportunity to address the items in the matrix, provide documentation when and if necessary, and improve in areas of weakness.

In Spring 2003 each coordinator met with individual faculty members to evaluate their understanding and responsibility to the assessment process in their department and on campus. The group also created a template for assessment plans that each program was to submit. The goal was to standardize the general structure of the plans and, therefore, the assessment process across the University. Programs would still have the flexibility to tailor the plan to the specific characteristics of the program and its mission.

Southeastern has a long history of evaluating curricular offerings to ensure that its programs of study are appropriate and student learning is commensurate with faculty expectations. Following The Higher Learning Commission requirements in regard to assessment, assessing student learning at Southeastern has become much more comprehensive and systematic. Administrative responsibility for assessing student learning lies with the Director of Assessment who reports directly to the Associate Vice President for Academic Affairs. Responsibility for designing and improving assessment activities as well as using information generated through them to improve teaching and student learning is vested in the faculty. This past Academic Year (2002-2003) the committee who had responsibility for assessment on campus was split into two different committees. The Institutional Research and Assessment Committee was divided into the Institutional Assessment Committee (IAC) and the Organized Research and Program Review Committee. Both Committees were given new charges, objectives, and function statements.

During the first year the IAC reviewed assessment plans and reports for all academic programs (graduate and undergraduate) and evaluated them using a rubric¹⁸ that the committee developed. Four areas were rated for each program: the assessment plan, data used, analysis, and response as a result of assessment. Ratings categories were undeveloped, developing, established, and exemplary. Overall, two programs received exemplary ratings, 24 programs were established, 13 were developing, and seven were undeveloped.¹⁹

General Education Assessment

Southeastern has followed the Regents' mandate for assessment of general education. This required a mid-level assessment instrument that was standardized. Since 1993, and especially since 1998, Southeastern has progressed in its development of the general education program. The program itself was changed in 1995 (see page 170). The objectives and outcomes of general education are currently being reviewed for currency. At the departmental level requirements for general education will be tightened and new expectations will be shared with the deans and department chairs. The variation that has existed in this program will be streamlined to promote values for career preparation, responsible citizenship, and lifelong learning.

To demonstrate Southeastern's commitment to general education two positions were created: in 2001 a Director of Assessment was appointed; and in 2003 a Director of General Education. This was the first time that assessment and general education had a position solely dedicated to that purpose.

The General Education Committee beginning with the 2000-2001 Academic Year began to evaluate the assessment procedures for general education. The Committee recommended, beginning with the Spring 2003 semester that the mid-level testing procedures be changed (see page 206). The Committee also recommended developing additional methods of assessment.

As reported earlier, an assessment group was formed to aid in the assessment process and to build a broader culture of assessment on campus. Members were assigned to work with groups of departments in the schools and in the School of Graduate Studies. One member was assigned to work with the General Education Committee and the departments teaching general education courses to aid in the assessment of general education. The Assessment Specialist has met with the heads of departments that teach general education courses to discuss how the courses were assessed and how they met general education objectives. In conjunction with this, the Director of Freshman Programs was appointed (ex-officio) as the representative of the Vice President for Academic Affairs to the General Education Committee beginning Fall 2002. Beginning with the Fall 2003 semester the Director of General Education will assume this responsibility.

The assessment group developed a matrix¹⁷ for evaluating the status of assessment at both the undergraduate and graduate levels. This matrix is based on the assessment standards of The Higher Learning Commission and is used to show at which of the three levels of assessment the departments were operating. The goal was to make departments aware of the necessity of assessing general education and to have departments evaluate the level at which they have been assessing general education courses. Most departments had not been separating the assessment of general education courses from other departmental assessment. Very few departments had been assessing general education in regard to the objectives and outcomes of general education. From this first effort it became clear that there was a need to develop additional methods of assessing general education in addition to the mid-level test and to assess general education at the course level. In Spring 2002, the General Education Committee adopted a policy that, in order for changes to the general education program to be considered, the change must be driven by the result of assessment.

In Spring 2003 the General Education Assessment Specialist met with a sampling of faculty members teaching general education courses. They were asked the same questions as department chairs about what the level of assessment was in their respective departments for general education classes. They were also asked about their attitudes toward and ideas about assessing general education. It was apparent that a systematic assessment process needed to be established for all general education courses. In the NCA 2002-2003 Self-Study Survey, however, more than half of the faculty either strongly agreed or agreed with statements addressing the use of assessment within their departments to improve the quality of student learning and the quality of academic programs. More than two thirds agreed that faculty participation in assessment had increased since 1998.

The General Education Committee tried to evaluate the results of the ACT/CAAP and the Oklahoma General Education Test for Teacher Education candidates (OGET) by tying them to the expected outcomes of general education. This proved to be difficult because, for most outcomes, there was no direct link between general education and test scores. This reinforced the idea that alternative methods needed to be developed and that the general education objectives may need to be revisited.

In Spring 2003 a Director of General Education was appointed to oversee and coordinate efforts to improve the general education program. The Director pursued an assessment model similar to a disciplinary program. This would include developing an assessment plan, annual reports, and making changes driven by assessment. The Director has begun an inventory of general education objectives and outcomes. These outcomes will be addressed by course in the program, and to which of the ACT CAAP measures are also addressed. Faculty were asked to estimate course time dedicated to each objective, outcome, and skill and asked to provide a syllabus of each course be put on file to allow analysis of course content.

A pattern of evidence for Criterion III requires Southeastern to demonstrate proficiency in skills and competencies essential for all educated adults. Southeastern will, through the Executive Summary as provided to the Oklahoma State Regents for Higher Education, show how it meets this pattern of evidence. The following information can also be found in the Ninth Annual Assessment Report.¹⁶ The summary best describes the processes and procedures that are used at Southeastern to assess the skills and competencies for all educated adults.

Executive Summary

(Reprinted from the Ninth Annual Assessment Report Prepared for the Oklahoma State Regents for Higher Education)

This Ninth Annual Assessment Report covers the period of July 1, 2001, to June 30, 2002, and provides selected comparisons with the earlier developmental assessment years at SOSU. The First Annual Assessment Report submitted in July 1994 culminated five years of planning and exploratory work with assessment on the Southeastern campus. Southeastern initially began assessment planning in the fall of 1989 with the appointment of an ad hoc University Assessment Planning Committee. The first product of the committee was a Statement of Principles and Purposes of Assessment which has continued to be the guiding framework for the development and implementation of Southeastern's assessment program. The Statement indicated that the purpose of assessment at Southeastern was to improve student academic

achievement and student development. Four levels of assessment activities were outlined in Southeastern's Assessment Plan (January 1992) and all annual reports cover these four levels of assessment. A fifth level, Graduate Student Assessment has been added in recent reports. The Ninth Annual Report outlines progress related to the assessment of student academic achievement and student satisfaction.

Section One - Entry-Level Assessment and Placement

All students entering Southeastern for the first time were assessed on the basis of their ACT or SAT subtest scores and college course work completed. Students who did not meet the ACT or SAT subtest requirements, and/or who have not completed course work in the deficient area, were required to participate in Southeastern's secondary testing. Secondary assessment may consist of one or more of the following tests: Accuplacer-Computerized Placement Test (CPT) in mathematics, English, reading, and/or the Stanford Test of Academic Skills in Science. Data from the 2001-02 "Student Remediation Survey" indicated that Southeastern admitted 834 undergraduate students whose initial enrollment at Southeastern occurred during the Summer '01, Fall '01, and Spring '02 semesters. During this reporting period 22% of the total students admitted were required to take the English secondary test; 33% were required to take the Mathematics secondary test; 19% were required to take the secondary test in Reading; and 24% were required to take the secondary test in Science. The enrollment status of this population included first-time freshmen, transfers, readmits, and withdrawals that were still enrolled after the initial withdrawal period.

A comparison of this data with Southeastern's 1999-2000 and 2000-2001 secondary assessment results indicated a decrease in the number of students who were required to participate in secondary testing in English, math, reading, and science, and therefore, in the number of students placed in remedial courses. Although this cohort was more prepared for college, it will still be several years before seeing the full impact of the Brain Gain 2010 strategies.

The success of Southeastern's Entry-level Assessment and Placement program was measured by a number of factors including retention in both remedial and college level courses, course GPA comparisons, and student satisfaction. The data revealed that students enrolled in remedial courses made significant gains after completing one semester of instruction particularly in the area of mathematics, less so, though, in English and reading. Another measure of program effectiveness was the comparison of course GPA as developmental students matriculate into regular college courses. The data indicated that developmental students compared favorably with their peers who tested out on the secondary assessment or who were not required to test because of their ACT/SAT score.

Many elements contributed to instructional change because of entry-level assessment. The expected outcome of entry-level assessment and placement policies was the improved retention of entering students. In the fall of 2001 two changes occurred. There was a renewed effort to enroll undecided majors in the college-level orientation course, and the University opened the Center for Academic Advising. This Center supports the strategies that the

Oklahoma State Regents for Higher Education have put into place to increase student success rates and to improve college and university graduation rates.

All facets of the entry-year process at Southeastern strive to determine, and then monitor, those factors that influence learning. The Entry-year Assessment Program is committed to higher standards of academic excellence, and personal success. It will continue efforts to raise the levels of academic achievement.

Section Two - Mid-Level Assessment Program

Mid-level assessment is an evolutionary process at Southeastern. Even as this report was written, changes have been discussed in the General Education Committee to change the testing procedures. Southeastern has used the ACT/CAAP since 1998. An eight-semester analysis of ACT/CAAP scores has revealed a trend. Scores were consistently higher in the fall administration as opposed to the spring. The scores also were consistently below the national normed scores. From a statistical standpoint there was very little difference in the scores. This conclusion was based upon the fact that the scores fell within the standard error of measure.

Between 500-700 students, who have completed between 60-89 hours, participate in the mid-level assessment each Academic Year. This represents approximately 80% of all juniors enrolled during that semester. Several strategies have been used to motivate students. The initial letter emphasized to the student that his/her test scores would give feedback about individual general education knowledge and skills. Second, the aggregate test results will be used to make changes in Southeastern's General Education curriculum. Third, Students were told that their advisor would have access to their scores and may take them into consideration as they write letters of recommendation.

The ACT/CAAP exam was administered during the Fall 2001 and Spring 2002 semesters. Most of the score distributions approximated a normal distribution. In general, all tests and subtests means for the students were below the user norms for four-year colleges. The differences ranged from a one to two point difference. This result was consistent with the findings from the past several test administrations. From the results it can be concluded that generally over the past five years SOSU students as a group have scored slightly below the mean for the group consisting of the four-year public colleges. With each successive semester since AY 1995-1996 there have been a higher percentage of students participating in the mid-level assessment who have completed the new General Education program. To ascertain that the General Education program is successfully completing its mission, several more semesters of data will have to be analyzed. Further statistical analysis will be reported in future reporting cycles.

Changes in Mid-Level Testing Procedures

Beginning with the spring 2003 semester, Southeastern implemented a change in its testing procedures for Mid-Level Assessment. For the past two years, the General Education Committee and the Office of Institutional Research have explored a number of options to develop a more meaningful way to assess the General Education program.

In the past, juniors who had completed 60-89 hours have been tested on a dedicated assessment day, during which they took all five subtests of the ACT CAAP. This methodology has not produced a very complete assessment of the General Education objectives. In order to obtain a more complete assessment of the General Education program, the General Education Committee and the Office of Institutional Research jointly developed the following guidelines that will be implemented this spring:

- *On assessment day two subtests will be administered; **Critical Thinking** and **Reading**. Thirty students in each classification level (Freshmen, Sophomore, Junior, Senior) will take the Critical Thinking subtest, and thirty additional students in each classification level (Freshmen, Sophomore, Junior, Senior) will be administered the Reading subtest. Thus, on assessment day 240 students will participate in mid-level assessment. The 240 students will be selected from a group of their peers.*
- *In the month of November for the Fall semester, and April for the Spring semester, two additional subtests, **Mathematics** and **Writing Skills**, will be administered in class. One hundred students will take the Mathematics subtest in MATH 1513, College Algebra. One hundred students will take the Writing Skills subtest in ENG 1213, Composition II.*
- *The **Science Reasoning** subtest will be administered by the Department of Biological Sciences, with assistance from the Department of Physical Sciences, as part of their ongoing study.*
- *During the months of November and April, the **Junior Survey**, which was formerly administered at the same time as the ACT/CAAP, will be given to 300 juniors in selected 3000/4000 level classes.*

Even as these new testing procedures are put into place, discussions are ongoing to improve the assessment of the General Education program.

Since Southeastern has been using the ACT/CAAP for mid-level assessment, the mean scores for Spring semesters has consistently been lower than those of the Fall semesters. As table 7.11 demonstrates this trend was reversed with the new procedures in place. And for the first time a subtest mean score exceeded the national mean score: Critical Thinking – 63.2, National Mean – 62.2. One test administration is not enough to draw solid conclusions. The results will be monitored for the next few years to see if the trend continues.

Table 7.11
CAAP Mean Scores

	<i>Critical Thinking</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Science Reasoning</i>	<i>Writing Skills</i>
<i>Fall 2002</i>	60.0	56.2	60.6	63.2	62.4
<i>Spring 2003</i>	63.2	57.1	62.4	NA	61.3

Section Three - Program Outcomes Assessment

Section Three of the report measures the extent to which students are meeting the stated program goals and objectives. Southeastern faculty were asked to respond to the types of assessment that were used and the number of students that were being assessed. The faculty then provided a summary and explanation of the assessment results.

Comprehensive standardized examinations, locally developed comprehensive examinations, certification tests, surveys, interviews, and senior seminars are some of the more popular tools currently used by the faculty. Based upon assessment, changes are occurring on a more rapid basis. All departments were assessed this past year using the Higher Learning Commission's Three Levels of Assessment Implementation. Departments are now thinking and using assessment to make decisions for planning, budgeting, personnel, and curricular matters. More modifications are being made to programs to meet the needs of the students and to foster student learning. The University is considering more writing in the General Education courses. In some instances programs have been deleted, and others added. Existing programs have deleted obsolete courses and added more relevant courses. This may have occurred in time, but assessment accelerated the process. New faculty with expertise were identified through assessment and have replaced those faculty who did not have their level of expertise. In addition, courses were modified and implemented with the intent of improving student performance. As the assessment process at Southeastern matures, more and more improvements should be expected.

Section Four - Student Satisfaction Assessment

Since 1985 several student satisfaction assessment surveys have been added. These surveys were linked with ongoing activities and were imbedded within the activities so that they become a natural type of feedback for the institution. Four examples are described below. First, annual surveying of graduating seniors was initiated in the Spring 1992 semester. A process was developed in which the survey was administered to graduating seniors by personnel in the Office of Academic Affairs at the time the individual students signed up for graduation. This process has continued to operate very smoothly since its inception. Two surveys currently used with the graduating seniors are the ACT Student Opinion Survey (SOS) and the College Outcomes Survey (COS). Second, starting with the Fall 1992 semester, juniors have been surveyed on Mid-level Assessment Day. This surveying of juniors has continued on a regular basis, with requests from departments and offices being integrated into the survey to obtain feedback about their programming or services. Third, beginning with the 1995-96 Academic Year, the School of Graduate Studies implemented a local survey for graduating masters' candidates. Currently discussions are ongoing as to the validity of this survey. The Graduate Council has been charged with reviewing the instrument and recommending changes. This will be accomplished during the 2002-2003 Academic Year. Once this is completed the survey will be administered and data collected and reported. A fourth area that has been surveyed is the Academic Advising and Outreach Center Survey for matriculating freshmen. This survey was developed and implemented starting with Fall 2001 semester. Data were collected and analyzed for the Fall 2001 and Fall 2002. The results of the survey were as follows:

- Freshmen self-advising dropped from 21% in 2001 to 6% in 2002.
- Twenty-three percent increase in students reporting satisfaction with advisors office hours.
- Ten percent increase in students reporting satisfaction with advisors exploring individual strengths and needs before choosing classes.
- Thirteen percent increase in students reporting satisfaction with their advisor's explanation of the relationship between individual class schedule and the students goals.
- Twenty percent increase in students reporting satisfaction with their advisors explanation of other campus services and where to go after enrollment.

Currently, more than 1,500 individuals, ranging from freshmen to alumni, are surveyed annually at Southeastern. Student satisfaction ratings have shown that Southeastern students feel very positive about their experiences on this campus and with the services provided by Southeastern offices. In many instances, Southeastern students gave significantly higher ratings than the norms of national user groups. This type of surveying will be used as feedback to continue to enhance the quality of services offered by Southeastern to its student body.

Section Five - Graduate Student Assessment

Over the past 18 months great strides have been made in the area of assessment in the School of Graduate Studies. SOSU offers five masters degree programs: the Master of Business Administration (M.B.A.) and MS in Aerospace Administration, both of which are housed in the School of Business, the Master of Behavioral Studies (M.B.S.) and Master of Education (M.Ed.), both of which are housed in the School of Education and Behavioral Sciences, and the Master of Technology (M.T.) which resides in the School of Arts and Sciences (formerly the School of Science and Technology). Each of these programs has reached different levels of maturity. The assessment culture for the M.Ed. and the M.B.S. Programs are at a more advanced level and rely on multiple sources of assessment data including teacher certification tests, student surveys, and nationally normed tests. The M.T. program and M.S. programs are not as advanced in the development of assessment programs primarily because of the newness of the M.S. program and major program revisions in the M.T. program. The M.B.A. is currently being revised to include the new criteria and guidelines from AACSB.

For the MBS program students were administered the locally developed Master's Programs Graduate Survey and took the Counselor Preparation Comprehensive Examination (CPCE). Results of the CPCE and the Graduate survey indicated that the outcomes for the MBS program were being met.

The M.Ed. program uses a variety of assessment methods which include the Local Masters Graduate Survey, The Oklahoma State Certification Examination (OSAT), The Comprehensive Exam, and a Writing Sample that was instituted this past year. For the 2001-2002 Academic Year the M.Ed. Program reported the following assessment activities: 45 students were administered the Comprehensive Examination with a first attempt pass rate of 60%; 53 students took the state certification test with a pass rate of 97.5%; and 11 students took the Writing Sample with a 91% first attempt pass rate.

The M.B.A. program assessed 29 students this past year using multiple types of assessment. Assessment tools included: standardized tests; exit and alumni surveys; capstone course evaluations, and the newly created advisory boards. As the School of Business continues its quest for AACSB accreditation, assessment will play a prominent role in the process.

The Master of Science in Aerospace and the Master of Technology both have Program Outcome Assessment Summaries in section 5. Both of these programs are working with their assessment coordinator, and the Director of Student Learning/Assessment to write and implement an assessment plan. The growth of the M.S. in Aerospace has outpaced their assessment activities, and the M.T. program is looking to restructure and refocus course content based on lack of assessment. Both of these programs now have viable assessment plans in place for the 2003-2004 Academic Year.

A variety of changes have been implemented by the graduate programs based on assessment data. The M.Ed. program in school counseling hired a coordinator with appropriate credentials; strengthened the program emphasis in the area of measurement and evaluation; integrated a portfolio system; have an ongoing review of selected course syllabi; and increased the number of hours for program completion to 48 hours.

The M.Ed. program in Education is planning to strengthen its programs in the following ways: (1) through hiring a graduate assistant; (2) enhancing faculty credentials in school administration; and (3) developing technology.

The M.B.S. program is planning the following changes based on assessment data: (1) enhancements to the internship experience; (2) increased emphasis on faculty licensure where possible; and (3) continuous review and modification of curriculum for currency.

Executive Summary Conclusion

Southeastern continues to strive to reach Level Three in its assessment process. Within the past two years a Director of Assessment has been hired. An Assessment Coordinators' group was convened that works directly, one-on-one if necessary, with the deans and department chairs. The Institutional Research and Assessment Committee was divided into two committees: The Institutional Assessment Committee and the Organized Research and Program Review Committee. Both committees were given new charges, goals, objectives, and function statements. This was done to enhance assessment on campus.

The General Education Committee has been working on implementing new testing procedures for the Spring 2003 semester. Also, the University recognizes the importance and the commitment it will take to have a General Education program that promotes lifelong learning. Based upon this the University hired a Director of General Education.

The Entry-level Assessment continues to improve. Under the direct supervision of the Assistant Vice President for Academic Affairs, Enrollment Management and Marketing, Southeastern has seen its retention rate raised 8% in two years. The enrollment has increased

eleven consecutive semesters. Things are happening at Southeastern, and assessment has a vital role in the process. **(End of Executive Summary)**

Faculty members and administrators have been working together to get a systematic, comprehensive, coherent process of assessment in place. Progress has been made. Results of the efforts in assessment may be located in the Resource Room contained within the Annual Assessment Reports that are submitted each year to the Oklahoma State Regents for Higher Education¹⁶.

Departmental Program Reviews

Program review was developed as a means of improving academic programs at Southeastern. This process occurs every five years and addresses the quality, value, outcomes, and effective use of resources as fundamental issues of review. Program review is a systematic, periodic and comprehensive evaluation of each degree program. The general purposes of program review includes verification of achievement of stated program goals; identification of needs, being the basis for planning; and becoming a means to assess programs with low enrollment. A protocol for review is given in the Academic Program Review Guide: Version 6. This includes a template for the report and the types of data and information that are required.

One important feature of the program review process is the inclusion of an external consultant to evaluate each program in an on-site visit. Program reviews are then reviewed by a committee under the newly-formed Organized Research and Program Review Committee. Program review has been of value to departments in fostering self-evaluation of programs, providing important external insights into strength and weaknesses, and in planning and budgeting.

Specialty Accreditation

Southeastern holds specialty accreditation in the fields of teacher education, music, and business.

Strengths and Challenges

Strengths

Students and recent graduates have a high level of satisfaction with their educational experiences at Southeastern.

Since 1997, assessment has been rapidly evolving. Much progress has been made in designing and implementing an effective assessment process on campus.

There is now a Director of Assessment and an assessment group that are actively evaluating and redesigning the assessment process.

The general education program now has a director that is actively evaluating the program. With a set of baseline conditions for the existing program, further steps for designing and implementing an effective general education program will be easier to identify.

Challenges

Designing and implementing a comprehensive plan of assessment for the University takes time.

Assessment is not evenly implemented within the university.

Some faculty are not part of the assessment process.

Students need to have more understanding of the reasons for and importance of assessment.

The general education program and School of Graduate Studies have not been seen as coherent, integrated units.

The state of disrepair in some buildings has been identified by some students as having a negative impact on learning.

References

- (1) Academic Policies and Procedures, Curricular Change Procedures, Appendix A (*see file folder #1*)
- (2) Departmental Mission and Vision Statements, Goals and Objectives (*shelf, Resource Room*)
- (3) Curricular Changes Since 1993 (*see file folder #57*)
- (4) Bachelor of General Studies, Undergraduate Catalog, p. (*see file folder #15*)
- (5) Bachelor of Applied Arts and Sciences, Undergraduate Catalog, p. (*see file folder #15*)
- (6) Association of Collegiate Business Schools and Programs (*see file folder #58*)
- (7) National Council of Accreditation for Teacher Education (*see file folder #59*)
- (8) Texoma Association for Public State Improvement (*see file folder #60*)
- (9) General Education Assessment Reports (*see file folder #61*)
- (10) Academic Policies and Procedures Manual, section 3.5.2 (*see file folder #1*)
- (11) SOSU Graduate Catalog, (*see file folder #16*)
- (12) Articulation Policy (*see file folder #62*)
- (13) Academic Policies and Procedures, section 4.8 (*see file folder #1*)
- (14) Academic Policies and Procedures, section 4.8 (*see file folder #1*)
- (15) Departmental Assessment Plans (*see file folder #63*)
- (16) Annual Assessment Reports (*see file folder #64*)
- (17) Assessment Matrix (*see file folder #65*)
- (18) Assessment Rubric (*see file folder #66*)
- (19) Institutional Assessment Committee Report (*see file folder #10*)