

**SELF-STUDY PLAN  
FOR CONTINUED ACCREDITATION**

**for the**

**THE HIGHER LEARNING COMMISSION  
A COMMISSION OF THE NORTH CENTRAL ASSOCIATION  
OF COLLEGES AND SCHOOLS**

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY**

**Durant, Oklahoma**

**MAY 15, 2002**

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**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY  
NCA SELF-STUDY PLAN FOR CONTINUED ACCREDITATION**

The Southeastern Oklahoma State University self-study plan outlines a process that the Southeastern administration, faculty, and staff will utilize over the next 18 months to prepare the Institution for an NCA site-visit on November 3-5, 2003.

The components of the plan are:

- 14) Purpose of the Study
- 15) Past Decade of Accreditation History
- 16) Objectives for the Self-Study
- 17) Self-Study Process
- 18) Committee Structures for the NCA Self-Study Process
- 19) Reporting and Responding to Concerns of Previous NCA Teams
- 20) Working Chapter Outline for the NCA Self-Study Report
- 21) Timetable for the NCA Continued Accreditation Process
- 22) Evaluation Methodologies
- 23) Reporting Mechanisms and Writing Responsibilities
- 24) Appendices

## **PURPOSE OF THE SELF-STUDY**

Southeastern Oklahoma State University will undergo a comprehensive review on November 3-5, 2003, for continued accreditation by The Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools. The Self-Study is the mechanism whereby Southeastern Oklahoma State University prepares for this review and will demonstrate that it meets the General Institutional Requirements and the five Criteria for Accreditation as set forth in the Handbook of Accreditation.

The entire University community will be involved in the self-study process. The process will involve a rigorous assessment of both strengths and challenges within the University. Identifying strengths will provide a baseline for continuation and enhancing them. Challenges will provide a starting point from which to strengthen the University. The benefit of the Self-Study will be to gather and assess information necessary to guide and improve the long-range planning of the Institution. The results will be greater efficiency and effectiveness in planning and assisting the University in accomplishing its mission and purposes.

## **THE PAST DECADE OF ACCREDITATION HISTORY**

The last North Central Association comprehensive accreditation site-visit at Southeastern Oklahoma State University occurred November 1-3, 1993. As a result of the visit, Southeastern was re-accredited for ten years, with the stipulation that a focused visit be conducted in the fall of 1998, to monitor two areas of concern:

- 25) Shared Governance
- 26) Assessment

In November 1998 the judgement of the focused evaluation team was that Southeastern had made excellent progress in these areas and that no other reports of focused evaluations were recommended.

## **OBJECTIVES FOR SELF-STUDY**

The objectives for the 2002-2003 self-study process are formulated in consideration of Southeastern's progress over the past ten years. The objectives for the self-study are:

- 1) Seek the reaffirmation of Southeastern's accreditation by the North Central Association: The Higher Learning Commission.

- 2) Examine the Institution within the context of the General Institutional Requirements and the five NCA criteria for accreditation.
- 3) Ensure wide involvement of the Southeastern administration, faculty, and staff in the evaluation of institutional structures, processes, and programs, relative to the five criteria. An important outcome will be the identification of institutional strengths, issues/areas of concern, and formulation of recommendation for improving the institution.
- 4) Evaluate recent progress in the previously identified areas of concern: Shared Governance and Assessment.
- 5) Ascertain the stability and appropriateness of Southeastern's mission, purposes, vision, and programs for the next decade of change in higher education.
- 6) Review the status of assessment throughout the Institution and determine whether these components are measuring student learning and student satisfaction.

## **SELF-STUDY PROCESS**

The Self-Study process began in January 2001 with the appointment of Dr. Charles Weiner, Professor of Education and Director of Assessment, as the Self-Study Coordinator. A tentative plan and calendar were developed during the Spring 2001 semester. A Steering Committee that has broad representation from the University community (see page 7) was appointed during the Summer 2001 semester.

The first meeting of the Steering Committee took place on September 10, 2001. At this meeting the Steering Committee was given its charge, the timeline was discussed as was the development of the Self-Study Plan. A majority of the meeting was set aside to discuss the Table of Contents for the Self-Study Report (see page 8), inclusion and selection of chapter subcommittee members. The responsibilities of the Self-Study Steering Committee are to:

- 7) Represent the entire Southeastern Oklahoma State University community.
- 8) Interpret the purpose of the evaluation, the General Institutional Requirements, and the Criteria for Accreditation, and the Self-Study process.
- 9) Review and advise on the development of the Self-Study Plan.
- 10) Assist in formulating and coordinating methods for gathering data in the implementation of the Self-Study Report.

- 11) Assist the subcommittees in the data gathering necessary to provide a thorough examination and evaluation in accordance with the five NCA criteria and the Self-Study Plan.
- 12) Make recommendations for long-range planning based on the findings of the Self-Study.
- 13) Assist in structuring, writing, and reviewing the draft of the Self-Study Report.
- 14) Promote interest and involvement in the Self-Study process throughout the SOSU community.
- 15) Coordinate the chapters in the Self-Study draft into a coherent Self-Study Report.
- 16) Serve as primary resource persons during the NCA site visit.

The responsibilities of the subcommittees are to:

- 17) Represent the interests of the stakeholders from the SOSU community.
- 18) Interpret the purpose of the evaluation, the General Institutional Requirements and the Criteria for Accreditation, and the Self-Study process.
- 19) Assist in promotion of awareness of and participation in the Self-Study process by the SOSU community.
- 20) Gather information, analyze specific topic areas, and prepare individual topical written reports and related artifacts.
- 21) Prepare summary materials and make recommendations to the Steering Committee for the Self-Study Report, and for long-range planning.
- 22) Serve, with the Steering Committee, as resource persons during the NCA site visit.

## **COMMITTEE STRUCTURES FOR THE NCA SELF-STUDY PROCESS**

Selection of Steering Committee members represents the University as a whole. The Committee was constructed with the rationale that it should have broad faculty representation, including different departments and disciplines, consisting of faculty members who have not participated in the NCA process to faculty members who have the wisdom and experiences of previous NCA visits. There are tenured faculty and non-tenured faculty, and representation from faculty who have had experiences at other institutions. In addition, representation from academic affairs, business affairs, student affairs, and support areas were included on the Steering Committee. A Steering Committee consisting of 15 people was established to provide many perspectives and allow for input in implementing the Self-Study process.

The NCA Steering Committee began meeting during the Fall 2001 semester. Initially, NCA documents were explained, followed by a review of institutional materials and processes. Steering Committee assignments were made for each working chapter (see page 8), and individuals throughout the Southeastern community were identified who had experience or expertise to contribute to the appropriate chapters. The roster of nominees was developed for the NCA Subcommittees and appointed in September 2001. The NCA Subcommittee roster is shown in Appendix A (see page 20).

Membership of the NCA Steering Committee consists of:

Dr. Douglas McMillan  
Associate Vice President/Office of Academic Affairs  
Director of Institutional Research and Planning  
dmcmillan@sosu.edu

Dr. Charles Weiner  
Professor of Education and Director of Assessment  
Self-Study Coordinator and Chair of the Self-Study Steering Committee  
cweiner@sosu.edu

Dr. Margaret Avard  
Associate Professor/Department of Physical Sciences  
mavard@sosu.edu

Dr. Bryon Clark  
Professor of Biological Sciences/Chair, Department of Biological Sciences  
Chair of the Faculty Senate  
bkclark@sosu.edu

Dr. Brett Elliott  
Associate Professor of Mathematics/Chair, Department of Mathematics  
Chair Elect of the Faculty Senate  
belliot@sosu.edu

Dr. William Fridley  
Assistant Professor of Education/Department of Educational Instruction and Leadership  
wfridley@sosu.edu

Mr. M. Richard Hackett  
Instructor/Department of Social Sciences  
mrhackett@netcommander.com

Dr. Jeffrey Hale  
Assistant Vice President/Office of Academic Affairs/Enrollment Management and Marketing  
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Dr. Ann Haycock  
Assistant Vice President/Office of Academic Affairs/Information Technology  
ahaycock@sosu.edu

Dr. John Allen Hendricks  
Associate Professor of Communication/Chair, Department of Communication and Theater  
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Dr. Theresa Hrcir  
Associate Professor of Accounting/Chair, Department of Accounting and Finance  
thrcir@sosu.edu

Dr. James Knapp  
Associate Professor of Sociology/Department of Sociology  
jknapp@sosu.edu

Dr. Randy Prus  
Professor of English/Department of English, Humanities and Language  
rprus@sosu.edu

Dr. Claire Stubblefield  
Assistant Professor of Education/Department of Educational Instruction and Leadership  
Director/Office of Diversity  
cstubblefield@sosu.edu

Mr. Ross Walkup  
Vice President of Business Affairs/Office of Business Affairs  
[rwalkup@sosu.edu](mailto:rwalkup@sosu.edu)

## **WORKING CHAPTER OUTLINE FOR THE NCA SELF-STUDY REPORT**

A working outline was developed by analyzing and outlining the contents of Chapters 3, 4, 5, 12, and 14 contained within the Handbook for Accreditation. The outline also linked the contents of the objectives with that of the Self-Study Plan. In addition, self-study reports from several institutions were obtained to review different approaches and perspectives for organizing the Self-Study Report. The working outline, as presented below, divides the self-study process into twelve assignments. Due to the nature of the criteria contained within some of the chapters, revisions may occur that more clearly portray and define the University during the Self-Study process.

### **SELF-STUDY REPORT OUTLINE**

**Chapter One: Chair: Dr. Charles Weiner**  
**Co-Chair: Dr. Douglas McMillan**

Organization and Self-Study Process

- I. Purpose of the Report
- II. The Self-Study Process and Organization for the Self-Study
- III. Organization of the Report

**Chapter Two: Chair: Dr. Theresa Hrcir**

Accreditation History  
Overview of the Self-Study Process  
Self-Study Organization  
NCA Accreditation Timeline  
Summary

**Chapter Three: Chair: Dr. Randy Prus**

Introduction  
Response to the Report of the Evaluation Team Visit - 1993  
Significant Changes Since 1993  
  
Response to the Report of the Focused Team Visit - 1998  
Significant Changes Since 1998

**Chapter Four: Chair: Dr. James Knapp**

- I. General Institutional Requirements
  - A. Mission- GIR #1 & 2
  - B. Authorization - GIR #3 & 4
  - C. Governance - GIR #5,6,7,8
  - D. Faculty - GIR #9,10,11
  - E. Educational Programs - GIR #12,13,14,15,16,17,18
  - F. Finances - GIR #19,20,21
  - G. Public Information - GIR #22,23,24

**Chapter Five: Chair: Dr. Bryon Clark  
Co-Chair: Dr. Ann Haycock**

Criterion 1: The Institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

- I. Mission Statement
- II. Fulfilling the Mission
  - A. Setting Goals
  - B. Campus Goals
  - C. Disseminating Goals
  - D. Implementing Goals
- III. Organization and Governance
  - A. Oklahoma State Regents for Higher Education
  - B. Board of Regents for Oklahoma Colleges

- C. Administration
  - 1. The President of the University
  - 2. Vice President for Academic Affairs
    - a. Associate Vice President for Academic Affairs
    - b. Assistant Vice President for Enrollment Management
    - c. Assistant Vice President for Technology Information
    - d. Dean, School of Arts and Sciences
    - e. Dean, School of Business
    - f. Dean, School of Education and Behavioral Sciences
  - 3. Vice President for Business Affairs
    - a. Assistant Vice President for Business Affairs
  - 4. Vice President for Student Affairs
    - a. Dean of Students
- D. Faculty and Staff Governance
  - 1. Faculty Governance
    - a. Faculty Senate
    - b. Standing Committees
    - c. School Advisory Councils
    - d. Departmental Governance
  - 2. Staff Governance
    - a. Administrative and Staff Advisory Committee
    - b. Clerical and Service Staff Advisory Committee
- E. Student Governance
  - 1. SOSU Student Government
  - 2. Student Participation in the Committee Structure

**Chapter Six: Chair: Mr. Ross Walkup**  
**Co-Chair: Dr. Jeffrey Hale**

Criterion 2: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

- I. Human Resources

- A. Introduction and Demographics
  - 1. Tenured and Tenure-Track Faculty
  - 2. Non-Tenure-Track Faculty
  - 3. Administrative Staff
  - 4. Professional Staff
  - 5. Clerical and Service Staff
- B. Diversity
- C. Professional Development
- D. Personal Support Programs
- II. Financial Resources
  - A. General Fund
  - B. Restricted Fund
    - 1. Voluntary Support
      - a. Major Gift Work
      - b.
    - 2. Sponsored Programs
    - 3. Auxiliary Enterprises
    - 4. Student Aid
  - C. Related Foundations Supporting the University
- III. Physical Resources
  - A. Overview
    - 1. Campus Master Plan
      - a. Brief Overview of the Master Plan
      - b. Master Plan Policy Statement Number 7
    - 2. Space Planning Process
  - B. Current Space Utilization
    - 1. Classrooms
    - 2. Instructional Laboratories
    - 3. Computer Laboratories
    - 4. Office Space
    - 5. Other Categories as Required or Desired
  - C. Future Space Needs
    - 1. Classrooms
    - 2. Instructional Laboratories
    - 3. Computer Laboratories
    - 4. Office Space
    - 5. Other Categories as Required or Desired
  - D. Academic Resources and Equipment
  - E. Expansion, Renovation, and Maintenance
    - 1. Major Construction Projects
    - 2. Renovation of Existing Facilities

- 3. Future Projects in Development or Design
- 4. Energy Conservation Project
- 5. Operation and Maintenance Compared to 1992/1993
- F. Campus Safety
  - 1. Police Department
  - 2. Fire Procedures
  - 3. Emergency System
  - 4. Storm Shelters
  - 5. Radiological and Environmental Management
  - 6. Parking Enforcement
- IV. Libraries
  - A. Changes in The Last Ten Years
  - B. Collections
  - C. Library Instruction
  - D. Challenges in the Future
- V. Computing Resources
  - A. Instructional Computing Laboratories
  - B. Departmental Specific Computing
  - C. Student Access to Computing Facilities
  - D. Network Infrastructure
  - E. Research Computing Facilities
  - F. Computer Software Training
  - G. Management Information
- VI. Educational and Academic Support Services for Students
  - A. Enrollment Management
    - 1. Recruiting and Admitting Undergraduate Students
    - 2. Financial Aid for Undergraduate Students
    - 3. Recruiting and Admitting Graduate Students
    - 4. Financial Assistance for Graduate Students
    - 5. Recruiting and Admitting International Students
  - B. Academic Support Services
    - 1. Orientation
    - 2. Academic Counseling and Advising
    - 3. Special Academic Centers and Programs
      - a. Learning Center
    - 4. Support Programs and Services for Special Populations
      - a. Programs and Services for Non-Traditional Students
      - b. Programs and Services for Students with Disabilities
      - c. Programs and Services for International Students
      - d. Programs and Services for Women
      - e. Programs and Services for Ethnic Minorities

- f. Programs and Services for Military Veterans
  - C. Counseling, Health, and Career-Related Services
    - 1. Counseling Services
    - 2. Student Health Services
    - 3. Career-Related Services
  - D. Student Housing
    - 1. Residency Halls
    - 2. Sororities and Fraternities
    - 3. Off-Campus Housing
    - 4. Married Student Housing
  - E. Campus Life
    - 1. Student Organizations
    - 2. Recreational Sports
    - 3. Performing Arts
      - a. Convocations and Lectures
      - b. SOSU Theater
      - c. SOSU Musical Organizations
      - d. SOSU Orchestra and Bands
- VII. Strengths and Future Challenges

**Chapter Seven: Chair: Mr. M. Richard Hackett**  
**Co-Chair: Dr. Margaret Avard**

Criterion III - The Institution is accomplishing its educational and other purposes.

- I. Educational Programs
  - A. Curricular-Related Process and Decision-Making
  - B. Instructional Programs by Schools
  - C. Graduate Programs
  - D. Status of Programs
- II. Outreach Programs and Services
  - A. Management of Courses for Academic Credit
  - B. Off-Campus Centers
  - C. Distance Education
  - D. Library Services
  - E. Continuing Education
  - F. Interstate Agreements
  - G. Intrastate Agreements
  - H. Professional Outreach
  - I. General Services
  - J. Strengths and Challenges

- III. Research, Scholarship, and Creative Activities
  - A. Plan of Study
  - B. University/School/Department Mission Statement Summaries
    - 1. How They Address Research/Scholarship Activity
  - C. Infrastructure for Research, Scholarship, and Creative Activities
  - D. Grant Activity
  - E. Graduate Education and Research
  - F. Strengths and Challenges
- IV. Assessment of Institutional Outcomes
  - A. History of Assessment at SOSU
  - B. The Assessment Process
  - C. The Assessment Program
    - 1. Entry Level Assessment
    - 2. Mid-Level Assessment
    - 3. Programs Outcome Assessment
    - 4. Student Satisfaction Assessment
    - 5. Graduate Student Assessment
    - 6. General Education Assessment
  - D. Departmental Program Reviews
  - E. Specialty Accreditation
  - F. Licensure and Certification of Students
  - G. Strengths and Challenges

**Chapter Eight: Chair: Dr. Brett Elliot**

Criterion IV - The Institution can continue to accomplish its purposes and strengthen its educational effectiveness.

- I. Planning Across the University/Vision 2002
  - A. Major Initiatives
    - 1. Individual Attention to Students
    - 2. Active Learning and Partnerships
    - 3. Total Development of Students
    - 4. Effective Use of Technology
    - 5. Promotion of Economic Development, Scholarship and Culture
  - B. Five Goals
    - 1. Marketing
    - 2. Enrollment
    - 3. Renovation/Expansion
    - 4. Technology Resources
    - 5. Collaboration

**Chapter Nine: Chair: Dr. John Allen Hendricks**  
**Co-Chair: Dr. Claire Stubblefield**

Criterion V - The institution demonstrates integrity in its practices and relationships.

- I. Expectation and Monitoring of Conduct
  - A. Regents, Faculty, Staff
  - B. Students
- II. Equity of Treatment
  - A. Faculty and Staff
  - B. Students
- III. Dispute Resolution Systems
  - A. Faculty and Staff
  - B. Students
- IV. Efforts to Enhance Diversity
- V. Intercollegiate Athletics and Student-Athletes
- VI. Communications with and Commitments to Prospective Students
- VII. Contractual Arrangements and Other Business Relations with Vendors
- VIII. University Role in Auxiliary Services
- IX. Relations with Individual and Corporate Donors, Alumni, Legislators, and Other Groups Served by the University
- X. Relations with other Institutions of Higher Education
- XI. Integrity in Research
  - A. Human Research Subjects
  - B. Administration of Grants and Contracts from External Sponsors
  - C. Faculty Businesses and Management of Conflict of Interest
  - D. Management of Intellectual Property
  - E. Management of Potentially Biohazardous Substances
  - F. General Campus Safety and Environmental Management
- XII. Federal Compliance
- XIII. Strengths and Areas for Improvement

**Chapter Ten: Chair: Dr. Douglas McMillan**  
**Co-Chair Dr. Charles Weiner**

**Information and Documentation to Support a Request for Institutional Change (see explanation on page 46):**

The request for approval of institutional change will contain the following:

13. A concise statement of the requested change.
14. A rationale for the requested change.
15. A description of how the change is appropriate to the institutions' purposes.
16. Consideration of how the proposed change relates to the contents of the last and most current NCA comprehensive Team Report.
17. A description of the planning process that led to the proposed change.
18. Evidence that the institution has the necessary internal and external approvals to initiate the change.
19. An analysis of the institution's continued ability to meet the General Institutional Requirements and the Criteria for Accreditation.
20. An Analysis of the anticipated effect of the proposed change on the other parts of the institution.
21. Evidence that the institution has established the processes to assure that it has the capability to initiate and maintain the proposed change and to monitor acceptable quality once the change has been implemented.
22. Evidence that the institution has organized and planned for adequate human, financial, physical, and instructional resources to initiate and support the proposed change.

### **Guidelines for Distance Learning**

Any Institution offering distance education is expected to meet the requirements of its own accrediting body, and be guided by the Western Interstate Commission for Higher Education Principles. In addition, an institution is expected to address, in its self-study for institutional change, the following expectations, which will be reviewed by its accrediting commission (Handbook on Accreditation, p. 171).

#### Curriculum and Instruction

1. Programs provide for timely and appropriate interaction between students and faculty, and among students.
2. The institution's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of programs and the quality of instruction.
3. The institution ensures that the technology used is appropriate to the nature and objectives of the programs.
4. The institution ensures the currency of materials, programs, and courses.
5. The institution's distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourse, or other media products.
6. The institution provides appropriate faculty support services specifically related to distance education.
7. The institution provides appropriate training for faculty who teach in distance education programs.

### Evaluation and Assessment

1. The institution assesses student capability to succeed in distance education programs and applies this information to admission and recruiting policies and decisions.
2. The institution evaluates the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.
3. The institution ensures the integrity of student work and credibility of the degree and credits it awards.

### Library and Learning Resources

1. The institution ensures that students have access to and can effectively use appropriate library resources.
2. The institution monitors whether students make appropriate use of learning resources.
3. The institution provides laboratories, facilities, and equipment appropriate to the courses of programs.

### Student Services

1. The institution provides adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.
2. The institution provides an adequate means for resolving student complaints
3. The institution provides to students advertising, recruiting, and admissions information that adequately and accurately represents the programs, requirements, and services available.
4. The institution ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program, and provides aid to students who are experiencing difficulty using the required technology.

### Facilities and Finances

1. The institution possesses the equipment and technical expertise required for distance education.
2. The institution's long range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment, and other resources essential to the viability and effectiveness of the distance education program.

**Chapter Eleven: Chair      Dr. William Fridley**

Summary: Facing the Future

**Chapter Twelve: Chair: Dr. Charles Weiner**

Request for Continuing Accreditation

**REPORTING AND RESPONDING TO CONCERNS OF PREVIOUS OF NCA TEAMS**

The working outline presented above indicates that Southeastern will address the concerns of the 1993 and 1998 site-visit in Chapter Three of the Report. Each concern will be stated as specifically as possible, and progress to date in alleviating the concerns will be described. Detailed responses, progress reports, and recommendations will be provided at appropriate places throughout the Self-Study Report.

**TIMETABLE FOR THE NCA CONTINUED ACCREDITATION PROCESS**

The time frame for completion of the Self-Study process is outlined below. It is projected that the first completed draft of the Self-Study will be prepared by August 2002. The draft copy will be reviewed, revised, and edited to provide a final draft for the Steering Committee by January/February 2003. Review Panels will have their opportunity to read and comment on the Self-Study Report no later than March/April 2003. Administrative and Faculty Senate review will be completed by July 2003. Finalization of the Report will occur in August 2003, with transmission to the Commission and Visiting Team in September 2003. Sufficiently in advance of the site-visit scheduled for November 3-5, 2003.

January 2001            Self-Study Coordinator appointed

June/July 2001    Steering Committee is selected

September 10, 2001    Initial meeting of the Steering Committee  
                                  \*Introductions  
                                  \*Assignments

September 2001            Steering Committee organizes and selects principal subcommittee members.

Letters go out to subcommittee members.

January 2002            Three dates for site-visit submitted to NCA.

October/April 2002    Steering Committee develops a self-study plan to submit to the Commission staff for review.

January 2002 - Subcommittees gather data, interview, analyze, etc., and develops initial draft of the chapter.  
to May 2002

March 23-26, 2002 NCA Annual Convention/Chicago, Illinois  
(SOSU will send 8 representatives to the meeting)

June 2002 - Subcommittee chairs prepare rough draft of Self-Study Chapter.  
to August 2002

September/October 2002 Survey is administered for additional data.

November/December 2002 Revisions are made to the Self-Study Chapters.

January-February 2003 Steering Committee analyzes information, prepares rough draft of Self-Study Report.

March/April 2003 NCA Annual Convention/Chicago, Illinois  
(SOSU will send 8-10 representative to the meeting)

March/April 2003 Review Panels are established to review Self-Study Report.

May/June 2003 Revisions are made to the Self-Study Report.

June/July 2003 Self-Study Report submitted to the President and Administrative Council  
Self-Study Report submitted to the Faculty Senate

July/August 2003 Revised Self-Study Report submitted to editors.  
Final Self-Study Report is completed and printed.

September 2003 Sends one complete set of evaluation materials to each member of the  
Evaluation Team and to the Commission staff liaison.

November 3, 4, & 5 2003 The evaluation visit will take place on these dates.

## **EVALUATION METHODOLOGIES**

As shown in the working chapter outline (see page 8), one or more NCA Steering Committee

members (names shown in bold print) have been assigned to each working chapter. Steering Committee members will chair their subcommittees and be the liaison person between the subcommittees and the NCA Steering Committee. Chapter plans have been prepared following the guidelines as shown below.

Chapter plans were prepared to guide the subcommittees in the research and preparation of their chapters for the NCA Self-Study Report. Each chapter plan contains the following information:

1. Subcommittee Members
2. Specific Tasks (assignments) to be Conducted  
(Questions to investigate)
3. Writing Responsibilities
4. Existing Materials/Documents Needed for Perusal
5. Data to be Gathered and Analyzed
6. Survey Instruments of Questionnaires  
(Methods to be used for collecting data)
7. Evaluation Methodology for Analyzing Data
8. Resource People
9. Reporting Time Table
10. Materials for Resource Room
11. Tentative Outline of Chapter Contents

The data to be collected ranges from the use of existing institutional documents to surveying faculty, students, and administrators to obtain their perceptions and recommendations, as well as enrollment data, resource needs, faculty personnel records, faculty accomplishments and professional activities, student characteristics, facilities records, equipment inventory, fiscal information, assessment results, student development information, program quality data, and planning records. Appropriate evaluation methodologies will be applied for each type of data.

Draft plans for chapters two through eleven are included in Appendix B (see page 23).

## **REPORTING MECHANISMS AND WRITING RESPONSIBILITIES**

The NCA Self-Study Subcommittees will report directly to the NCA Steering Committee. Requests to survey faculty and students will be coordinated through the Steering Committee in order to

maintain efficiency in the surveying activities.

Each Subcommittee will prepare a detailed report of their chapter assignment using the outline shown below:

### **Introduction**

This section will introduce the reader to the contents of the chapter. In addition, the Introduction establishes the context relative to the criterion, sets the tone, and prepares the reader for the details that follow.

### **Body**

\*Narrative that describes and/or summarizes the data.

\*Analysis and evaluation of the data.

### **Summary/Conclusion**

\*Strengths identified in the chapter

\*Concerns or issues that need to be addressed

\*Recommendations (plans for improvement)

The Steering Committee will review, discuss, and do some editing of each working chapter. The chapters will then be converted to a working draft which will be circulated to Southeastern faculty, vice presidents, and the President for their review and comments.

Additional editing and refinement will then be conducted by the Steering Committee. Final editing will be done by small teams of individuals. The final draft will be circulated widely before it is submitted to the President for his comments and final approval.

**APPENDIX A**  
**SUBCOMMITTEE MEMBERS**



## **Chapter 2**

Chair - Dr. Theresa Hrcir

1. Dr. George Collier - Professor Emeritus; Economics/Department of Social Sciences
2. Ms. Pam Fahrenndorf - Chair and Assistant Professor/Department of Computer Sciences
3. Mr. George Jacox - Chair and Assistant Professor/Department of Aviation Flight
4. Dr. John Reid - Chair and Associate Professor/Department of Psychology and Counseling
5. Dr. Beverley Tully - Professor/Department of Educational Instruction and Leadership

## **Chapter 3**

Chair - Dr. Randy Prus

1. Dr. Brenda Clark - Associate Professor/Department of Biological Sciences
2. Dr. Diane Dixon - Associate Professor/Department of Biological Sciences
3. Dr. Ken Elder - Professor/Department of Sociology
4. Dr. Stewart Mayers - Assistant Prof./Department of Educational Instruction and Leadership

## **Chapter 4**

Chair - Dr. James Knapp

1. Ms. Carol Coats - Bursar/Office of Business Affairs
2. Ms. Jane Elder - Assistant Professor/Department of Sociology
3. Dr. Charles Matthews - Assistant Professor/Department of Mathematics
4. Dr. John Mischo - Associate Professor/Department of English, Humanities, and Languages
5. Ms. Sharon Morrison - Reference Librarian

## **Chapter 5**

Chair - Dr. Bryon Clark

Co-Chair - Dr. Ann Haycock

1. Ms. Sharon Canan - President/Southeastern Staff Association
2. Dr. Mary Carden - Assistant Professor/Department of English, Humanities, and Languages
3. Dr. Debbie Manning - Assistant to the President
4. Ann McCullough - President of Student Senate

## **Chapter 6**

### **Subcommittee 1**

Chair - Mr. Ross Walkup

1. Ms. Cathy Conway - Director/Human Resources
2. Dr. Dottie Davis - Professor and Director/Henry G. Bennett Memorial Library
3. Mr. Fred Hallman - Director/Physical Plant
4. Mr. Dan Moore - Director/Administrative Computing
5. Ms. Kay Lynn Roberts - Associate Director/Budget/Office of Business Affairs

### **Subcommittee 2**

Chair - Dr. Jeffrey Hale

1. Ms. Kathy Ingram - Admissions Counselor/Office of Admissions and Enrollment Services

2. Ms. Liz McCraw - Dean of Students/Office of Student Affairs
3. Ms. Jane McMillan - Director/Department of Guidance and Counseling Services
4. Dr. Glen Melancon - Associate Professor/Department of Social Sciences  
Director/Freshmen Programs

### **Chapter 7**

Chair - Mr. M. Richard Hackett

Co-Chair - Dr. Margaret Avard

1. Dr. Charles Hickox - Director/Continuing Education
2. Mr. Cheryl Jackson - Director/Teacher Education Services
3. Mr. Dennis Miles - Assistant Librarian
4. Dr. Tim Smith - Associate Professor/Department of Physical Sciences
5. Dr. Loide Wasmund - Associate Professor/Department of Physical Sciences

### **Chapter 8**

Chair - Dr. Brett Elliott

1. Dr. James Connelly - Professor and Director/Center for Instructional Development
2. Ms. Judy Hodges - Secretary to Assistant Vice President for Enrollment Management
3. Dr. Faye Mangrum - Associate Professor/Department of Communication and Theater
4. Dr. Chris Moretti - Assistant Professor/Department of Mathematics
5. Mr. Whit Roberts - Director/Center of Economic Development and Partnerships

### **Chapter 9**

#### **Subcommittee 1**

Chair - Dr. Claire Stubblefield

1. Dr. Daniel Althoff - Assistant Professor/Department of English, Humanities, and Languages
2. Mr. Chad Litton - Assistant Professor/Department of Sociology
3. Ms. Camille Phelps - Multicultural Coordinator/Office of Student Life
4. Ms. Patty Pool - Assistant Professor/Department of Management and Marketing
5. Mr. Kyle Stafford - Recruitment Coordinator/Office of Enrollment Management
6. Ms. Stephanie Williams - Alumni Coordinator/Office of University Advancement
7. Ms. Cherrie Wilmoth - Instructor/Department of Health, Physical Education and Recreation  
NCAA Compliance Coordinator

#### **Subcommittee 2**

Chair - Dr. John Allen Hendricks

1. Dr. David Conway - Associate Professor and Director/Aviation Science Institute
2. Dr. Brooks Flippen - Associate Professor/Department of Social Sciences
3. Dr. Wayne Jones - Chair and Assistant Prof./Department of Occupational Safety and Health
4. Dr. Elizabeth Kennedy - Assistant Professor/Department of Psychology and Counseling
5. Ms. Kristie Luke - Registrar/Office of Enrollment Management
6. Dr. Jerry Polson - Chair and Professor/Department of Physical Sciences
7. Dr. Judy Williams - Professor/Department of Biological Sciences

## **Chapter 10**

Chair - Dr. Douglas McMillan

Co-Chair - Dr. Charles Weiner

## **Chapter 11**

Chair - Dr. William Fridley

1. Dr. Kent Fields - Massey Chair of Accounting/Department of Accounting and Finance
2. Dr. Mary Hitchcock - Professor and Director/Teacher Education
3. Dr. Ed Mauzey - Associate Professor/Department of Psychology and Counseling
4. Dr. C.W. Von Bergen - Associate Professor/Department of Management and Marketing
5. Dr. Glenda Zumwalt -Chair and Professor/Department of English, Humanities, and Languages

**APPENDIX B**  
**CHAPTER PLANS**

## **NCA SELF-STUDY REPORT: CHAPTER 2 PLAN**

### **Accreditation History, Overview, Process and Timeline**

1. Sub-Committee Members  
Dr. Theresa Hrcir, Chair  
Dr. George Collier  
Ms. Pam Fahrendorf  
Mr. George Jacox  
Dr. Jon Reid  
Dr. Beverly Tully

2. Specific Task to be Conducted

To obtain relevant information needed for chapter two of the report: details the accreditation history; overview of the self-study process; the self-study organization; and the NCA accreditation timeline and to write that chapter.

3. **Existing Materials/Documents Needed for Perusal**

Prior NCA Reports  
Southeastern NCA Self-study Report for 1992-1993  
Southeastern NCA Self-study Report for A Focused Evaluation 1998  
School or program accreditation changes, such as the new ACBSP  
(Note the committee chair has already received most of these documents.)

4. **Data to be Gathered and Analyzed**

Any relevant accreditation history data subsequent to the 1993 report not already noted in the 1998 report should be gathered from existing materials at the university or perhaps by interviews of key persons in administration or faculty organizations.

5. **Survey Instruments or Questionnaires**

This chapter should not require the use of any survey instruments or questionnaires.

6. **Evaluation Methodology for Analyzing Data**

Committee members will be assigned specific areas of responsibility for the collection and or evaluation of data to be included.

**7. Writing Responsibilities**

The committee will recommend desired form and appropriate language.  
Committee members will receive specific research and writing assignments.  
Chair will edit and synthesize assignments to form the chapter.  
Committee will agree on the final presentation.

**8. Resource People**

Dr. Charles Weiner  
Dr. Douglas McMillan  
Dr. David Norris  
Dr. Jack Robinson  
Dr. Bryon Clark

**9. Reporting Time Table**

Committee initial meeting, Friday, January 25, 2002  
Committee meets again in mid-March for assignments  
Plan for e-mail and document exchanges to expedite work  
Committee meets again in early to mid-April to review draft of chapter; make recommendations as to form and language  
End of April or early May finalize draft

**10. Materials for Resource Room**

Reports mentioned previously and others if any as determined by the committee.

**11. Tentative Outline of Chapter Contents**

Introduction of Topics  
Accreditation History  
Overview of the Self-Study Process  
Self-Study Organization  
NCA Accreditation Timeline  
Summary

## **NCA SELF-STUDY REPORT: CHAPTER 3 PLAN**

### **1. Subcommittee Members**

Dr. Randy Prus (chair)  
Dr. Ken Elder  
Dr. Brenda Clark  
Dr. Diane Dixon  
Dr. Stewart Mayers

### **2. Specific Tasks to be Conducted**

Response to the Report of the Evaluation Team Visit–1993  
Significant Changes Since 1993

Response to the Report of the Evaluation Team Visit–1998  
Significant Changes Since 1998

### **3. Writing Responsibilities**

Dr. Randy Prus  
Dr. Stewart Mayers (editing)

### **4. Existing Material/Documents Needed for Perusal**

1998 Self-Study

## Faculty Senate Minutes

Minutes from: Curriculum Committee, Academic Council, Graduate Council, General Education Committee, Budget Hearings, Faculty Forums, Institutional Research and Assessment Committee, Reports from Goal Teams on Marketing, Enrollment, Renovation, Technology Resources, and Collaboration.

Documentation of changes in University Administration since August, 1998.

### **5. Data to be Gathered and Analyzed**

Survey of Faculty/Staff responses to changes

### **6. Survey Instruments or Questionnaires**

This section seeks to evaluate the perception of changes in the university brought about by the 1998 North Central focused visit.

How many years have you served on the faculty or staff at SOSU?

A. 1–5 years                      B. 6–10 years                      C. 11 plus years

How would you evaluate the changes in the following areas of the university, since you've been employed here using the scale

a=greatly improve      b=improved      c=the same      d=worse      e=much worse

1) the administrative structure of the university

2) the general education program

3) the use of assessment to maintain and develop academic programs

4) the faculty role in maintaining and developing academic programs

5) the tenure/tenure review process

6) the promotion process

7) the role of the Faculty Senate in addressing faculty concerns to the administration

- 8) the role of the faculty in determining budgets
- 9) the use of assessment and/or program review in budget decisions
- 10) the quality of shared governance between faculty and administration
- 11) the quality of communication between administration and faculty
- 12) the role of faculty participation in long-range planning at the university level
- 13) the role of faculty participation in long-range planning at the school level
- 14) the role of faculty participation in long-range planning at the department and/or program level

**7. Evaluation Methodology for Analyzing Data**

Conventional data analysis including descriptive statistics will be employed.

**8. Resource People**

Dr. Debbie Manning  
Faculty Senate Chairs  
Committee and Goal Team chairs

**9. Reporting Time Table**

Begin January 2002; end April 2002.

**10. Materials for Resource Room**

See #4 above as well as Self-Studies from 1993 and 1998, and Team Evaluation Reports from the 1993 and 1998 site visits.

**11. Tentative Outline of Chapter Contents**

- I. Summary of the Report of the Evaluation Team Visit–1993
- II. Appendix A of 1998 Self-Study
- III. Summary of the Report of the Evaluation Team Visit–1998
- IV. Significant Changes Since 1998

- V. Analysis of Faculty/Staff responses to issues of Shared Governance, Assessment, Program Review (i.e., all the concerns raised in the previous NCA reports)

## **NCA SELF-STUDY REPORT: CHAPTER 4 PLAN**

2. Subcommittee Members:

Dr. James Knapp (Chair)

Ms. Carol Coats

Ms. Jane Elder

Dr. Charles Matthews

Dr. John Mischo  
Ms. Sharon Morrison

3. Specific Tasks to be Conducted:

Provide a written document describing how SOSU is responding to the 24 General Institutional Requirements

4. Writing Responsibilities:

GIRs 1-4 - Dr. Knapp  
GIRs 5-11 - Drs. Elder & Matthews  
GIRs 12-18 - Dr. Mischo & Ms. Morrison  
GIRs 19-21 - Ms. Coats  
GIRs 22-24 - Dr. Knapp

5. Existing Materials/Documents Needed for Perusal:

Several items will be needed including, but not limited to, undergraduate and graduate catalogs, revised mission statement, aggregate data regarding faculty credentials and current appointments from human resources, aggregate data regarding enrollment and graduation from the registrar, various pieces of information from the office of the President, Vice President for Business Affairs, Office of Public Information, and Faculty Senate.

6. Data to be Gathered and Analyzed:

Data gathered from the sources mentioned previously should provide the majority of the information needed to complete Chapter 4.

7. Survey Instruments or Questionnaires:

This form of data collection should not be necessary in order to complete Chapter 4.

8. Evaluation Methodology for Analyzing Data:

The bulk of information needed to complete Chapter 4 will involve analyzing existing documents gathered by the members of the sub-committee.

9. Resource People:

Since the GIRs cut across the university community, several individuals will serve as “resource people” including, but not limited to, President Johnson and his staff, Vice-President Walkup and his staff, Kristie Luke (Registrar) and her staff, Cathy Conway (Human Resources) and her staff, Kathy Carrington (Public Information) and her staff, Bryon Clark (President of Faculty Senate).

10. Reporting Time Table:

Members of the Chapter 4 sub-committee will strive to have a first draft of the chapter to the NCA Steering Committee by the end of the Spring, 2002 semester.

Additional time lines will be established within the sub-committee as members complete their assigned portions of the chapter.

11. Materials for Resource Room:

All materials used to write Chapter 4 will be presented to the NCA Steering Committee for inclusion in the resource room.

12. Tentative Outline of Chapter Contents:

The contents of the chapter will be organized following the numerical order of GIRs identified in the NCA handbook.

## NCA SELF-STUDY REPORT: CHAPTER 5 PLAN

### **Criterion 1: The Institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.**

#### 7) Subcommittee Members

Dr. Bryon Clark (co-chair)  
Dr. Ann Haycock (co-chair)  
Ms. Sharon Canan  
Dr. Mary Carden  
Dr. Debbie Manning  
Ms. Ann McCullough

#### 8) Specific Tasks (assignments) to be conducted (Questions to investigate)

- 1) Are the mission and strategic plan for Southeastern compatible?
- 2) Are the mission and strategic plan for Southeastern understood by internal and external constituencies?
- 3) Is Southeastern fulfilling its mission and strategic plan?
- 4) Do internal constituencies understand the role of external governing units?
- 5) Do internal constituencies understand the role of the administrative officers?
- 6) Are administrative officers fulfilling Southeastern's mission and strategic plan?
- 7) Do internal constituencies understand the committee structure at Southeastern?
- 8) Is the committee structure assisting Southeastern fulfill its mission and strategic plan?
- 9) Are the various University structures integrated and linked?
- 10) What improvements can be made to facilitate internal constituencies fulfill the mission and strategic plan of Southeastern?

#### 9) Writing Responsibilities

- 1) Dr. Bryon Clark – Faculty Senate and Shared Governance.
- 2) Dr. Ann Haycock – Responsibilities of Administrative Officers
- 3) Ms. Sharon Canan – Southeastern Staff Association
- 4) Dr. Mary Carden – Standing Committees
- 5) Dr. Debbie Manning – External Governing Units
- 6) Ms. Ann McCullough – Student Government Association

#### 10) Existing Materials/Documents Needed for Perusal

- 1) Current Mission Statement
  - 2) Current Strategic Plan
  - 3) Current organizational charts for OSRHE and BROCC
  - 4) Current organizational/functional charts for administrative officers
  - 5) Current organizational/functional charts for Faculty Senate, Southeastern Staff Association, Standing Committees, Student Government Association.
5. Data to be Gathered and Analyzed
    - A. Analysis of questions listed in Item Number 2.
  6. Survey Instruments and Questionnaires (Methods to be used for collecting data)
    - A. NCA Questionnaire
    - B. Web-site Questionnaire
  7. Evaluation Methodology for Analyzing Data
    - A. Descriptive statistics
  8. Resource People
    - A. Administrative Officers
    - B. Southeastern Staff Association Officers
    - C. Student Government Association Officers
    - D. Chairs of Committees
    - E. Executive Committee of Faculty Senate
  9. Reporting Time Table
    - A. Chapter Outline–25 February 2002
    - B. Rough Draft of Chapter (excluding questionnaire information)–15 March 2002
  10. Materials for Resource Room
 

Constitutions of Faculty Senate, Southeastern Staff Association, Student Government Association

    - A. Statement on Shared Governance (Academic Policies and Procedures Manual)
    - B. Materials listed in Item Number 4.
  11. Tentative Outline of Chapter Contents

- I. Mission and Goals
  - A. Introduction
  - B. Historical Overview of Southeastern's Mission
  - C. Current Mission Statement
  - D. Current Strategic Plan
  - E. Understanding of the Current Mission and Strategic Plan by Internal and External Constituencies
  - F. Is Southeastern Living Up to its Mission and Strategic Plan?
- II. Governance and Administration
  - A. Introduction
  - A. External Governing Units
    - 1. OSRHE
    - 2. BROCC
    - 3. Understanding BROCC and OSRHE Roles to Southeastern
  - A. Internal Administrative Structure
    - 1. Introduction
    - 2. Responsibilities of Administrative Officers
    - 3. Understanding of Current Administrative Officers
    - 4. Are the Administrative Officers fulfilling the University's Mission and Strategic Plan?
  - A. University Committee Structure
    - 1. Different Types of Committees (Faculty Senate, Southeastern Staff Association, Student Government Association, Standing Committees, Task Forces, and Planning Resource Council)
    - 2. Understanding of Current Committee Structure
    - 3. Is the Current Committee Structure fulfilling the University's Mission and Strategic Plan?
- III. Integration and Linkages of University Structures
  - A. Shared Responsibilities in University Governance
- IV. Recommendations
  - A. How do we improve the general understanding of (1) academic and administrative functionality, and (2) shared governance at Southeastern?

## NCA SELF-STUDY REPORT: CHAPTER 6 PLAN

**Criterion 2: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.**

**1 and 2: Subcommittee Members and Specific Task Assignments:**

Co-Chairs:	Dr. Jeffrey Hale and Mr. Ross Walkup
I. Human Resources	Ms. Cathy Conway
II. Financial Resources	Ms. Kay Lynn Roberts
III. Physical Resources	Mr. Fred Hallman
IV. Libraries	Dr. Dorothy Davis
V. Computing Resources	Mr. Dan Moore
VIA. Enrollment Management	Ms. Kathy Ingram
VIB. Academic Support Services	Ms. Joy Cornelison
VIC. Counseling, Health, and Career-Related Services	Ms. Jane McMillan
VID. Student Housing	Ms. Juliet Cathey
VIE. Campus Life	Ms. Liz McCraw

**3. Writing/Responsibilities:**

Each member assigned a task will be responsible for submitting a draft to the Co-Chairs. The Co-Chairs will be responsible for the finale draft to the NCA Steering Committee.

**4. Existing Materials/Documents needed for Perusal:**

Information Publications; Faculty Evaluations; Audit Reports, Departmental Reports from Human Resources, Business Services, Financial Aid, Academic Affairs, Enrollment Management, and Registrar Office; SOSU Policies & Procedures Manual; SOSU Faculty Handbook. Campus Master Plan, Regulatory Compliance (OSHA & EPA); State Fire Marshal Report; Goal Team Reports, 1999 Noel Levitz Report, 2000 Market Analysis Report and Student Housing Report.

**5. Data to be Gathered and Analyzed:**

To be determined after acquisition of material/review.

**6. Survey Instruments of questionnaires:**

To be determined after acquisition of material/review.

**7. Evaluation Methodology for Analyzing Data:**

To be determined after acquisition of material/review.

**8. Resource People:**

Ms. Bridgette Hamill	Mr. Rudy Manley	Ms. Teriki Hicks
Ms. Teresa Taylor	Ms. Kristie Luke	
Ms. Dorothy Owens	Ms. Jan Anderson	
Ms. Marjorie Robertson	Ms. April Lehrling	
Ms. Carol Coats	Ms. Sharon Berish	
Ms. Eddie Harbin	Ms. Camille Phelps	
Mr. Jon Clouse	Ms. Amy Chapman	
Ms. Susan Webb	Mr. Tim Boatman	
Ms. Reba Titsworth	Dr. Glenn Melancon	
Mr. Clay Risen Hoover	Dr. Lisa Hill-Coleman	
Mr. Shawn Ridenour	Ms. Sherry Foster	

**9. Reporting Time Table:**

April 30, 2002 Review Material/Documents to determine:

- a. Data to be gathered and Analyzed
- b. Survey Instruments of Questionnaires
- c. Evaluation Methodology for Analyzing Data
- d. Materials for Resource Room

May 15, 2002 Revise Chapter Outline

May 31, 2002 First draft of assigned task to Co-Chairs

June 15, 2002 Revision to draft of assigned task to Co-Chairs

June 30, 2002 First draft of Chapter

July 15, 2002 Responses from Subcommittee Members on first draft

July 31, 2002 Second draft of Chapter

August 15, 2002 Responses from Subcommittee Members on second draft

August 31, 2002 Draft submitted to NCA Steering Committee

**10. Materials for Resource Room:**

To be determined after acquisition of material/review



## NCA SELF-STUDY REPORT: CHAPTER 7 PLAN

### Criterion 3: The Institution is accomplishing its educational and other purposes.

#### 1. Subcommittee Members

Mr. M. Richard Hackett - Chair  
Dr. Margaret Avard - Co-Chair  
Dr. Charles Hickox  
Ms. Cheryl Jackson  
Mr. Dennis Miles  
Dr. Tim Smith  
Dr. Loide Wasmund

#### 2. Specific Tasks to be Conducted

These assignments are tied to specific parts components of the tentative chapter outline.

#### 3. Writing Responsibilities

Educational Programs - Mr. Hackett & Dr. Avard  
Outreach Programs and Services - Mr. Miles, Dr. Hickox, Dr. Avard, & Mr. Hackett  
Research, Scholarship, and Creative Activities - Dr. Wasmund & Dr. Smith  
Assessment of Institutional Outcomes - Mr. Hackett, Ms. Jackson, & Dr. Avard

#### 4. Existing Material/Documents Needed for Perusal

University' Policies and Procedures  
Regent's Policies  
University Catalogs - Undergraduate/Graduate  
Enrollment Reports  
Strategic Plans - Library  
Continuing Education Policies, Publications, Plans, and Assessment Reports  
Articulation Agreements with the Community Colleges  
Economic Development Reports from Various Offices  
Graduate Program Development Plan  
Assessment Reports (Entry, Mid, Program Outcome, Student Satisfaction)  
Program Reviews

#### 5. Data to be Gathered and Analyzed

The majority of the information needed for this chapter already exists in University publications, policies, procedures, and reports.

6. Survey Instruments and Questionnaires

Any additional information will be generated from analysis of the existing materials, and if necessary, survey questions will be formulated to generate information that is deemed essential.

7. Evaluation Methodology for Analyzing Data

The methodology used to evaluate the data will consist of comparison of the systems used here to establish criteria from the NCA.

8. Resource People

Vice President for Academic Affairs

Associate Vice President for Academic Affairs

Assistant Vice President for Information Technology

Assistant Vice President for Enrollment Management and Marketing

Deans

Department Chairs

Registrar

Dr. Charles Hickox

Mr. Wayne Williamson

Dr. Dottie Davis

Mr. Dennis Miles

Dr. W. Jerry Polson

Dr. David Conway

Ms. Cheryl Jackson

Mr. Whit Roberts

Ms. Gladys Skinner

Ms. Joy Cornelison

Dr. Charles Weiner

9. Reporting Timetable

Deadline for assembly of documents/materials and requests for additional information will be the end of the Spring 2002 semester.

10. Materials for Resource Room

University' Policies and Procedures

Regent's Policies

University Catalogs - Undergraduate/Graduate

Enrollment Reports

Strategic Plans - Library

Continuing Education Policies, Publications, Plans, and Assessment Reports  
Articulation Agreements with the Community Colleges  
Economic Development Reports from Various Offices  
Graduate Program Development Plan  
Assessment Reports (Entry, Mid, Program Outcome, Student Satisfaction)  
Program Reviews

## **Tentative Outline of Chapter Contents**

### **NCA SELF-STUDY REPORT: CHAPTER 8 PLAN**

#### 11. Subcommittee Members

Dr. Brett Elliott-Chair  
Dr. James Connelly  
Ms. Judy Hodges  
Dr. Faye Mangrum  
Dr. Christopher Moretti  
Mr. Whit Roberts.

#### 12. Specific Question to Investigate

What planning processes are conducted by each constituency of the university in order to accomplish its mission and purposes and to what extent have those planning processes been successful?

#### 13. Writing Responsibilities

Dr. Brett Elliott 1. Introduction to the Planning Process at SOSU  
2. Conclusions (C)

Dr. Christopher Moretti 1. References to chapters that contain information about resources (Human, Financial and Physical) and the structured Assessment Process.  
2. Renovation/Expansion (B3)

Dr. Faye Mangrum 1. Individual Attention to Students (A1)  
2. Active Learning and Partnerships (A2)(with help from James Connelly)  
3. Total Development of Students (A3)

- Dr. James Connelly     1. Effective Use of Technology (A4)  
                                  2. Technology Resources (B4)
- Mr. Whit Roberts        1. Promotion of Economic Development, Scholarship and Culture  
                                  (A5)  
                                  2. Collaboration (B5)
- Ms. Judy Hodges        1. Marketing (B1)  
                                  2. Enrollment (B2)

14. Existing Materials and Documents Needed for Perusal

- I. Goal Team Reports
- II. Faculty Senate Archives
- III. Title III Grant Information
- IV. Articulation Agreement
- V. Campus Master Plan
- VI. Technology Plan
- VII. Minutes and reports from Task Force meetings
- VIII. Academic Plan

15. Data to be Gathered and Analyzed

Questions will be placed on the NCA Self-Study Report Survey. Number and content of questions will be determined after the documents in #4 above have been perused.

16. Methods to be Used for Collecting Data

- I. Survey
- II. Interviews
- III. Textual Analysis

17. Evaluation Methodology for Analyzing Data

The particular methodology used for analyzing the data will depend on the type of data that is available or collected.

18. Resource People

Individual Attention to Students

Dr. Glenn Melancon  
 Ms. Jan Anderson

Active Learning and Partnerships

Dr. Bob Hays  
 Mr. Whit Roberts

Total Development of Students

Ms. Sharon Berish                      Dr. Glen Melancon  
Ms. Liz McCraw                         Ms. Camile Phelps  
Director of Career and Placement Office  
Directors of Student Religious Organizations

Effective Use of Technology

Dr. James Connelly                      Dr. Ann Haycock  
Ms. Pam Fahrendorf                    Dr. Muhammad Betz

Promotion of Economic Development, Scholarship and Culture

Mr. Whit Roberts                        Mr. Grady Pennington  
Mr. Richard Ayers                       Ms. Dana Ayers  
Dr. Douglas McMillan   Ms. Riley Risso  
Ms. Camille Phelps

Marketing

Dr. Jeffrey Hale  
Ms. Kathy Carrington

Enrollment

Dr. Jeffrey Hale  
Dr. Jesse Snowden

Renovation/Expansion

Mr. Fred Hallman  
Mr. Ross Walkup

Technology Resources

Dr. James Connelly                      Dr. Ann Haycock  
Ms. Pam Fahrendorf                    Dr. Muhammad Betz

Collaboration

Mr. Whit Roberts                        Mr. Grady Pennington  
Dr. Jerry Polson                         Dr. Doug McMillan  
Dr. Charles Hickox

**9. Reporting Time Table**

February 25, 2002 - Chapter Plan is due  
May 31, 2002 -     The appropriate data and information should be gathered and analyzed  
   Individual writing assignments are due to Chapter 8 subcommittee  
August 2002 -     First rough draft of Chapter 8 is due to Steering Committee

**10. Materials for Resource Room**

- I. Goal Team Reports
- II. Faculty Senate Archives

- III. Title III Grant Information
- IV. Articulation Agreement
- V. Campus Master Plan
- VI. Technology Plan
- VII. Minutes and reports from Task Force meetings
- VIII. Academic Plan

## **11. Tentative Outline of Chapter Contents**

### **I. Planning Across the University/Vision 2002**

*Introduction to the planning process at Southeastern.*

#### **A. Major Initiatives**

- 1. Individual Attention to Students
- 2. Active Learning and Partnerships
- 3. Total Development of Students
- 4. Effective Use of Technology
- 5. Promotion of Economic Development, Scholarship and Culture

#### **B. Five Goals**

- 1. Marketing
- 2. Enrollment
- 3. Renovation/Expansion
- 4. Technology Resources
- 5. Collaboration

#### **C. Conclusions**

## **NCA SELF-STUDY REPORT: CHAPTER 9 PLAN**

### **Criterion 5: The institution demonstrates integrity in its practices and relationships**

**Integrity Definition:** "Academic Integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action."

#### **1. Subcommittee 1 Members**

Dr. John Allen Hendricks - Chair  
Dr. David Conway  
Dr. Brooks Flippen  
Dr. Wayne Jones  
Dr. Elizabeth Kennedy

Ms. Kristie Luke  
Dr. Jerry Polson  
Dr. Judy Williams

## **2. Specific Tasks to be Conducted**

At this phase nothing noted. We reserve the right to modify as the chapter develops.

## **3. Writing Responsibilities**

Dr. John Allen Hendricks (Chapter Chair/Federal Compliance/Editor)  
Dr. David Conway (Relations/Institutions)  
Dr. Brooks Flippen (Integrity in Research)  
Dr. Wayne Jones (Dispute Resolutions)  
Dr. Elizabeth Kennedy (Integrity in Research)  
Ms. Kristie Luke (Dispute Resolutions)  
Dr. Jerry Polson (Relations/Institutions)  
Dr. Judy Williams (Integrity in Research)

## **4. Existing Materials/Documents Needed for Perusal**

OSRHE Academic Policy Manual - current version (Chapter 2 on-line)  
Academic Policies and Procedures Manual - 2001-2002 on-line version  
<http://www.sosu.edu/AcademicAffairs/policies/>  
Employee Handbook - 1992 (most current version)  
Code of Student Conduct  
<http://www.sosu.edu/slifecoc.htm>  
Student Handbook - 1992-1993 (most current version)  
Undergraduate Catalog - 2000-2002  
Graduate Catalog - 2001-2002  
Schedule of Classes - 2001-2002, 2002-2003 (when available)  
SOSU Emergency Handbook  
Lab Safety Training Workshop text  
Laboratory Safety Inspection Schedules  
Minutes of the Laboratory Safety Meetings  
Chemical Waste Policy  
Radioactive Compounds Policy  
SOSU Faculty Handbook (section 4.9)  
American Psychological Association Ethics Code Manual  
American Counseling Association Ethics Code Manual  
Oklahoma State Employees Guide  
Articulation Agreements for the following institutions:

Carl Albert State College, Collin County Community College, Connors State College, Cameron University, East Central University, Eastern Oklahoma State University, Grayson County Junior College, Langston University, Metro-Tech (OKC), Murray State College, North Central Texas College, Northeastern Oklahoma A&M College, Northern Oklahoma College, Northeastern State University, Northwestern Oklahoma State University, Oklahoma City Aviation Education Alliance, Oklahoma City Community College, Oklahoma Panhandle State University, Oklahoma State University, Oklahoma State University Technical Branch-OKC, Oklahoma State University Technical Branch-Okmulgee, Paris Junior College, University of Oklahoma, Redlands Community College, Rogers University, Rose State College, Seminole State College, Southwestern Oklahoma State University, Tulsa Community College, University of Central Oklahoma, University of Science and Arts of Oklahoma, Western Oklahoma State College

Academic Equivalency Guides for the following:  
Servicemembers Opportunity College (SOC)  
Servicemembers Opportunity College--Navy (SOCNAV)  
American Council on Education (ACE)  
University Emergency Preparedness Plan  
University Campus Directory  
Employee Handbook  
Faculty Guidelines Handbook  
Oklahoma State Statutes  
University Police Handbook  
FEMA Disaster Guidelines  
OSHA Regulations  
NIOSH Regulations  
FAA Regulations  
NTSB Regulations  
DEQ Regulations  
EPA Regulations  
Oklahoma DOL Regulations and Guidebook  
Higher Education Reauthorization Act

## **5. Data to be Gathered and Analyzed**

See #4

## **6. Survey Instruments of Questionnaire**

As the chapter develops, survey questions will be formulated.

## **7. Evaluation Methodology for Analyzing Data**

Multiple methodologies might be used. This chapter will probably incorporate both qualitative and quantitative data.

## **8. Resource People**

Mr. Phillip Bevins, Mr. David Roth, President's Office, Academic Affairs Office, Student Services Office, Human Resources Office, Business Services Office, Registrar's Office, Financial Aid Office, Auxiliary Services, Campus Police, Academic Departments, Admissions and Enrollment Services, Dr. Debbie Manning (section X), Dr. Douglas McMillan (section X), Members of the Human Resource Committee, Ms. Gladys Skinner (Grants), University Police, Durant Police, Bryan County Sheriffs Office, Oklahoma Highway Patrol, Oklahoma State Bureau of Investigation, Federal Bureau of Investigation, Occupational Safety and Health Administration, National Institution of Occupational Safety and Health, Federal Emergency Management Administration, Department of Environmental Quality, Environmental Protection , Administration, Oklahoma Department of Labor, Oklahoma Department of Transportation, University Emergency Management Team

## **9. Reporting Timetable**

Deadline for assembly of documents/materials and requests for additional information will be the end of the Spring 2002 semester.

## **10. Materials for Resource Room**

See #4

## **11. Tentative Outline of Chapter Contents**

### **NCA SELF-STUDY REPORT: CHAPTER 9 PLAN CONTINUED**

#### **Criterion 5: The institution demonstrates integrity in its practices and relationships**

##### **3. Subcommittee 2 Members**

Dr. Claire Stubblefield - Chair  
Mr. Chad Litton  
Ms. Camille Phelps  
Ms. Patty Pool  
Mr. Kyle Stafford  
Ms. Stephanie Williams  
Ms. Cherri Wilmoth

4. Specific Tasks to be Conducted

Southeastern's efforts to enhance diversity by reviewing Multicultural/diversity issues.  
Review NCAA standards for national accreditation.  
A thorough review of Auxiliary Services Policies and Procedures.  
Regulations for state contracts and vending services.  
Review efforts in the area of Enrollment Management.  
Examine relations with individuals and corporate donors, Alumni, legislators, and other external groups that impact the University.

5. Writing Responsibilities

Dr. Daniel Althoff - Relations  
Mr. Chad Litton - Diversity/Auxiliary Services  
Ms. Camille Phelps - Diversity/Prospective Students  
Ms. Patty Pool - Contractual Agreements  
Mr. Kyle Stafford - Prospective Students/Intercollegiate Athletics  
Ms. Stephanie Williams - Auxiliary Services/Relations  
Ms. Cherri Wilmoth - Intercollegiate Athletics/Contractual Agreements

6. Existing Materials/Documents Needed for Perusal

Financial Data  
NCAA Compliance Information  
Noel Levitz Reports  
Contracts  
Corporate Donor Information  
Alumni Information  
Endowed Chairs and Scholarship Information

7. Data to be Gathered and Analyzed

Data to be gathered will come from the information listed in #4 above. This data will be analyzed and used to complete the requirements for Chapter 9.

8. Survey Instruments and Questionnaires

As the chapter develops, survey questions will be formulated.

9. Evaluation Methodology for Analyzing Data

Multiple methodologies might be used. This chapter will probably incorporate both qualitative and quantitative data.

10. Resource People

Dr. Claire Stubblefield  
Dr. Don Parham  
Mr. Rudy Manley  
Ms. Irene Black  
Ms. Ross Walkup  
Ms. Juliet Cathey  
Dr. Richard Ayers

11. Reporting Timetable

Deadline for assembly of documents/materials and requests for additional information will be the end of the Spring 2002 semester.

12. Materials for Resource Room

Financial Data  
NCAA Compliance Information  
Noel Levitz Reports  
Contracts  
Corporate Donor Information  
Alumni Information  
Endowed Chairs and Scholarship Information

13. Tentative Outline of Chapter Contents

Efforts to Enhance Diversity  
Intercollegiate Athletics and Student-Athletics  
Communications with and Commitment to Prospective Students  
Contractual Agreements and Business Relations with Vendors  
Auxiliary Services  
Relations with Individuals and Corporate Donors, Alumni, Legislators, and Other External Groups

## **NCA SELF-STUDY REPORT: CHAPTER 10 PLAN**

### **Institutional Change**

Southeastern is attempting to offer selected programs at Grayson County College in Denison, Texas. To this date, approval has been granted by the Grayson County College Board of Trustees, the Board of Regents of Oklahoma Colleges, and the Oklahoma State Regents for Higher Education. The Texas Higher Education Coordinating Board still needs to grant its approval. If the Texas Board approves the request, the next step is complying with the requirements of the North Central Association's requirements as set out in Chapter 12 of the Handbook for Accreditation. The request has already been made to North Central to conduct a site visit during the Comprehensive visit of November 3-5, 2003. This request will go forward, and the chapter completed, only if approval is gained from the Texas Higher Education Commission. North Central will be apprized of the Texas Board's decision when it is made.

### **Subcommittee Members :**

Dr. Douglas McMillan  
Dr. Charles Weiner

### **Information and Documentation to Support a Request for Institutional Change:**

The request for approval of institutional change will contain the following:

1. A concise statement of the requested change.
2. A rationale for the requested change.
3. A description of how the change is appropriate to the institutions' purposes.
4. Consideration of how the proposed change relates to the contents of the last and most current NCA comprehensive Team Report.
5. A description of the planning process that led to the proposed change.
6. Evidence that the institution has the necessary internal and external approvals to initiate the change.

7. An analysis of the institution's continued ability to meet the General Institutional Requirements and the Criteria for Accreditation.
8. An Analysis of the anticipated effect of the proposed change on the other parts of the institution.
9. Evidence that the institution has established the processes to assure that it has the capability to initiate and maintain the proposed change and to monitor acceptable quality once the change has been implemented.
10. Evidence that the institution has organized and planned for adequate human, financial, physical, and instructional resources to initiate and support the proposed change.

### **Guidelines for Distance Education**

In order to facilitate the evaluation of distance education throughout the United States, the regional accrediting associations have agreed upon the following definition and guidelines. This agreement is based on an extension of the Principles developed by the Western Interstate Commission on Higher Education (Handbook of Accreditation, p. 170).

**DEFINITION:** Distance Education is defined, for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies (Handbook of Accreditation, p. 170).

**GUIDELINES:** Any Institution offering distance education is expected to meet the requirements of its own accrediting body, and be guided by the Western Interstate Commission for Higher Education Principles. In addition, an institution is expected to address, in its self-study for institutional change, the following expectations, which will be reviewed by its regional accrediting commission (Handbook of Accreditation, p. 171).

#### Curriculum and Instruction

1. Programs provide for timely and appropriate interaction between students and faculty, and among students.
2. The institution's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of programs and the quality of instruction.
3. The institution ensures that the technology used is appropriate to the nature and objectives of the programs.
4. The institution ensures the currency of materials, programs, and courses.
5. The institution's distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourse, or other media products.
6. The institution provides appropriate faculty support services specifically related to distance education.

7. The institution provides appropriate training for faculty who teach in distance education programs.

### Evaluation and Assessment

1. The institution assesses student capability to succeed in distance education programs and applies this information to admission and recruiting policies and decisions.
2. The institution evaluates the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.
3. The institution ensures the integrity of student work and credibility of the degree and credits it awards.

### Library and Learning Resources

1. The institution ensures that students have access to and can effectively use appropriate library resources.
2. The institution monitors whether students make appropriate use of learning resources.
3. The institution provides laboratories, facilities, and equipment appropriate to the courses of programs.

### Student Services

1. The institution provides adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.
2. The institution provides an adequate means for resolving student complaints
3. The institution provides to students advertising, recruiting, and admissions information that adequately and accurately represents the programs, requirements, and services available.
4. The institution ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program, and provides aid to students who are experiencing difficulty using the required technology.

### Facilities and Finances

1. The institution possesses the equipment and technical expertise required for distance education.
2. The institution's long range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment, and other resources essential to the viability and effectiveness of the distance education program

## **NCA SELF-STUDY REPORT: CHAPTER 11 PLAN**

1. Subcommittee Members:

Dr. William Fridley (Chair)

Dr. Kent Fields

Dr. Mary Hitchcock

Dr. Edward Mauzey

Dr. C.W. Von Bergen

Dr. Glenda Zumwalt

2. Specific Tasks (assignments) to be Conducted (questions to investigate):

Since our assignment is to write a chapter summarizing the findings of previous chapters and "looking to the future," much of this subcommittee's work will be predicated upon the submission of the chapters of the other subcommittees. Therefore, our first task will be to obtain these chapters, to read and examine the documents, and then collectively to summarize the documents' key findings and distill those segments pertaining to the future direction of the University. A related task will be to interview individuals comprising the University leadership in order to ascertain and compile a

description of Southeastern's future as envisioned by its leadership. Our final task will be to collectively draft, edit and construct our chapter.

3. Writing Responsibilities:

Writing responsibilities will be delegated to, and segmented among the subcommittee members. Compiling and constructing the final document, as well as the editing will be a collective effort involving the entire subcommittee.

4. Existing Materials/Document Needed for Perusal:

This includes the previous SOSU NCA Report, and the corresponding sections of other institutions' reports.

5. Data to be Gathered and Analyzed:

This will include the chapters from the other subcommittees, and data gathered from SOSU's leadership (be it in the form of responses to interview questions or written documents).

6. Survey Instruments of Questionnaires (methods used for collecting data):

We will develop a list several specific questions pertaining to SOSU's future. This list will be used in the surveys/interviews with the SOSU leadership.

7. Evaluation Methodology for Analyzing Data:

This will primarily involve collective editorial decisions, arrived at by a consensus of the subcommittee.

8. Resource People:

Will include the Chairs and Co-Chairs of the other subcommittees, and individuals in positions of University leadership (e.g., President Glen Johnson, Dr. Douglas McMillan, Dr. Jesse Snowden, Dr. Jeffrey Hale, Ms. Sharon Berish, Mr. Ross Walkup, Dr. Ann Haycock, Dr. Joseph Licata, Dr. C.W. Mangrum, and Dr. Buddy Gaster).

9. Reporting Timetable:

We anticipate gathering the chapters of the other subcommittees in the Fall Semester, 2002. At that point we will have a quick "turn around" time of two to four weeks in order to prepare our chapter.

10. Materials for Resource Room:

Any documents obtain from the University leadership containing information pertaining to SOSU's plans for the future.

11. Tentative Outline of Chapter Contents:

Facing the Future

Summary and Introduction

Commitment to Self-Study Processes

Focus on the Education of Students

Mechanisms for Educational Self-Improvement

Institutional Stability and Resiliency

Institutional Planning

Campus Vision for the Future

Summary/Recommendations