

CHAPTER 8

Criterion IV

The Institution can continue to accomplish its purpose and strengthen its educational effectiveness

Introduction

To fulfill the University's expectations for student learning, instructional programs at Southeastern must be designed to produce graduates who can acquire knowledge, develop their abilities to assess what they learn, and apply it effectively. To accomplish this, faculty must help students enhance their capacity to read and think critically and to communicate, both orally and in writing, with clarity and precision. Through the curriculum, faculty must also help students increase their competence in science reasoning and mathematics. In addition, the University must help students become aware of the cultural, social, political, technological and economic forces that shape the world. The instructional programs address disciplinary areas of specialization; however, they must go beyond essential content of discipline and provide the students with inquiry-and/or discovery-based learning skills that transcend disciplines and utilize multiple resources in the application of knowledge. Based upon the Mission Statement and Scope and Function Purposes/Objectives, programs on campus, both instructional and otherwise, must address issues to prepare the student for a lifetime of continuous learning.

This Self-Study Report has provided a pattern of evidence demonstrating that Criterion IV has been met. The evidence is clearly discussed throughout this document that provides organized resources, human, financial, and physical, that are allocated to support the University's plans for strengthening both the institution and its program that position it for the future. The patterns of evidence are detailed in this chapter as to how Southeastern integrates its planning into the decision-making process with tested capabilities of responding effectively to anticipated and unanticipated challenges to the institution. Assessment has been documented that demonstrates Southeastern's ability to enhance educational quality. Assessment is continuous and involves a variety of constituencies that provide meaningful and useful information to the planning process as well as to students, faculty, and administration.

Planning Across the University

At Southeastern there is well established and detailed University-level planning in every academic, financial, and physical area. Plans cover all of the major activities on campus including budgets,¹ facilities,² student services,³ the libraries,⁴ and the development of technology.⁵ A paradigm of University planning includes administrative, faculty and student involvement. The process by which these plans are developed is a combination of bottom-up concern about an important issue and top-down leadership and oversight in the development of the plan. By design, however, the bulk of planning decisions is made by the functional units of the University. Such plans and decisions are made in concert with the Mission Statement of the University and in pursuit of its articulated Scope and Function Purposes/Objectives.

Integration of the various units and their plans occurs as a result of regularly planned exchanges among the President, the three vice-presidents, associate vice president, the two assistant vice presidents, unit and or division leaders, and the University's Faculty Senate and its various committees, so that the University's priorities can be readily identified and pursued. Whenever issues that cross unit boundaries are identified, the appropriate personnel and committees, identified previously are quickly mobilized by the administration, Faculty Senate, or the administration and Senate acting together in a consultative relationship. This system is designed to yield proactive results as well as responses to the varied issues and challenges that present themselves.

Over the course of the past six years Southeastern has experienced growing pains in its planning processes. As all the various constituencies come together, it often becomes difficult to design, develop, and implement programs. It takes a special effort to see that they are carefully cultivated to ensure that there is the necessary support and buy-in from various stakeholders. Clearly in this complex system of planning and communicating from top to bottom and bottom to top, and across functional boundaries, is of paramount importance. Planning is an area in which Southeastern continues to strive for growth as an institution.

Academic Planning

For several years, Southeastern Oklahoma State University has pursued a direct approach to the critically important function of academic planning. By design the bulk of academic planning decisions are made by the departments. Such plans and decisions are made in concert with the Mission Statement in pursuit of its articulated Scope and Function Purposes and Objectives. Every year Southeastern prepares an Academic Plan⁶ that is the manuscript for academic planning on campus. Southeastern's Academic Plan is then compiled by the staff in the Office of Academic Affairs in conjunction with faculty and staff from across campus. Data were requested from a variety of sources and were coordinated and edited in the Office of Academic Affairs. Key offices and committees which contributed data to the 2002 Academic Plan included The Office of Institutional Research; The Deans and various faculty of the three academic schools; The Office of the President; The Office of Distance Education; The Planning and Resource Council; The Marketing Goals Team; The Enrollment Management Goal Team; The Renovation/Expansion Goal Team; The Technology Resources Goal Team; The Collaboration Goal Team; The Office of the Assistant Vice President for Academic Affairs Information and Technology; The Office of the Assistant Vice President for Academic Affairs Enrollment Management; The External Scanning Team; The Office of the Vice-President for Business Services; The General Education Committee; The Office of University Development; and The University Placement Office. In all 17 different units of the University were involved in supplying key data to The Office of Academic Affairs for review and editing.

Several documents were utilized extensively in the development of this plan: The 2001 Academic Plan; The Preliminary Enrollment Reports for Fall 1994-2001;⁷ results of the Junior Survey (1994-01),⁸ various committee minutes and reports associated with the activities of the Planning and Resource Council and its associated teams; The Vision 2005 Statement and The President's Budget Highlights Report FY 2002-2003⁹ (as presented to the Board of Regents of Oklahoma Colleges). The Office of Academic Affairs acted as the catalyst for the development of the 2002 Academic Plan. Initially, existing reports were utilized that addressed the specific

areas of The Academic Plan. Where new information or data were needed, specific requests were made to the appropriate office or department. These data were then organized and integrated within the plan. The Vice President for Academic Affairs and the President then both reviewed the final drafts of the plan prior to submission. This past year the Faculty Senate reviewed the 2001-2002 Academic Plan and was given the opportunity for input.

Strategic Planning

The development of Southeastern's current planning model began in earnest with the hiring of President Glen D. Johnson. To assist the University in its strategic planning, Dr. Ed Penson was hired as a consultant. His charge was to help identify major internal and external driving forces that affect Southeastern. On October 22-24, 1997, Dr. Penson made his first visit to Southeastern. He conducted interviews with administrators, deans, chairs, members of the alumni association, and the director of Southeastern's foundation. During the interviews, Dr. Penson discussed the steps for the strategic planning process and provided documents that explained each step of the process. These documents consisted of the following topics: identifying driving forces; establishing a strategic planning and resource council; organizing teams; and crafting goals for scenario achievement.¹⁰

Planning Teams

After Dr. Penson met with various members of the administration and other constituencies, Southeastern announced that a Planning and Resource Council (PRC) would be constituted. The responsibility of the Council was to research data and demographics to be used in the university's planning processes. It would not be a policy-making or governance body, but an advisory council. This council studied facts from databases about students, faculty, administration, staff, demography, and budget information. On January 20, 1998, the Planning and Resource Council announced the constitution of three other planning teams who would report to it. They were the Internal Scanning Team, The External Scanning Team, and the Values Identification Team. The assignment of these teams was to identify major driving forces, such as external factors or trends that were most likely to impact SOSU. The external factors or trends represented opportunities and/or threats that needed to be considered as Southeastern planned for its future.

Values and Initiatives

The assignment of the Values Identification Team by Southeastern's Planning and Resource Council was to identify values shared by members of the University's community. Dr. Penson recommended that the goals for strategic planning should fit the values and belief system of the people who were to implement them; these values were generated to provide a standard for Southeastern's planning processes. The planning process for generating the values consisted of three phases. First, the Values Identification Team, acting as an exploratory group, generated a list of potentially shared core values to be used as a guide. The core values were based on the University's Mission Statement and Scope and Function Purposes/Objectives as delineated in the Undergraduate¹¹ and Graduate¹² Catalogs, as well as from the team members' personal experiences at the University. In the next phase staff, administrators, and students were randomly selected for participation in focus group interviews. A moderator from the values team

gave the core values generated by the exploratory group to the focus groups and engaged them in a discussion about each. The participants then selected what they perceived to be the top five values of the University. In the third phase, a survey was mailed to the alumni. It also consisted of questions based on core values identified by the exploratory group. Twelve value statements were identified by this process that became the foundation for the five major initiatives listed on Southeastern's 2002 Vision Statement and the six major initiatives listed on Southeastern's 2005 Vision Statement.

The following statements provide examples of comments made by participants in the focus groups:

1. Southeastern is committed to the primacy of learning. Members stated that learning is central over other concerns. Members also stated that students should learn through means other than by instruction. Several focus group members felt that while some students are committed to learning, others were concerned primarily with obtaining employment. Some members also stated that professors are not given enough time to attend to the learning process of their students.
2. Southeastern promotes an academic environment based on collegiality and collaboration. Some members stated that this value exists within most departments, but perhaps not among departments. Some members stated that the University's small class size allows collegiality and collaboration and promotes one-on-one communication between students and faculty. Members concurred that teamwork among the faculty ultimately benefits the students. According to some members, collaboration increased the exchange of ideas and research potential. Some expressed concern that the University's buildings and facilities inhibit collaboration opportunities because of space and location allotments.
3. Southeastern is committed to the holistic development of its students. This statement could mean that holistic development is about all activities in the life of the student, or that SOSU is developing students in different ways, using different methods of teaching. It also could mean that SOSU is committed to the development of the student intellectually, spiritually, morally, socially, etc. There was some disagreement among members that this value was not being promoted because of the omission of such courses as geography and world civics. There was a perception that SOSU does not promote holistic development with commuter students.

Strategic Planning Retreats

After Dr. Penson met with various members of the administration and other constituencies, Southeastern organized a Strategic Planning Retreat. This retreat involved administrators, faculty, staff, and students coming together primarily to identify goals for the University. The first retreat was held on April 22-23, 1998. During the first retreat the participants created five major goals that they believed should be top priority for all constituents of the University. One goal consisted of the need to increase the number of students after several years of decline in enrollment. Another goal included the desire to have more collaboration

among constituents of the University such as more collaboration between faculty and students, the University and the community, Southeastern and other colleges and universities, and among academic departments. Marketing was another goal that participants viewed as a top priority. Renovation and appearance of the physical campus was also identified as a major priority. The fifth goal identified at the first retreat was Technology.

Other retreats were held November 1999, February 22-23, 2000, September 29, 2000, January 22, 2001, April 30, 2001, September 11, 2001, April 2, 2002, and April 9, 2003. After the initial retreat, goal teams were created by the Planning and Resource Council to address each of the five major goals. Dr. Penson has been present at each retreat. At each subsequent retreat the goal teams presented reports of their progress. These reports were then used as springboards for discussion. Accomplishments made toward achieving each of these goals will be addressed later in this chapter.

Goal Construction

Dr. Penson worked with the constituencies of SOSU to construct goals for strategic planning. He suggested the goals should fit the values and belief system of the people who are to implement them. The goals should comport well with the mission of Southeastern. Each goal had a time target that helped us to monitor Southeastern's progress toward accomplishing the goal. An example of a goal with a time target was: "By 2000, Southeastern will have recruited and retained the following numbers of students." Dr. Penson suggested that the number of goals should be small. He recommended implementing three to five well-crafted goals, in a planning cycle of one to five years. Then three or four newly created goals should be implemented. Each goal should have a rationale, a collection of three or four sentences which state the reasoning (logic, timeliness, direction, purpose) behind the goal. The rationale should serve as a reminder of why the goal is important to implement. The goals should play more to strengths, comparative advantages, and opportunities rather than focusing on weaknesses and threats that face the institution. One to five years should be used for time targets to provide flexibility and a range that can be predicted and projected. With these guidelines Southeastern began planning its goals for the next five years.

The Six Major Initiatives

1. Individual Attention to Students

Through several planning processes, various constituencies of Southeastern have indicated that giving individual attention to students is an important initiative for the University. These groups meet the needs of the changing student profile through flexible scheduling, efficient advising, enrollment procedures, and competent faculty. Giving individual attention requires a twofold strategy. One goal is to give personal attention to students and encourage interaction between them and members of the University's administration, staff, and faculty. The other goal involves adapting students' educational experiences to meet their specific and individual needs. Southeastern offers many services to students who are at a disadvantage economically, physically, emotionally, or intellectually, as well as the advantaged student in honor programs to accomplish the University's initiative of giving individual attention to

students. The University also addresses the needs of middle and high school students, new freshmen, transfer, and non-traditional students.

The following sections of this first major initiative describe five categories of services. The first section covers student support services that describe comprehensive services to students who are economically disadvantaged or have learning or physical disabilities. The second section discusses educational experiences for the student. The third section includes the University's website as a way of reaching the individual student's needs. The fourth section includes the various offices and individuals who meet the students' needs in terms of enrollment and admission. The final section includes enrichment programs such honor programs.

Student Support Services (www.sosu.edu/sss)

Student Support Services (additional information on Student Support Services is located in Chapter 6, p. 140) is one of the EOC Programs that is federally funded through the United States Department of Education. Since its inception in 1977 Student Support Services has met or exceeded all Department of Education objectives. The criteria for participation include being a first-generation college student, have low family taxable income, and/or certified disabilities. The mission of Student Support Services is to provide comprehensive services including tutoring, cultural experiences, counseling, academic advisement, career exploration, and study skills training that will increase retention and graduation rates and support from the University community. The services provided by the Student Support Services are congruent with the University's mission and purposes.

The support services program requires all participants to complete an individual needs assessment. During the intake process for students with disabilities appropriate accommodations are defined and the faculty or University department is notified of the student's needs. Accommodations could include, but are not limited to: (1) tape recorded lectures, (2) note taking, (3) sign language interpreters, (4) additional time for testing, (5) adaptive equipment (computers, seating, enlargements, etc.), (6) readers, (7) classroom re-assignment, (8) service animals, (9) student housing accommodations, (10) recorded syllabi, handouts, etc. From this information, the program gives individual attention to participants in the following ways: Personal counseling, tutoring in most subject areas, and academic advisement. The academic advisement includes helping students to determine a major and/or a career field. Additionally, the Student Support Services offices contact all participants at least twice a semester to determine academic and other progress. Enrollment advisement is also provided to many participants, and Study Skills Training is available in groups or individually. Assistance with financial aid forms is available and encouraged. Senior level students are given graduate school enrollment information. Based upon the available resources 300 plus students receive needed services each year through this program. Approximately one-third of all participants are in the tutoring program, and 50 or more students are eligible through documented disabilities.

Students with disabilities receive additional services that facilitate academic progress at Southeastern. Program objectives address retention, academic progress, financial aid assistance, and individual assessment of needs, fiscal/administrative record keeping, and the creation of an informed and supportive institutional community. A primary goal of the Student Support Services

Office is to achieve equal educational opportunities and full participation for students with disabilities and to increase every student's access to experience, activities, and roles.

Educational Services

Learning Center (www.sosu.edu/learningcenter)

The Learning Center (additional information on the Learning Center is located in Chapter 6, p. 105) is part of a comprehensive University effort designed to support quality educational experiences for students. It was established to support the assessment and development of basic skills in English, reading, and mathematics. It is charged with the responsibility of assessing and placing new students who may be academically at risk. It offers support in basic skills to students through a multi-faceted basic literacy program that is tailored to meet diverse student needs. Individual learning styles, self-paced learning, and different levels of preparedness are essential considerations in the program. The Learning Center was created to meet the requirements outlined in a policy that was implemented as a part of Southeastern's assessment program. 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 development 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 Fall 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 universities= 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, personal success, and will continue efforts to raise the levels of academic achievement.

Coursework Experiences

Academic departments provide courses that enable students to discover and achieve their highest potential. Highly qualified faculty provide personal attention to students in the classroom and laboratory, on field trips, and during extracurricular activities. Students are prepared for careers by the breadth and rigor of each program; students also develop the knowledge, skills, and habits necessary for responsible citizenship and continued and continued self-improvement through lifelong learning. Departmental faculty continuously strives to enrich the quality of teaching and learning through self, course, program, and departmental assessments. They are responsive to the changing needs of students and society while preserving the integrity of the core curriculum required of excellent programs within the various disciplines. Faculty have written multiple grants that provided students with scholarships and work study funds to conduct research with faculty allowing them to develop their knowledge base beyond text instruction.

Class Size

One of the primary ways that Southeastern gives individual attention to students is through its faculty to student ratio. Southeastern believes small class size allow personal attention and interaction between faculty and students, as well as interaction among students. The following three tables give a breakdown of class size by sections and subsections with overall faculty to student ratio.

Table 8.1
Number of Class Sections and Sub-Sections with Undergraduates Enrolled Fall 2000

Students	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class Sections	74	184	198	126	27	5	1	615
Students	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class Sub-Sections	9	10	25	6	1	0	0	51

Fall 2000 Student to Faculty Ratio: 18-1

Table 8.2
Number of Class Sections and Sub-Sections with Undergraduates Enrolled Fall 2001

Students	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class Sections	33	183	228	112	38	16	0	610
Students	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class Sub-Sections	7	11	33	0	2	0	0	53

Fall 2001 Student to Faculty Ratio: 18-1

Table 8.3
Number of Class Sections and Sub-Sections with Undergraduates Enrolled Fall 2002

Students	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class Sections	66	176	200	137	39	7	1	626
Students	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class Sub-Sections	6	13	32	2	0	0	0	53

Fall 2002 Student to Faculty Ratio: 19-1

Alternate Teaching Methods

Another way that Southeastern meets the individual needs of students is through teaching and course delivery methods. Faculty recognizes that not all students have the same learning style. Some students are visual learners while others are more aural and tactile learners. Southeastern, through a Title III grant, established a Center for Instructional Development and Technology that trains faculty in alternate methods of instruction to meet the needs of the students' personal learning styles. The Center has provided the faculty with the time and resources necessary to experiment with alternative teaching methods in model courses by giving release time from traditional teaching responsibilities. Funds from the grant have also allowed the University to create "smart" classrooms with computer capability for utilizing technological instruction methods. A more detailed account of the Title III grant and the CIDT can be found on page 236 in this chapter.

Specialized Degrees

Recent additions to Southeastern's services are the new degree programs that meet the individual needs of students, especially the needs of non-traditional students. For example, many students with technical degrees from two-year colleges have found, after a few years of employment, that they have the occupational skills needed for their current job, but lack the professional background needed to provide the foundation for successful careers. The employees did not have the occupational maturity, communication skills, or additional competencies needed to strengthen their previous training for career advancement. In some cases advancement from technician to manager requires a bachelor's degree and academic training. The new Bachelor of Applied Arts and Sciences degree program (B.A.A.S.)¹³ offered at Southeastern is designed to offer students with an Associate of Applied Sciences (A.A.S.) degree and/or Associate of Applied Arts (A.A.A.) degree from a junior or community college the opportunity to obtain a baccalaureate degree. A committee composed of Southeastern faculty review the request of each student who wishes to pursue the B.A.A.S. degree and design a degree plan to meet his or her individual, academic needs given certain restrictions. During the 2002-2003 Academic Year this program had 35 majors and 1 graduate. Other specialized degrees include the Bachelor of General Studies (B.G.S.)¹⁴ (primarily created to meet the needs of the non-traditional student who is pursuing a degree, but has not decided on a major), the Bachelor of Business Administration (B.B.A.),¹⁵ the Bachelor of Music (B.M.),¹⁶ and the Bachelor of Music Education (B.M.E.).¹⁷ The Bachelor of General Studies has proven to be a popular program with 75 majors and 8 graduates.

Upward Bound (www.sosu.edu/upwardbound)

Upward Bound is a special program for students from disadvantaged backgrounds. It develops skills and motivation necessary for success in education beyond high school among low-income and potential first generation college students who are enrolled in high schools. Upward Bound provides instruction in reading, writing, study skills, mathematics, and other subjects necessary for success in life after high school. The 80 high school students attend classes at Southeastern during the summer semesters. Learning is facilitated through the use of small groups where students are mentored by teachers who care for them. Academic, financial, and personal counseling give the Upward Bound students' individual attention that they need to be encouraged to attend postsecondary education. Tutorial services for these students are available when needed. Opportunities are also provided for each student to experience cultural and educational events to promote total development. Assistance in completing college admissions testing, college admissions applications, and financial assistance is provided by this program. Summer activities are followed up with tutoring, counseling, and group activities throughout the school year. The evaluation plan for the Upward Bound program provides for collection and compilation of data (see Table 8.4) to review and monitor activities as they occur (comparison of actual accomplishments to projected accomplishments). All internal and external evaluation data are presented in an annual Department of Education Performance Report. The United States Department of Education's Regional Office and the Oklahoma Peer Review Board conduct external, on-site evaluations.

Table 8.4
Upward Bound
2001-2002 Program Objectives

OBJECTIVES	PERFORMED BY						EVAL BY	
	Project Director	Academic Coordinator	Academic Advisors	Secretary/Technical Assistant	Tutor/Mentors	Volunteers	VP for Student Services	Project Director
1. Identify & Select	P	P	P	S			S	P
2. Serve Higher Risk Students					S	S	S	
3. Improve Academic Skills	F	P	P	S	S	S	S	P
4. Retention in Program	F	P	P	S	S	S	S	
5. Postsecondary Admission and Enrollment	F	F	P	S			S	
6. Postsecondary Graduation	F	F	P	S			S	
7. Mentoring/Career Guidance	F	F	P	S			S	
KEY	F = Facilitate			P = Primary			S = Support	

Upward Bound Math/Science Center (www.sosu.edu/ubmathscience)

The Upward Bound Math/Science program at SOSU represents an effort of the University to serve low-income and first-generation families in the local service area. The ultimate goal of the programs is to increase postsecondary enrollment of these students in the math and science disciplines. The Upward Bound Math/Science Program will enroll 50 eligible students from eight counties in southeastern Oklahoma, and from Grayson County in Texas. These 10th and 11th grade students are involved in intensive training in math and science areas during a six-week summer term. State of the art equipment, hands on experience, lab/field work, mentoring, and actual research activities will be employed to help motivate these students toward postsecondary preparation in math and science fields. Examples of summer courses that are part of the program are environmental chemistry, environmental biology, computer science, physics, earth science, statistics, and technical reading and writing. The SOSU Upward bound Math/Science program has been successful in accomplishing their objectives (see Table. 8.4). Annual performance reports for all three of the Upward Bound programs are on file in the resource room.¹⁸

Educational Talent Search (www.sosu.edu/talentsearch)

Talent Search, a program funded directly through a grant from the United States Department of Education, identifies students in grades 7-12 with the potential for postsecondary education. At least two-thirds of the students are potential first-generation college students from low-income families. The program provides encouragement and assistance to students in completing their secondary education and beginning a postsecondary educational program. Services are provided by trained counselors through individual and group presentations; workshops and seminars are designed to promote career awareness and educational planning, admissions and college placement, financial aid, study skills, tutoring, and dropout prevention. Evaluation is accomplished in several ways. The secondary completion rate and college enrollment of participants measure the overall effectiveness of the program. Participant evaluation of services and activities is documented in program files. Target school and agency contact persons to complete an evaluation of the services provided and the program representative who provided the services. Program compliance with federal regulations, grant standards, and University policies is monitored by the Program Director, the University's administration, and the United States Department of Education regional office. Table 8.5 delineates the success rate of the nine objectives that govern the progress of Talent Search. Annual performance reports are on file for the last four years in the resource room.¹⁹

Table 8.5
Talent Search
Summary of Objective Accomplishments -
2001-2002 Program Year

GOAL/OBJECTIVE	ACCOMPLISHMENT (for reporting period 09/01/01 to 08/31/02)
<p>Objective I: Selection of Participants</p> <p>Proposed: Identify and select eight hundred (800) eligible youth within the prescribed target area by February 1, at least two thirds (2/3) of whom will meet both low income and first generation selection criteria. All will demonstrate a need for Talent Search services in order to achieve their educational goals.</p> <p>Early Intervention Component – Phase VI</p> <p>Proposed: Eighty (80) 7th grade participants are selected each year for concentrated motivational activities and are carried through graduation or until service is no longer needed.</p>	<p>Actual: One hundred percent (100%) of the objective has been accomplished. Eight hundred (800) eligible youth were identified and selected within the prescribed target area by February 1. Ninety-two and seven tenths percent (92.7%) met both low-income and first generation eligibility requirements.</p> <p>Actual: There were 143 7th graders selected for inclusion in the Early Intervention Component. Objective met.</p>
<p>Objective II: Satisfactory Progress</p> <p>Proposed: Ninety-six percent (96%) of the Talent Search participants will satisfactorily progress in secondary school and/or complete secondary and/or completed secondary school requirements.</p>	<p>Actual: Ninety-nine and seven tenths (99.7%) of the current Talent Search participants have made satisfactory progress in secondary school. Objective met.</p>
<p>Objective III: Post-secondary Admissions</p> <p>Proposed: Sixty percent (60%) of the “college ready” Talent Search participants will be admitted to a postsecondary education</p>	<p>Actual: Sixty three percent (63%) of the “college ready” participants were admitted to a postsecondary institution.</p>

institution.	Objective met.
GOAL/OBJECTIVE	ACCOMPLISHMENT (for reporting period 09/01/01 to 08/31/02)
Objective IV: Financial Aid Proposed: Eighty percent (80%) of the college ready program participants will be awarded financial aid for postsecondary education.	Actual: One hundred percent (100%) of the “college ready” participants were awarded financial aid for postsecondary education. Objective met.
Objective V: Re-entry Dropouts Proposed: Fifty percent (50%) of the Talent Search participants who are secondary or postsecondary dropouts will re-enter an educational program.	Actual: Fifty percent (50%) of the Talent Search participants who dropped out of secondary school have re-entered an educational program. Because of age, postsecondary dropouts are referred to Southeastern Oklahoma State University’s Educational Opportunity Center. Objective met.
Objective VI: Tutoring Proposed: Seventy percent (70%) of the Talent Search participants who receive tutoring will improve their grade in the subject tutored by one letter grade.	Actual: Seventy two percent (72%) of the Talent Search participants who received tutoring improved their grade in the subject tutored by one letter grade. Objective met.
Objective VII: Counseling Services Proposed: The Talent Search staff will provide or facilitate the provision of counseling services for the Talent Search participants who require counseling. Seventy-five percent (75%) of those who receive counseling will continue in their educational program.	Actual: Ninety-four and three tenths percent (94.3%) of the participants who received counseling are continuing in their educational program. Objectives met.
Objective VIII: Career Orientation Proposed: Eighty percent (80%) of the Talent Search participants will participate in career orientation activities.	Actual: Ninety-four and five tenths percent (94.5%) of the Talent Search participants have participated in career orientation activities. Objective met.
Objective IX: Enrichment Activities Proposed: Fifty percent (50%) of the Early Intervention participants will attend events designed to provide exposure to college campuses, cultural events, academic programs, and other enrichment activities usually unavailable to rurally isolated youth from low-income families.	Actual: Fifty seven and three tenths percent (57.3%) of the early Intervention Component participants have attended events designed to provide exposure to college campuses, academic programs, and other enrichment activities usually unavailable to rurally isolated youth from low-income families. Objective met.

Educational Opportunity Center (EOC)

The Educational Opportunity Center program targets adults age 19 and older who have the potential to complete a program of postsecondary education but have not completed one. At least two-thirds of the program participants are potential first-generation college students from low-income backgrounds. Trained guidance specialists provide information and assistance in the following areas: admissions and placement, financial aid, career exploration, study skills and tutoring, GED preparations, and other self-help programs. A major concern of this program is to help the adult learner find the best educational match for his/her particular circumstances. Skill building activities are offered to assist in preparation for college level work.

The goal of EOC is to increase the number of adult participants who enroll in postsecondary educational institutions and a tracking plan is in place that will provide data to determine retention of EOC clients in their postsecondary educational programs.

Table 8.6 delineates the success rate of the eight objectives that demonstrates the success of the EOC program. Annual performance reports are on file for the last four years in the resource room.²⁰

Table 8.6
EOC
Summary of Objective Accomplishments
2001-2002 Program Year

GOAL/OBJECTIVE	ACCOMPLISHMENT
<p>Objective I:</p> <p>Proposed: Collection and dissemination of post-secondary education information and financial aid resources to the adult population throughout the target area utilizing at least ten (10) distribution sources).</p>	<p>Actual: Collection of accurate and current post-secondary educational information and financial aid resources was accomplished through informational networks, electronic data files, college fairs, career fairs, campus visits, and an updated collection of catalogs from area colleges, and by attending financial aid workshops. Dissemination was accomplished through the utilization of the area's newspapers, radio stations, T.V. stations, and cable channels, through direct mailings, brochures, flyers, and newsletters, and at resource rallies. One hundred and twenty-eight (128) distribution sources were utilized during the program year.</p> <p>Objective has been exceeded.</p>
<p>Objective II:</p> <p>Proposed: to identify 1,450 eligible adult participants (2/3 are low-income/first-generation) and to assess participants' needs and ability to benefit from services).</p>	<p>Actual: 1,638 eligible adult participants have been identified. 1,263 (77%) of the eligible participants met the low-income/first-generation criteria. One hundred percent (100%) met the U.S. citizenship requirements. Need for service and the ability to benefit were documented in each participant's file. Ethnic distribution was representative of the target area demographics.</p> <p>Objective has been exceeded.</p>
<p>Objective III:</p> <p>Proposed: Sixty six percent (66%) or 924 of the EOC participants will receive assistance in the preparation of forms for post-secondary admission and financial aid and 50% of those eligible for post-secondary admission will be accepted for admission.</p>	<p>Actual: 1,145 or 69% of the eligible participants received assistance with admissions and financial aid applications. 818 or 71% have enrolled in post-secondary educational programs. Objective has been exceeded.</p>
<p>Objective IV:</p> <p>Proposed: The EOC staff will provide or facilitate the provision of academic and/or personal counseling services for 95% of the EOC participants.</p>	<p>Actual: 95% or 1,571 participants received counseling services.</p> <p>Objective has been met.</p>

GOAL/OBJECTIVE	ACCOMPLISHMENT
<p>Objective V:</p> <p>Proposed: The EOC guidance specialists will arrange appropriate and feasible tutorial assistance as needed. Completion of tutorial assistance activities will result in 85% of the participants improving their skill levels.</p>	<p>Actual: 25 tutorial sessions were reported in the program year with 85% demonstrating improvement. The only ones who didn't improve were participants who only attended one tutoring session. Tutorial activities included individual and computer assisted sessions. Objective was exceeded.</p>
<p>Objective VI:</p> <p>Proposed: To provide career information and assist with career decisions which will lead to acceptance into post-secondary institutions.</p>	<p>Actual: 942 participants received career counseling during the program year. Career planning activities included vocational inventories, aptitude surveys, and interpretations, computer, video and printed resources. Job fairs and career fairs were venues for the distribution of career information to the target area adults. Job success information and workshops included job skills, educational requirement, and work ethics. Objective was exceeded.</p>
<p>Objective VII:</p> <p>Proposed: Seventy percent (70%) of the EOC participants who complete the test preparation and self-help seminars will be admitted in a post-secondary institution during or by the end of the program year.</p>	<p>Actual: Seventy-seven percent (77%) of the participants who participated in test preparation, self-help sessions, and college survival skills enrolled in post-secondary institutions. Self-help sessions presented during the program year included the following subjects: test taking skills, self-concept, goal setting, college survival, and self esteem. Objective was exceeded.</p>
<p>Objective VIII:</p> <p>Proposed: Sixty five percent (65%) of all participants who meet eligibility criteria, who have completed the admission process, completed the financial aid application, and committed to post-secondary opportunity will actually enroll in a program of post-secondary study.</p>	<p>Actual: 818 or 71% of the 1,151 "college ready" EOC participants enrolled in post-secondary education. Information was provided about all available campus support services (counseling, Student Support Services, tutoring, library, and work study positions) to EOC participants. The placement objective was exceeded.</p>

GEAR-UP (www.sosu.edu/gearup)

The GEAR-UP Partnership is a \$13,600,000 grant received by Southeastern over a five-year period. This project is designed to form a partnership between Southeastern and participating public schools to enhance the chances that public school students in the region will be successful in college. This project is fully staffed and operational and is making significant progress in reaching the project's goals. (additional information can be found in Chapter 6, p. 102)

University Website

Another method that Southeastern utilizes for meeting the individual needs of students is through its website. The University has created a convenient website that provides students with virtually every aspect of Southeastern (found at www.sosu.edu). In addition to academic, enrollment, upcoming events, and current news information, the website has links that help

students connect majors with careers. For each major that interests the student, he or she can click on information to find an outline of common career areas, typical employers, and strategies designed to maximize career opportunities. The student can also choose links from Southeastern's website to find a list of websites that provide information about listed majors and related careers. In addition to career information, both prospective and current students can access scholarship information for attending Southeastern and download forms. Students can also browse the Campus Directory found at www.sosu.edu/campusdirectory for SOSU Faculty email addresses. Many faculty have created individual websites that provide information such as course syllabi, class schedules, and office hours.

Recruitment/Enrollment

The Academic Advising and Outreach Center (www.sosu.edu/advisingcenter)

The Academic Advising and Outreach Center serves the needs of freshmen (students with fewer than 24 credit hours), transfer students and students with academic deficiencies. Once a student is admitted to Southeastern and completes College Placement Testing (if required), the academic advisors in this center work with undergraduate students to identify academic options, choose appropriate academic strategies, and recognize barriers to academic success. In the Academic Advising and Outreach Center students learn how to explore interests and goals related to choosing majors, classes and careers. This center also evaluates external factors that influence academic performance of the individual student. Two full-time Academic Advisors, the Director of Freshman Programs, and a secretary staff the Center. When time or expertise constraints require, the Center contacts appropriate faculty advisors for assistance. (additional information can be found in Chapter 6, p. 102)

Faculty Advisors

While Southeastern has several offices that advise students in terms of selecting class schedules and choosing majors/careers, faculty members in each department advise students with these needs. Faculty post office hours for student advisement and arrange for appointments. Faculty help students with paper work or with decisions that they use when enrolling by other means such as telephone or internet enrollment.

The Office of Admissions and Recruitment Services (www.sosu.edu/futurestudents)

The Office of Admissions and Recruitment Services is charged with the responsibility of disseminating information about Southeastern to prospective students. Thousands of students from high schools all over Oklahoma and north Texas are contacted annually through the efforts of this office. In addition to visiting high school programs, office personnel also visit high schools to speak to senior and junior English classes. Visiting with the individual students is also a part of the recruiting effort. On campus, the office is usually responsible for campus tours and for coordinating contacts between prospective students and faculty advisors. ACT reports are used to make personal contacts with students, and efforts are coordinated to include Deans and Department Chairpersons in the recruiting effort. The office works closely with the Financial Aid Director to hold financial aid workshops in many area schools. Also, it is the

responsibility of this office to visit state junior colleges to inform transfer students of opportunities available to them at Southeastern. Arranging individual and group visits is an important part of making transfer students welcome on campus. (additional information can be found in Chapter 6, p. 99)

Minority Recruitment

Southeastern has made a greater commitment to equity and diversity with its specific efforts for minority recruitment. The Coordinator of the Multicultural Center works with the Office of Admissions and Recruitment Services to recruit minority students. All Southeastern advertisements feature a diverse student body and some of them are targeted to the intended audience. Southeastern's library features a premiere ethnic book collection. Alumni who return to their homelands in places such as Botswana, South Africa, Bangladesh, Jordan, and China recruit prospective students for Southeastern. Many diverse speakers have been brought to campus by academic departments and/or by the Office of Diversity. Some of these speakers came to campus with problematic perceptions of Southeastern, but all left with very positive comments.

Native American recruitment focuses upon two specific annual events. First, a recruiting session at Arrowhead Lodge on Lake Eufaula (in the northeastern section of the region) is directed at the five Civilized Tribes (Choctaw, Chickasaw, Creek, Cherokee, and Seminole), as well as smaller tribes that inhabit the state. Second, a recruiting session in Sulphur is directed at the Chickasaw Tribe. It should be noted, that the Choctaw Nation's Headquarters are located in Durant; and by virtue of its proximity, Southeastern recruits a large number of Choctaws through visits to area schools since ten of the twelve counties that comprise the region are the original Choctaw Nation.

African American recruitment targets specific communities, such as Oklahoma City, Tulsa, and Dallas, Texas. Southeastern also participates in the Texoma Black Expo in Sherman, Texas, and has many activities on Martin Luther King, Jr., Day. Southeastern has a Black Student Organization and a Black Alumni chapter of the Southeastern Alumni Association. Little has been done at this point to specifically target Hispanic students though plans are in place, however, to identify venues for the recruitment of Hispanic students and to build the organizations and support groups to welcome them.

New Freshmen

Another method of meeting individual needs of students is services provided to and focused on incoming freshmen. New first-time entering freshmen and concurrent high-school student are required to attend an orientation program entitled Fall Preview. At this event, hosted both in summer and spring semester, incoming students meet with current students, academic advisors, connect with faculty, learn about student services and campus life. The program also offers information on Consumer Credit Counseling and covers detailed information on concerns of campus safety. This allows students to make an easier transition to college life as well as feeling more at home on campus. In addition, Southeastern recommends that all first-time freshmen enroll in a two-hour orientation course, ORIE 1002 College Success. This course is designed to provide an opportunity for freshmen to learn, practice, and adopt specific strategies

to support their success in college. Class time is spent in a variety of activities, including lectures, exercises, group discussions, and programs geared to the concerns facing college students. This course is mandatory for students enrolled in remedial courses and for students who are undecided as to their choice of major. In addition are courses geared specifically to students in specific disciplines and programs such as aviation, music, FIRST (freshmen in residence succeeding together), President's Leadership Class, and the residence hall leadership program.

Transfer Student Information Session

A transfer orientation program is hosted twice every summer and once in the spring semester. This orientation serves to provide transfer students with information specific to our institution. They have the opportunity to meet with faculty and representatives of all student services divisions. All transfer students are encouraged to attend this session to make the transition to Southeastern as easy as possible. Information concerning clinic dates and contact information can be found in the Schedule of Classes.

Enrichment Programs

Several special programs are discussed in this section that attract, retain, and contribute to the development of Southeastern's students. Some programs provide enrichment experiences while others enable students to succeed in college by providing them with financial assistance and/or developmental experiences. Other programs target area and regional public school students to provide them with opportunities to explore their career interests and enhance learning-related skills. Typically, Southeastern's students come from an economically depressed region of a state. This is reflected in the low ACT and GRE scores. Programs, however, such as the Parsons Scholars and Honors Program, Minority Biomedical-Sciences, and Aviation attract quality students from within and outside the region.

Parson's Scholars Programs

The Parsons Scholars Program is an honors program designed for students of outstanding academic ability. This program is privately funded and is administered through the Southeastern Foundation. Students selected for the Parsons Program go through several assessment steps in a highly competitive selection process before they become a member of this elite group. Preference is given to scholars of Choctaw heritage to honor the donor's wishes. Parsons Scholars receive a fee waiver, a room allowance, housing, and a book allowance. Parsons scholars enroll in honors sections of selected courses and have scheduled enrichment activities. To ensure that consideration be given to the unique interest of the student, each scholar is assigned a major advisor according to his or her area of interest. The Parsons Scholars Program brings academically talented students to Southeastern and provides them opportunities to interact with faculty and other students in an honors program.

Honors Program (web address)

The Southeastern Honors Program has been built on the foundation created by the Parsons Scholars Program that has a long and honorable tradition at Southeastern. Originally, students, who had been considered for the Parsons' scholarship, but not selected because of the limited number of scholarships, were encouraged to attend Southeastern. The University has offered these students a partial fee waiver and this has attracted a significant number of honor students to campus. Today, the Southeastern Honors Program is an academic honors program that provides unique educational experiences for students with special talents and outstanding academic ability. The program also offers co-curricular enrichment experiences and challenges high caliber students to achieve to their academic potential. (additional information can be found in Chapter 6, p. 113)

Minority Biomedical Research Support Program

The Biomedical Sciences Program, funded by the National Institute of General Medical Sciences (NIGMS), has the goal of encouraging greater numbers of Native American, African American, and other minority students to pursue careers in the sciences and biomedical-related professions. The program offers an opportunity for minority students to learn about the nature of research by participating in undergraduate research projects in chemistry or biochemistry. In addition, students attend regional and national conferences to make presentations about their research activities, and learn about opportunities for graduate or professional education. Eligible students may earn \$3,400 each academic year by working for 15 hours per week on a research project and \$2,500 in a ten-week summer program. Since 1991, 13 students have been involved in this program each year. The program has been continuously funded at Southeastern since June 1, 1972, and is evaluated every four years by NIGMS through a dual peer-review process.

2. Active Learning and Internship Experiences

Mode of Instruction

According to the mission statement of Southeastern, one of its major initiatives is going beyond traditional modes of instructional delivery, such as lectures, to giving students opportunities to learn in alternate learning environments. Professors experimenting with new teaching methods have accomplished this initiative. Funds from the Title III grant enabled Southeastern to achieve its plans for providing students with active learning experiences. The grant has improved the efficiency and effectiveness of the University's curriculum. Faculty were trained to improve student learning outcomes by updating the content, pedagogy, and technology of their courses. Approximately 14% of the five-year budget was allocated for the development of model courses and for giving faculty release time to develop and teach model courses.²¹ (additional information can be found in Chapter 6, p. 79; Chapter 7, p. 191; and Chapter 8, p. 236)

Internships

Another way that Southeastern provides students with active learning experiences is through internships and intervention projects conducted in “real world” organizational settings. Internships are provided in many programs across campus. One particular internship program at Southeastern includes the Economic Development Program. In this program student interns have worked for individuals in area Chambers of Commerce, Economic Development Organizations, and Councils of Government to develop an economic development packet for communities and the surrounding area. Economic Development Organizations are those that agree to participate by allowing students to conduct internships in their organizations. The activities performed by the students may include developing Web sites, mapping infrastructure, conducting commercial market surveys and developing Economic Impact Analyses. The student interns have also been involved in writing community development grants for the area. In return the community or Economic Development Organization makes a commitment to match the tuition waiver granted by the educational institution, as well as a mileage reimbursement.

In the Economic Development Program, interns work with county industrial authority organizations, private businesses, higher education institutions, and state agencies to develop an assessment of the economic development infrastructure. The interns work in the county for eight weeks during the summer. Then they work through Southeastern during the school year to keep the information current. The student receives a tuition waiver for the work during the school year. The summer pay comes from the Economic Development Grant and matching contributions from the county.

This Economic Development internship program benefits not only the student but also the economic community. Using the technology and human resources (e.g., student interns) from higher education has allowed communities and counties to develop partnerships with each other in an effort to research, assess and develop strategic plans for economic development. This has been accomplished by forming a coalition of businesses and organizations that support the effort of an intern in their county.

Intern courses also provide students with opportunities to apply their knowledge in “real world” settings. The internship program continues to be one of the main assessments for the media studies option in the Department of Communication and Theatre. The internship program has been part of the Communication and Theatre Program for at least 14 years. Internships are required for majors in advertising and public relations, but are recommended for the Interpersonal/Organization option in the department. For the second straight year this academic program had over 30 interns. During personal interviews, many employers have stated that SOSU students were extremely competent and that they would look forward to having more in the future. Radio station managers were pleased that interns from Southeastern had expertise in the Scott System, a broadcast automation system. These same station managers noted that even graduates from private “big name” broadcasting schools did not know the system.

Some of the prominent places students have served as interns have included: Hillary Clinton’s campaign, American Airlines Corporate Headquarters, Southwest Airlines Corporate Headquarters, Doubletree Hotels Corporate Headquarters, Channel 4 in Oklahoma City, Disney

World in Orlando, and the U.S. Forest Service. The Department of Communication has also provided interns for a number of international, national and state media outlets. The department continues to provide a service to the local community. Over 90% of the interns in the department have been rated excellent by their supervisors. Many have gotten full-time employment when the internship was completed.

Interns in the Department of Communication are required to use a textbook and are closely supervised by professors who do on-site visits whenever possible. More about the internship program can be found in the SOSU bulletin and at <http://blackboard.sosu.edu> where an internship syllabus and other documents can be found. Part of the department's internship program has been implemented by the Southeastern Oklahoma Economic Development Network.

Principal and Superintendent Internships are required in the graduate education programs. The internship serves as the capstone experience in the study of the principalship and superintendency. Candidates have the opportunity to engage in hands-on experiences as they deal with issues related to public school administration. Some of the areas that are addressed are school law; board relations; board policies; school governance; budgeting and finance; facilities management; planning; communicating; effective teaching; implementing programs; and evaluating and utilizing human resources. Through the Department of Educational Instruction and Leadership, interns are required to complete 88 clock hours in the field with an additional ten hours of classroom time supervised by professors. These internships have been completed by hundreds of students since their inception 1992 and 1996.

Counseling Internships I and II for the Master of Behavioral Studies degree requires a minimum of 300 hours. These hours include experience in supervised settings, giving and receiving feedback regarding counseling sessions, workshops, time at site, and internship class. Settings for the internship are varied which can include hospitals, mental health agencies, clinics, private practice, youth authorities; and when appropriate, public and private schools. Students are responsible for two case studies during the semester. The case studies include a presentation, typewritten case summary, and an audio or videotaped excerpt of a counseling session.

The internship for School Counselor provides introductory, supervised, on-the-job training. The experience provides opportunities to use counseling and help skills in guidance program preparation; test administration, scoring, and interpretation; counseling; consulting; and other professional school counseling skills. The internship requires 100 hours of supervised experiences that includes approximately 40 hours of direct counseling services with students. Weekly campus meetings or individual supervision are arranged by the professor to meet the instructional needs of the student.

Partnerships

This section describes the various partnerships that Southeastern has accomplished in response to, and as a result of, its "strategic planning" processes. They include partnerships with other educational institutions, business and industries, government agencies, and minority organizations.

Educational Institutions

Southeastern has several partnership projects with East Central University in Ada. The Rural MBA project (formerly SOSU MBA Program at ECU) consists of Southeastern portions of the MBA program via IETV on the ECU Campus and at ECU's location in Shawnee. Another major partnership with East Central University is the SOSU/ECU Nursing Project. The Bachelor of Science in Nursing (BSN) is a collaborative endeavor that allows the ECU Nursing Program to be offered on the Southeastern Campus. This project is fully operational, and there are currently 31 students enrolled. In addition, 24 more students were admitted at the end of the Fall 2002 semester.

A diversity project was designed to encourage faculty diversity through collaboration with Langston University, Langston, Oklahoma. It was envisioned that SOSU would receive courses from Langston that would encourage more diversity in course offerings than have been traditionally available at SOSU. Three courses were offered during the spring 2002 semester with respect to this project. However, enrollment was not large enough to justify continuing and these courses were subsequently cancelled. Since that time the University of Oklahoma has picked up on the idea and has become Langston's major partner.

Southeastern has also established collaborative actions with two-year colleges in both Oklahoma and Texas. The Two-Year College 2+2 Project was designed to develop program by program articulation guides between Southeastern and as many as ten community colleges. These program by program articulation plans allow students to take the first two years of their college course work at their local community college and the last two years at Southeastern without losing any credit hours due to transfer. The articulation guides have been completed with the following junior/community colleges: Carl Albert State College, Collin County Community College, Eastern State College, Grayson County College, North Central Texas College, Murray State College, and Paris Junior College.

In addition to the collaborative projects with other colleges and universities, Southeastern has several projects with public schools. As mentioned before, the GEAR-UP Partnership is a \$13,600,000 grant designed to form a partnership between Southeastern and participating public schools to enhance the chances that public school students in the region will be successful in college. This project is fully staffed and operational and making significant progress in reaching the project goals.

Business and Professional Organizations

In addition to the partnerships that Southeastern has developed with other educational institutions, Southeastern has established several projects with other types of organizations. The Choctaw and Chickasaw Nations Dorm Renovation and Adviser Project is providing funds for dorm renovations and establishing a new student adviser position. The Chickasaw Nation Leadership Institute involves the collaboration of the School of Business Faculty delivering leadership training to the administrators and directors of The Chickasaw Nation. Training in

customer service, principles of management and time management have been provided to the Chickasaw Nation's leadership personnel.

Rural Communities

Southeastern Oklahoma State University is participating as a partner with the Southeastern Oklahoma Economic Development Network that provides interns for rural communities. The purpose of the Economic Development Intern for Rural Communities is to create partnerships between educational institutions, students, rural communities, and economic development organizations in an effort to strengthen economic development activities in southeastern Oklahoma. In southeastern Oklahoma large numbers of young people continue to leave the area to gain employment. One of the reasons for this is the lack of available jobs. The Economic Development Intern for Rural Communities allows students and rural communities to work together to develop the infrastructure that is needed to improve both living and working situations. The desired outcome; by partnering educational institutions with economic development organizations is to keep young people from leaving rural communities.

Governmental Agencies

The Tinker Air Force Base Project is designed to provide undergraduate and graduate aviation programs at Tinker Air Force Base in Oklahoma City. This project meets several of our strategic goals that include raising the visibility of the University in one of our major metropolitan areas and increasing enrollment. This project is now fully operational and is growing each semester. Enrollment from this collaborative project is now yielding an increase in enrollment in excess of 100 students per semester.

Oklahoma Centennial Project

The Oklahoma Centennial Project is a collaboration project which will renovate several of the historic buildings on campus and construct a memorial walkway. The Oklahoma Centennial Commission has approved this project for fundraising. This means that the Commission, in conjunction with Southeastern, will begin the fundraising part of the program. Implementation is three years away. As fundraising is successful, this will lead to large renovation project on campus.

3. Total Development of Students

The total development of students is another major initiative identified by the various constituencies of Southeastern Oklahoma State University. The University is in a region that can be characterized as rural, with significantly lower income, and higher poverty rates, than other areas of the state. This type of learning environment demands a concern for the total development of students that can be promoted through the offering of cultural, social, and educational experiences. The following sections for this major initiative will provide a summary of how Southeastern accomplishes the development of students. Addressing diversity issues, developing social skills, adapting to multiple learning styles, and providing cultural experiences are the concerns that exist among Southeastern's faculty, staff, and administration.

Diversity

The University supports its mission by working to give students new skills and knowledge to meet the challenges of America's increasing diversity. Faculty, staff, and administration are reminded that diversity is a rich mixture of race, age, religion, varying physical abilities, gender, and ethnic and geographic backgrounds essential to the quality of campus life. Because there can be a struggle in providing the best education in learning environments without exposure to diverse groups, the University is looking at how it can attract and open opportunities for qualified staff and students who adequately represent a diverse student body. In response to the needs of underrepresented populations, two positions, Director of Diversity and the Multicultural Coordinator, were created.

Learning Styles

Southeastern Oklahoma State University is committed to providing a learning environment that not only respects the diversity of every individual, but also recognizes students' different learning styles. Faculty adapts classroom instruction based on students' learning styles. For example, some students are active learners while some are reflective learners. Active learners learn best by doing something physical with the information while reflective learners do the processing in their heads. A major difference in student learners is whether the student is a visual learner who prefers charts, diagrams, and pictures or an auditory learner who prefers the spoken or written word. Many students are multimodal learners learning from many different styles. (See Title III Grant, Center for Instructional Development and Technologies below under major initiative #4.²²)

Social Skills

Southeastern has several programs that provide for students from disadvantaged backgrounds. One is the Upward Bound program that develops skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students who are enrolled in high schools. While Upward Bound focuses on educational skills, such as reading, writing, and mathematics, opportunities are also provided for each student to experience cultural and educational events to promote total development.

Another way that Southeastern fulfills its commitment to the total development of students is through the Residence Life Program. The Department of Residence Life strives to provide a living learning environment in which the total development of each resident is enhanced. Utilizing the wellness model of activity programming, Residence Life staff provides on-going support in the areas of social, physical, spiritual, cultural, emotional, sexual, intellectual and political wellness and life planning. In addition to the Wellness Model of Programming, we focus on four overall goals:

- To develop a mutually supportive community.
- To encourage personal growth and development.
- To encourage active citizenship, including volunteerism.
- To support the academic mission of the institution.

These four goals guide the development of policies and procedures, as well as on-going programming efforts.

Additionally, the Residence Hall Association, which is made up of all residential students, supports community development within the halls, and provides leadership opportunities for students. The development of a student judicial board and self governance communities within the halls are currently being explored.

The President's Leadership Class (PLC) is another program that Southeastern has created to accomplish the initiative of total development of the student. As a part of this program students attend weekly informational meetings highlighting programs and activities in leadership and communication skills, problem solving, team building, cultural diversity, group interaction, and campus life. The class meets regularly with President Johnson. Students in this program can take advantage of the unique opportunity to receive a second major or minor in Leadership Studies at Southeastern. To be eligible for the President's Leadership Class, students must demonstrate outstanding leadership in extracurricular activities and involvement in the community.

Cultural Events

Students are inculcated into cultural events through the planning of the Office of Student Life and various departments within Student Services. Cultural events sponsored by this Office and the Office of Multicultural Affairs continue to be forums on various cultures, months of celebration, Martin Luther King, Jr. Day of Service, and participation in the Native American Symposium. In addition, students have the opportunity to participate in discussion groups regarding cultural issues, attend leadership conferences with a cultural and global awareness focus, as well as participating in events sponsored by the Office for Student Life. In addition, students are provided the opportunity to attend performances by the Musical Arts Series, which features performers from around the world as well as attending performances by the SOSU Theatre program. Each spring, the Multicultural Office sponsors the Carnival of Cultures, which features a specific culture each year with the added benefit of programs offered by our international students as they teach students about their home countries and cultures.

4. Effective Use of Technology

Title III Grant²³/Center for Instructional Development and Technology

On October 1, 1999, Southeastern received a Title III Strengthening Institutions grant for \$1,748,339. The purpose of the grant addressed two of five problems revealed through the University's strategic planning process: "To improve student learning outcomes by training the faculty to bring the content, pedagogy, and technology of courses up-to-date and to maintain the currency; by revising the curriculum to provide increased relevance to life and work; and by determining the most effective and efficient modes of course delivery."

In the 2000-2001 Academic Year, Southeastern began the process of implementing and integrating technology into all facets of University life. The catalyst for this was the Title III grant that Southeastern received in 1999. This grant has provided the opportunity for the University community to be able to understand how technology is used, and how it will enhance student learning. During the 1999-2000 Academic Year, the following major technology initiatives were completed on campus:

1. The Center for Instructional Development and Technology (funded by Title III grant of 1.75 million dollars) was established to assist faculty with distributed learning courses and the integration of technology into the curriculum (see previous paragraphs, this section).
2. A student lab was added in the Library to allow access to the internet, e-mail and library services during the extended Library hours. This lab consists of 42 high-end Pentium III workstations and high-speed laser printers.
3. A new telecommunications switch was installed to service the 1400 users of campus telephone services. This is a Nortel Meridian One switch with voice mail, FAX and integrated PC services.
- 4) Campus communications were improved by the utilization of new T1 circuits from Southwestern Bell Telephone.
5. A total of 60 IETV courses and conferences were produced and transmitted by the University. The University received and participated in an additional 45 IETV courses.
6. All campus computers running Windows 3.11 operating systems have been upgraded and Windows 95/98/2000/NT has been installed.
7. Department of Continuing Education is a Microsoft Authorized Academic Training Provider.
8. Two internet courses in the Leadership Studies program were offered in Fall 2000.
9. The SPEEDE system for transmitting and receiving transcripts electronically was implemented.

These nine initiatives have enhanced Southeastern's ability to provide students and faculty with the tools necessary to be successful. More than any other goal on this campus, technology provides the resources necessary for student learning to become a reality, and Southeastern to become the University of choice for quality higher education.

Technology is an ongoing process. Southeastern strives to provide the best possible working and learning conditions and possibilities. The following technology initiatives were planned for the 2000-2001 Academic Year. Work continued on these initiatives for the 2001-2002 Academic Year and now continue through the 2005 Academic Year.

1. A Polycom unit will be implemented to provide distance learning courses to high schools.

2. Distance learning courses for high schools will be created to increase enrollment through expanded concurrent enrollment.
3. C-band analog will be installed in three locations in the Center for Instructional Development and Technology.
4. Phase I of the H.323 distance learning protocol conversion, used widely throughout Oklahoma, has been implemented.
5. Learning sessions will be implemented to assist the IETV instructors with teaching at a distance.
6. Through reorganization, an IETV technician position will be created to further assist the students and instructors with utilization of distance learning courses. (completed)
7. The B.S. in Nursing will be implemented utilizing distance learning technology in coordination with East Central University. (implemented)
8. The academic applications and printing server will be replaced with a new, state-of-the-art server to enhance the services offered to the faculty.
9. Phase I of the Campus Network Infrastructure Upgrade will be implemented. This project will provide the campus with the bandwidth and network services needed for video conferencing and other newer technologies.
10. Firewall software will be expanded and enhanced for additional network protection.
11. A Desktop Management System will be implemented to provide better assistance to the faculty and staff in the use of technology.
12. A Messaging and Collaboration Server will be implemented utilizing Microsoft Windows NT and Microsoft Exchange to provide enhanced electronic messaging and collaboration services to the faculty and staff.
13. A student service system will be implemented to provide students with enhanced network services. This will allow the University to offer students individual accounts with e-mail, web page, file transfer protocol (FTP) and file storage services.
14. A computer science and technology lab will be created to provide Computer Science and Technology majors with the equipment and software needed in their studies.
15. A continuing education lab will be created to allow enhanced offerings by the Department of Continuing Education.

The Center for Instructional Development and Technology (CIDT) greatest success this past year arose out of the purchase of the Blackboard Course Management System. Blackboard has provided the Center with new technology that has attracted the faculty to work with the Center and each other in a way that meets the grant's intent. Blackboard provides a new and invigorating style of teaching.

During the 2001-2002 Academic Year 27% of the faculty attended at least one Blackboard training session. Since acquiring Blackboard 20% of all courses have been impacted with this technology. Thirty percent of Southeastern's students have had at least one class where this instructional technology has been utilized. The following tables show how many of the SOSU faculty have participated in CIDT training from Fall 2000 to Fall 2001. These data were taken from the second annual Title III report.²⁴ Table 8.7 reflects the extent of this progress through the impact on instructional technology, course delivery, and pedagogy of only one Title III-funded initiative for the 2001-2002 Academic Year. Table 8.8 reflects the growth in usage of this initiative.

Table 8.7
Blackboard™ Usage 2001-2002 AY

<i>Number of Faculty</i>	<i>Number of Courses</i>	<i>Number of Students</i>
42 (27% of faculty)	76 (20% of all courses)	1121 (30% of University enrollment)

Table 8.8
Blackboard™ Usage 2002-2003 AY

<i>Number of Faculty</i>	<i>Number of Courses</i>	<i>Number of Students</i>
50 (30% of faculty)	130 (26% of all courses)	1,770 (44% of University enrollment)

The CIDT office also provided faculty with training for developing Internet based courses. All SOSU Internet-based courses follow the same semester schedule as traditional on-campus courses. These courses generally use Blackboard course management software for content delivery and course management. Southeastern's Office for Information Technology has implemented a student services system that enables the University to offer students' individual accounts with email, web page, file transfer protocol (FTP) and file storage services. These services assist the students' success in technology-enhanced classes such as Interactive Education Television (IETV) distance learning classrooms, and the Internet based classes.

This past year Southeastern implemented CampusConnect student access modules that allow students securely to: securely enroll online; view their class schedule and course listings; access their own financial aid information and obtain unofficial transcripts; view grades and edit demographic data; and view billing information. Other projects that were completed were the following:

- Implemented its first e-commerce site for online admissions applications, which is fully integrated with the business and admissions office.
- Created more than 4,000 student logon accounts on the new student server.

- Installed wireless network equipment for six sites: GEAR UP; Eldercare; Equestrian Center, Student Health Services, Computer Science Lab, and the Henry G. Bennett Memorial Library.
- Replaced or added 170 new computers.
- Purchased and installed four new Polycom units.
- CIDT continues to provide faculty with state-of-the-art instructional technology for use in curriculum development for the classroom.
- Seven servers have been added to the Network.
- Implemented a Web-based Advisement System to track student advising.
- Added three smart classrooms and the Blackboard Course Management System. During the Spring 2003 semester, Blackboard usage included 50 faculty, 1,770 students, and 130 courses.
- A campus wide email migration to a single server was completed for faculty, staff, and computing labs.
- Successfully streamed video via the internet during the Fall 2002 semester.
- Progress is being made toward the development of a software integration layer between the user's desktop interface and various campus databases.

5. Promotion of Economic Development

As was discussed in Chapter 5 (p. 44), the Oklahoma State Regents for Higher Education promoted its Brain Gain 2010 initiative. To quote from the Executive Summary of Brain Gain 2010:

Oklahoma lags behind the nation for degree attainment of citizens 25 years and older at both the associate degree level and the bachelor degree level or higher. The state is not keeping up with the national rate of increase for degree attainment of this population group. Efforts must be made to reverse this trend by improving high school to college going rates and college rates.²⁵

An ancillary problem to Brain Gain was Brain Drain. Once the citizens of Oklahoma attain a college degree, the challenge is keeping them in the state. The Oklahoma State Regents for Higher Education released a report that noted 20% of Oklahomans who earned a degree leave the state within five years of graduation.²⁶ Throughout the planning process Southeastern realized that to enhance the academic viability of the University, to keep its graduates in state, and to attract graduates from Texas, it would have to enhance the economic development and viability of southeastern Oklahoma and the region known as Texoma (encompassing parts of

southeastern Oklahoma and north Texas). As noted previously (Chapter 5, p. 44) in accepting the Brain Gain 2010 challenge, Southeastern was one of only three four-year institutions to meet all seven performance targets.

To illustrate this point, The Southeastern Oklahoma Economic Development Network (SOEDN) (www.oknetwork.org) conducted an economic analysis that estimated the impact in increased number of degree holders would have within the Texoma Region.²⁷ The region was defined as consisting of three counties in Oklahoma (Bryan, Choctaw, and Marshall) and five counties in Texas (Cooke, Grayson, Fannin, Lamar, and Red River). The Regional Economic Modeling Incorporated (REMI) was used to estimate the impact. The bottom line was that if 30%-40% of the students stayed after graduation, the economic impact of the regional Brain Gain initiative would exceed several million dollars.

The mushrooming effect of all of this would be the economic boom through the attraction of business and the job availability for those with college degrees both to and in the region. It would be a win-win situation for all involved. The SOEDN is one of the driving forces behind the economic development of the region. The SOEDN is a partnership between Southeastern Oklahoma State University, Murray State College, Carl Albert State College, and Eastern Oklahoma State College. This partnership was established to provide a wide range of services for southeastern Oklahoma businesses, agencies and communities, as well as information for companies considering a relocation or expansion into the southeast Oklahoma area. This project is funded by the Oklahoma State Regents for Higher Education.

A second way that Southeastern seeks to improve the economic climate is through the Oklahoma Small Business Development Center (OSBDC) (www.osbdc.org). The state headquarters of the OSBDC is located on the campus of SOSU. The OSBDC provides many services to entrepreneurs and small business as they begin the process of trying to survive in the day-to-day world of business. The OSBDC works with individuals to develop business plans that will help in the obtaining of start up and operation funds. They provide informational resources on everything from employee compensation to tax liabilities. At the present time the OSBCD has partnered with the Internal Revenue Service to provide the compliance training for businesses across the state of Oklahoma.

Another way that Southeastern seeks to improve the economic climate is through the Continuing Education Department (www.sosu.edu/conted) of Southeastern Oklahoma State University. The Continuing Education Department works with local businesses such as Potter's Sausage, Lake Texoma Park Personnel and the Choctaw Nation by providing classes and program that meet the individual business needs. Examples of these are Spanish for Supervisors, Leadership, and Office Technologies. A presidential task force has been formed to study ways in which the Continuing Education Department can further assist area businesses and industries.

6. Private Funding for University Excellence

Southeastern Oklahoma State University's newest initiative is to increase the private fundraising support for the University through the Office of University Advancement. The Office of University Advancement works closely with the Southeastern Foundation Board.

Together, these entities represent the major fundraising and investment vehicles of the University. The following programs and fundraising initiatives indicate major steps toward meeting Southeastern's objectives.

Fundraising Program Development

Presidential Partners

Presidential Partners was created to produce unrestricted money and expand the volunteer base for the promotion of Southeastern Oklahoma State University. The program has grown from the inaugural year to 59 members who generously give \$1,000 annually. This program is in its second year of development successfully adding members to the program and will carry a strong financial balance into the third year.

Staff/Faculty Campaign.

The continued support of the staff and faculty of Southeastern Oklahoma State University is inspiring. The program is now in its fourth year. The dollars generated by this program have increased each year. For an accumulative total of the past four years, giving records show that 221 members of the Southeastern staff and faculty have given over \$133,000.

Gold and Blue and Black Tie, Too.

The Southeastern Alumni Association homecoming fundraiser was held the evening after the football game October 26, 2002. The event has grown in corporate and individual sponsorships. A total of over \$20,000 was raised from a silent auction, a live auction and the sale of many "sociables." From these proceeds \$10,000 was added to the permanent endowment of the alumni association scholarship.

Glen D. Johnson President's Golf Classic

This annual June event has developed steadily since its inception in 1998. Now held at the new and highly acclaimed Chickasaw Pointe Golf Resort on Lake Texoma, this event draws sponsorship and players from across Oklahoma and north Texas. The number of corporate sponsors has increased significantly and the event raised in excess of \$40,000 in support of the Southeastern Foundation and its work with the University.

Annual Giving and Gifts-In-Kind

Cash Gifts

In difficult years when investment income is down, Southeastern Oklahoma State University is fortunate that contributions remain strong. Audited statements show contributions, combined with interest and lease revenue from contributions, totaled \$1,270,922. This amount is enhanced by the additional \$110,451 raised from special events.

Support from Foundations and Other Not-for-Profit Entities

The University continues to build strong relationships with several major foundations in Oklahoma and others with strong ties to Oklahoma. Among those who support the University are the Samuel Roberts Noble Foundation located in Ardmore, Oklahoma (50 miles west of Durant), the Sarkeys Foundation located in Norman, Oklahoma (125 miles west and north of Durant), the Weyerhaeuser Foundation located in Wright City, Oklahoma (70 miles east of Durant), and the Merrick Foundation of Ardmore. The University continues to build partnerships with the Choctaw and the Chickasaw Nations of Oklahoma, who are presently supporting the renovation of the Towers residence halls, as well as various other projects and programs.

Gifts-In-Kind

In addition to cash gifts, the Office of University Advancement recognizes the tremendous benefit to the University of Capital Gifts. For Southeastern, gifts-in-kind for 2001-02 included such items as promotional gifts, advertising, livestock and farm equipment for the Equestrian Center, centrifuge and lab equipment for the Chemistry and the Biology departments, musical instruments, and labor/materials. This total dollar amount for gifts-in-kind is expected to increase. For the year in review, these gifts totaled \$95,164.

Establishment of New Scholarships

Faculty and administrators continue to point to scholarships as a major need for Southeastern. The Office of University Advancement was proud to report the establishment of 55 new scholarships in the past four years.

Direct Financial Support for the University

New Endowed Chair

Southeastern Oklahoma State University was proud to announce that a \$250,000 donation from alumnus Regent John Massey was given in November 2002 to establish the fifth Massey Endowed Chair in the School of Business. The Oklahoma State Regents Endowment Fund Program will match Regent Massey's gift for a total of \$500,000. Massey's gifts to the School of Business provided the impetus to secure a new national accreditation from the Association of Collegiate Business Schools and Programs (ACBSP). The extensive self-study program includes evaluation of curriculum, student/teacher ratio, and the quality of instruction. The School of Business is currently working toward the Association to Advance Collegiate Schools of Business (AACSB) accreditation. The School of Business will enter AACSB pre-candidacy in Spring 2004.

Scholarship Support

The Office of University Advancement has successfully increased the number of dollars raised in support of student scholarship awards. During the 2001-02 year, scholarship dollars to the University grew from \$210,325 to \$245,315. This represents a 17% increase in scholarship

dollars. However, the Southeastern Foundation does not anticipate that the 2003 earning will make it possible to match this amount.

Program Support

In addition to scholarships, the Office of University Advancement is purposely involved in providing financial support for academic departments, athletic programs, and other University endeavors. This support is often achieved by searching for “the right match” between a potential donor and the program. This kind of support is often related to the donor’s business, personal hobbies or interests, or to estate assets. In support of the University, the office successfully raised a total of \$92,438.49.

(For additional information about Southeastern’s Private Funding Initiative see the Finance section of Chapter 6, p. 121)

The Five Goals

As a result of the strategic planning process, five specific goals were developed for Southeastern Oklahoma State University.

1. By January 1999, Southeastern will develop and implement a Marketing Plan.
2. By the Year 2002, Southeastern will increase student enrollment to maximum capacity (4500-5500 headcount).
3. By January 2000, Southeastern will develop an aggressive renovation and expansion of the campus infrastructure to enhance the student-centered learning and living environment.
4. By the Year 2000, Southeastern will implement a plan for the effective and equitable integration of technology into the curriculum and classroom.
5. By the Year 2001, Southeastern will implement a process that promotes collaboration among disciplines and external constituencies through research development and academic innovation.

1. Marketing

In the Spring of 1998 a Marketing Goals Team was created with ten members representing faculty, staff and administration. The Team was supported by data repositories in the Registrar’s office and by Dr. Jack Robinson, an emeritus faculty member serving as a special assistant to President Johnson. A budget was established for clerical support and research expenses. In November 1998 the team published the first comprehensive Marketing Plan for Southeastern. The primary focus stated was on marketing the University to increase enrollment with a goal of moving from 3,800 students in the fall of 1998 to 4,500 students by the fall of 2002. The strategies to achieve this increase were market penetration and market development via protecting and increasing the present market share, increasing the geographic target area, and addressing three areas of declining enrollment: first time freshmen, transfer students and graduate students (1998 Southeastern Oklahoma State University Marketing Plan).²⁸

- The Plan was approved by the administration and implementation began in earnest in 1999. It was noted that “early in the implementation process it will be necessary to integrate the activities of other strategic planning teams – enrollment management, technology and collaboration,” and “the activities... will serve as a useful tool in that integration process.” The 2000-2001 Southeastern Budget²⁹ listed Strategic Planning/Marketing as a priority budget increase.

Each January Southeastern will implement changes in its Marketing Plan. The implementation of the Marketing Plan and its subsequent Update has and continues to support marketing as a high priority for resource allocation by President Johnson and the Board of Regents. In the 2002-2003 Budget Highlights,⁹ Southeastern’s budget showed the continued support for Scholarships with a 10.38% increase in funding as a percent of the upcoming budget. Priority budget increases and new initiatives were identified as Academic Programs and Accreditation and Strategic Planning and Marketing.

The appointment of an Assistant Vice President for Enrollment Management and Marketing has enabled the University to identify and look to leadership in these areas. It also defined Enrollment Management to the staff and given faculty a point around which to rally. This office is supported fully by the President and Vice Presidents and is given the resources and responsibility to conduct activities and reorganization to maximize the effectiveness of tactics. Deans, chairs, faculty and program directors recognize that a marketing advocate is on campus, welcome his input, and generally act on his recommendations.

On April 1, 2002, the Marketing Plan Update,²⁸ was submitted to the University by the Marketing Goals Team. The Plan described the Action Plan and three-year Planning Objectives in terms of benefit to the University for market penetration, market development, product development and communication development. Specific tactics are described with their rationale, responsible parties, target date, and estimated costs.

Annual planning retreats are held every year. These retreats provide an opportunity for key academic and administrative leaders to meet. At these retreats each Goal Team reports its progress, upcoming objectives, identified support activities, and anticipated obstacles. Information regarding the Strategic Planning Retreats can be found on page 219 in this chapter.

2. Enrollment

The second major goal of increasing enrollment is very much tied to the first goal of marketing. Although the original goal of 4500 students by the year 2002 was not realized, Southeastern has had eleven consecutive semesters of increases in enrollment. Enrollment in the summer of 2003 was up 3.7%.³⁰ Some of the significant events that have led to this increase in enrollment were the following:

- Establishment of the President’s Leadership Class, with attendant scholarships
- Enhanced Student Residence Life with a focus on retention
- The Talented Tenth Leadership Institute

- National Council for Accreditation of Teacher Education (NCATE)
- National Association of Schools of Music (NASM))
- Fourteen new endowed scholarships
- Southeastern Oklahoma GEAR-UP Partnership
- 2+2 Partnerships with Oklahoma/Texas Community Colleges
- SOSU at Tinker Air Force Base
- SOSU/ECU Bachelor of Science in Nursing
- Collaborative Rural MBA Project
- The creation of several new degrees (Bachelor of General Studies, Bachelor of Applied Arts & Sciences, Bachelor of Science in Biotechnology, pending approval by OSHRE, and the Bachelor of Business Administration in General Business, pending approval by OSHRE).

These events are a direct outgrowth of the Vision 2002 statement and its Initiatives and Goals first offered in 1998. The Assistant Vice-President for Enrollment Management has instituted procedures and programs that have been designed to impact student enrollment in future semesters, as well as be the foundation for ongoing efforts to sustain the momentum of marketing initiatives. Examples include the following:

- A “Family” of Publications to create and maintain a consistent market identity and ensure the Southeastern message is consistent with the identified strengths.
- Student-Centered Programs aimed at institutional strengths, such as the President’s Leadership Class, to attract the top students from our primary feeder schools.
- Experiments in target markets for market development strategies. A direct mail campaign was conducted in the fall of 2000 to counties in Oklahoma which adjoin our primary service area, and metropolitan areas in Oklahoma and neighboring states.
- An on-campus Enrollment Management Report each semester describing institutional marketing efforts, their results and impact on enrollment.
- A retention-based, on-campus scholarship program for market penetration and market development. The Emerging Scholars program sustains an underserved scholarship market (sophomores and juniors) and can impact retention to graduation.
- 2+2 Transfer Programs and Transfer Handbooks for each of the feeder community colleges. This program and its Handbook is a market development tactic designed for supporting the relationship between the institutions, increasing student transfer rates, and, therefore, increasing Southeastern graduates.
- A marketing promotional campaign for interim/summer enrollment to penetrate the market niche of students who are available for school attendance between traditional semesters such as recently graduated high school students as well as current students.

- An early scholarship notification process for prospects as market penetration. Many students, especially the top academic students, have more than one college choice; and early scholarship notification can heavily influence their ultimate enrollment.
- A University-wide fall open house for high school juniors and seniors as market penetration and market development. Market surveys and data mining show that students are known to enroll at institutions where they have visited and feel comfortable.
- An Honors Program to increase the number of high ability students on campus, who tend to graduate at high rates.

Looking toward the near-term, three-year planning objectives with supporting activities have been described in the Marketing Plan Update. The following will reinforce the foundation laid by the above tactics, and grow the student base:

- Develop recruitment strategies/programs designed to attract high ability/high achieving students.
- Develop new degree programs targeted to non-traditional students.
- Introduce a communication and programmatic plan that targets high school juniors.
- Market new services and programs targeting high school counselors.
- Support SOSU's market strategies through increased/improved use of the web site.
- Increase the use of technology designed to improve enrollment services.

Inspired by the activities and results from the Enrollment Management office, suggestions and initiatives are being instituted across departments. For instance, the School of Graduate Studies stated at the 2002 planning retreat that expects to develop a marketing plan. Changes in actual enrollment numbers are described in the Enrollment section of this report; the results of the marketing activities have been an ongoing pattern of growth.

3. Renovation/Expansion

As part of the support of Southeastern's Vision 2002/2005 goals, the Campus Master Plan² underwent a review and update in 2002. The completed version is on file in the resource room. Additional updates and reviews are planned on a five-year cycle. The Master Plan includes sections which document:

- Campus description and history
- Current land use, including traffic, circulation, parking, campus borders, and campus signage.
- Campus Utilities, including energy management and environmental controls.
- Auxiliary services and campus athletic facilities
- Campus technology
- Policy statements, design principles, and review procedures.

The Campus Master Plan also describes the work of two bodies critical to the ongoing planning process: the Subcommittee on Renovation and the Project Review Committee. The Subcommittee on Renovation was charged with rating the various renovation needs on campus through a campus survey and a series of interviews (the details of this survey can be found in Section 14 of the Campus Master Plan). The Project Review Committee is an advisory committee appointed by the President which ensures that project designs for University public space comply with the design principles and policies in the Master Plan.

In addition to the Campus Master Plan, the University also maintains a list of building and renovation projects, including completed, ongoing, and proposed projects. This list includes the status of each project, estimated costs, and construction schedules

4. Technology Resources

Because technology resources are a corollary to effective use of technology, administrative and student technology resources are enjoying appropriate growth. For example, the University hired an Assistant Vice President for Information Technology. Under her leadership a three-year computer replacement policy was implemented, administrative technology functions were updated and streamlined, student access to computing technology was enhanced and expanded, and technology infrastructure was strengthened and given a high priority in current and planned development of the campus physical plant. Southeastern currently has nine “Smart” classrooms with three more pending for a total of twelve. A “Smart” classroom consists of a ceiling mounted projector, a computer, a lectern, and access to the internet.

In the past three years, 153 technology training workshops for faculty have been sponsored by the Center for Instructional Development and Technologies over topics such as Using Blackboard™, Basics of IETV, Using Powerpoint™, Webpage Design, Desktop Publishing, and Digital Imaging, Using Microsoft Office™ as well as many other topics. There were also over 200 one-on-one consultations. Approximately two-thirds of the faculty has taken advantage of this training in some form or another. Additionally 13 faculty members were involved in the development of 8 new Model Courses. The development of these new courses was funded by the Title III grant with five of the faculty members receiving release time and six receiving extra pay.

Continued compliance with Criterion IV is assured on at least four fronts. Vision 2005, a product of the University’s strategic planning process, continues to include technology resources as a goal and effective use of technology as a major initiative. Second, Title III requires the University to institutionalize the grant. Next, student demand for appropriate computing technology is expected to expand and to continue unabated. Finally, integrated academic computing functions are foundational to the University’s viability in the context of its remaining competitive, efficient, and effective.

5. Collaboration

Through the strategic planning efforts a process has emerged for the development of collaborative projects. This process has several basic steps. First, an opportunity to collaborate is identified that has a substantial impact on the achievement of one of the other major strategic goals or major initiatives, i.e. enrollment, economic development, etc. The executive team meets directly with the potential partnering organization and begins to evaluate both the feasibility and the potential benefits of the proposed project. Second, once the project is accepted for development, a project coordinator and team are appointed by the President. The project team begins the development of a project proposal. The content of the proposal varies from project to project but may include the following: project description, objectives, implementation strategies, evaluation, funding needs and budgetary considerations, evaluation strategies, etc. Third, the proposal is then presented to the partnering organization and subsequently to any funding sources. Fourth, once agreement is reached with the partnering organization and funding is secured the proposal enters the implementation phase. The final stage of the process is the evaluation stage.

The Collaboration Goal Team's 2002 Annual Report³¹ summarizes current external collaboration projects and their status. Some examples are as follows:

- The Tinker Air Force Base Project - Status: fully operational
- The Joint Freshmen Enrollment Project with Murray State College. (Program Suspended)
- The Chickasaw Nation Leadership Institute - Status: four phases have been completed, fifth to follow
- The Southeastern Oklahoma Economic Development Network - Status: fully operational
- The SOSU/ECU Nursing Project - Status: fully operational
- The Grayson County College/SOSU Branch Campus Project - Status: At step four of the five-step approval process
- The Two Year College 2+2 Project - Status: Complete with six community colleges, more to come
- Bachelor of Applied Arts and Sciences Degree - Status: There are currently 14 students in the B.A.A.S. program
- The Oklahoma Centennial Project - Status: In the fund-raising stage
- Rural M.B.A. Project - Status: Operational at ECU, in development at other sites
- SOSU/Langston University Diversity Project - Status: In the planning stage
- Partnerships with Business and Industry
- The Choctaw and Chickasaw Nations Dorm Renovation and Advisor Project Status: Project has been implemented
- GEAR-UP Project - Status: fully staffed and operational

The Collaboration Goal team completed an internal collaboration audit³¹ in 2002 to evaluate the progress that has been made since 1998. While the analysis of this information is ongoing, some preliminary analysis is available. The original audit was conducted in 1998. In

the 1998 audit 438 collaborative projects were reported by the various departments and units at Southeastern. Since 1998, 125 of these projects have been completed and 313 are ongoing. Beginning in 1998, 138 new internal collaboration projects have been initiated. The Goal Team views the development of these new initiatives as evidence of a moderate degree of success in the development of new projects. A breakdown of collaboration projects by schools and units is provided in Tables 8.9, 8.10, 8.11, and 8.12.

Table 8.9
Collaboration Audit Summary
School of Arts and Sciences

Department	Number of Completed Projects Since 1998	Number of Ongoing Projects	Number of New Projects since 1998
Art	3	21	0
Biological Sciences	17	20	13
Communication and Theater	0	18	0
Computer Science	4	6	1
English, Humanities, and Languages	7	23	0
*Economics and Finance	2	2	0
Mathematics	6	7	5
Music	16	9	5
Safety	3	9	5
Social Sciences	2	10	3
Total For School of Arts and Sciences	60	125	32

*Economics and Finance are no longer a department. Economics is with the Social Sciences Department and Finance is now combined with Accounting.

Table 8.10
Collaboration Audit Summary
School of Business

Department	Number of Completed Projects Since 1998	Number of Ongoing Projects	Number of New Projects since 1998
Accounting and Finance	1	7	3
Aerospace	7	2	0
Management and Marketing	1	1	4
School of Business	12	12	6
Total for School of Business	21	22	13

Table 8.11
 Collaboration Audit Summary
 School of Education and Behavioral Sciences

Department	Number of Completed Projects Since 1998	Number of Ongoing Projects	Number of New Projects since 1998
Educational Instruction and Leadership	1	4	3
Health, Physical Education, and Recreation	19	14	11
Behavioral Sciences	15	31	12
School of Education and Behavioral Sciences	3	2	2
Total for School of Education and Behavioral Sciences	38	51	28

Table 8.12
 Collaboration Audit Summary
 Other Departments

Department	Number of Completed Projects Since 1998	Number of Ongoing Projects	Number of New Projects since 1998
Educational Opportunity Center (EOC)	0	16	13
Guidance and Counseling	6	16	16
Career and Placement Services	0	4	0
Student Support Services	0	2	1
Upward Bound	0	10	2
Student Health Services	0	18	18
Student Life	0	4	4
Talent Search	0	13	3
Teacher Education Services	0	5	0
Upward Bound Math/Science	0	17	1
Enrollment Management	0	8	8
Total for Other Departments	6	115	67
Grand Total for All Schools and Other Dept. Departments	125	313	138

Faculty Buy-in of the Vision and Major Initiatives

From the results of the 2002-2003 NCA Self-Study Survey given in December 2002,³² it can be clearly seen that the faculty of Southeastern have bought in to the Vision and Major Initiatives. When asked to what extent they approve/endorse the University's vision and major initiatives, 28% gave a "high" endorsement, 41% said "good", 22% said "adequate" and 7% said "slight" giving a total of 97% showing some level of endorsement. Over 90% of the faculty said that they had been adequately (or better) informed about the University's vision and major initiatives, their school's vision and major initiatives, and their department's vision and major initiatives. Over 90% also said that the vision and major initiatives were relevant at the University, school and department levels. About 93% said the University and their school were adequately (or better) addressing the vision and major initiatives. The figure was 89% at the department level.

As for the level of professional support that they had received in order to help accomplish the vision and major initiatives, 84% said it was adequate (or better) at the University level. The figures were 82% at the school level and 87% at the department level. About 80% felt that being informed about the vision and major initiatives enhanced their job performance. Over 92% felt that the University is committed to its vision and major initiatives.

Continuous Assessment and Improvement

Review and assessment of plans and of progress toward achieving planning goals is a continuous activity at Southeastern. At the end of each academic year, departments are required to complete and forward to their deans' offices Program Outcome Assessment Reports that describe the instructional accomplishments of each unit. These reports are reviewed by the deans and submitted to the Director of Assessment who summarizes them and places the summaries in the Annual Assessment Report³¹ for the Oklahoma State Regents for Higher Education. The review of the reports considers the performance of the deans, the department chairs, the department structure and governance. Most importantly, since governance is significant as it affects the educational performance of the departments and schools' academic programs, their management of curriculum development, and their outcomes in terms of student learning and performance.

Scattered throughout this Self-Study evidence is provided to support the claim that Southeastern has built into its life and culture concerns for the improvement of its institution. Evidence has also been presented that the University has been serious in its responsibilities to assess student academic outcomes and use the information found in the assessment to improve teaching and student learning effectiveness (Chapter 2, p. 6, Chapter 3, p. 15, and Chapter 7, pages 196-210). Other pieces of evidence of this seriousness are the needs identified in the Self-Study for further and continuous improvement of the process and results of the assessment of student academic outcomes.

Conclusions

This, then, is our purpose as a University. It is the commitment that faculty, staff, and administration make to the students to prepare them for life after college. Throughout this document Southeastern has strived to prove that it is accomplishing its purposes through its educational effectiveness. As a regional university it provides students and faculty with the advanced learning technologies with capabilities for multimedia formats, interactive software, and distance learning opportunities that do not limit learning to time and space constraints. Southeastern has established mentoring and internship programs that provide guidance, networking opportunities, curriculum experiences, and learning resources to cultivate career interests. Southeastern has established partnerships and collaborated with public schools, business interests, government agencies, and other colleges and universities to provide the best access to programs and learning experiences possible. All of this, however, requires extensive planning to provide the resources needed to accomplish Criterion IV. Planning allows the University to develop and alter programs and methods of instruction, to cope with shifting levels and sources of support, and continually to strengthen institutional vitality. It involves externally and internally scanning the environment. Planning identifies areas of concern for the University and enumerates various accomplishments. It involves faculty, students, staff, and administration as well as community and business partners. The purpose of Chapter 8 is to evaluate the planning processes used by Southeastern Oklahoma State University to accomplish its mission and purposes and to detail to what extent those planning processes have been successful in the past, and will be successful in the future. Evidence has been provided that demonstrates that the University “can continue to accomplish its purpose and strengthen its educational effectiveness.”

Southeastern’s planning process is a well-designed, ever-changing process that involves many constituents. It is the catalyst for the creation and modification of the University’s vision and goals and the means by which those goals are accomplished. As evidenced in the sections above, it has been successful in bringing positive change to the University. The 1998-2003 Academic Plans⁶ list future goals and objectives and give details on how they will be achieved. When taken together, these past successes and future plans give ample evidence that ***“The Institution can continue to accomplish its purpose and strengthen its educational effectiveness.”***

For additional information about how planning is involved in the budget process, see Chapter 6, p. 117.

References

- (1) Budget Plan (*see file folder #67*)
- (2) Campus Master Plan (*see file folder #12*)
- (3) Student Services Plan (*see file folder #68*)
- (4) Library Plan (*see file folder #69*)
- (5) Technology Plan (*see file folder #70*)
- (6) Academic Plan (*see file folder #71*)
- (7) Enrollment Reports 1994-2002 (*see file folder #72*)
- (8) Junior Survey (*see file folder #73*)
- (9) President's Budget Highlights Report (*see file folder #74*)
- (10) Strategic Planning Support Documentation (*see file folder #75*)
- (11) Undergraduate Catalog, p. 3 (*see file folder #15*)
- (12) Graduate Catalog, p. 2 (*see file folder #16*)
- (13) Undergraduate Catalog, p. 56 (*see file folder #15*)
- (14) Undergraduate Catalog, p. 57 (*see file folder #15*)
- (15) Undergraduate Catalog, p. 128 (*see file folder #15*)
- (16) Undergraduate Catalog, p. 103 (*see file folder #15*)
- (17) Undergraduate Catalog, p. 102 (*see file folder #15*)
- (18) Upward Bound, Upward Bound Math/Science (*see file folder #76*)
- (19) Talent Search (*see file folder #77*)
- (20) Educational Opportunities Center (EOC) (*see file folder #78*)
- (21) Center for Instructional Development & Technology (CIDT) (*see file folder #79*)
- (22) Title III Grants, Center for Institutional Development and Technology (*see file folder #80*)
- (23) Title III Grant (*see file folder #81*)
- (24) Title III Reports (*see file folder #82*)
- (25) Brain Gain 2010 Executive Summary, p.i (*see file folder #83*)
- (26) Brain Gain Supporting Documentation (*see file folder #84*)
- (27) Economic Analysis (*see file folder #85*)
- (28) Marketing Plan and Marketing Plan Updates (*see file folder #86*)
- (29) Budgets (*see file folder #87*)
- (30) Enrollment by Semesters (*see file folder #88*)
- (31) Collaboration Goal Team Report (*see file folder #89*)
- (32) NCA Self-Study Survey (*see file folder #14*)