

Assurance Argument
Southeastern Oklahoma State University

11/5/2018

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

The [mission statement](#) for Southeastern Oklahoma State University continues to serve as the catalyst for all institutional activities. It was revised in 2001 by faculty, students, administrators, alumni, and community leaders and approved by the Regional University System of Oklahoma's governing board. The mission statement reflects the institution's commitment to empowering students to achieve academic excellence, and the statement reflects the faculty's, administration's, and staff's belief that excellence is achieved through exposure to high-quality instruction, extracurricular experiences, and activities that promote responsible citizenship and lifelong learning. With state funding, low numbers of high-school graduates in the region, and an increase in student demand for alternative delivery formats, Southeastern Oklahoma State University's mission statement determines how the institution responds to these and other challenges in a rapidly evolving environment.

The institution continues to reflect upon the relevance of our mission and engage with faculty and others as we use our mission to guide operations. Since 2014, as part of an [annual survey](#), the faculty senate has asked full-time and part-time faculty members their view of the institution's fulfillment of the mission. [On question 34 of the 2017 survey](#), 57 out of 63 (90%) of the respondents reported believing that the institution fulfills its mission "well" or "satisfactorily." This is consistent with the results from [2015](#) (87%) and [2016](#) (85%). In [2014](#), 71% of faculty responded the University was fulfilling its mission well or satisfactorily. This indicates that there is growing belief amongst faculty that the University continues to improve on its fulfillment of the mission statement.

Southeastern Oklahoma State University provides an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extracurricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning.

The major emphasis at Southeastern continues to be a quality undergraduate education. The University offers an array of baccalaureate-level programs that prepare students for a changing society. In addition, selected graduate-level programs are provided to serve the needs of the region.

In fulfilling its mission, Southeastern fosters the region's cultural opportunities, economic growth, environmental quality, scientific and technological progress, as well as social and personal well-being.

In support of its mission, Southeastern Oklahoma State University offers 38 different [undergraduate degrees](#). Each undergraduate major is required to complete 44 hours of general education courses. Consistent with the University mission, the [general education courses](#) serve as the foundation for each degree and provide the intellectual skills, knowledge, and perspectives essential to all students by virtue of their involvement as human beings in a diverse, technological, and evolving global society.

The Mission and Scope and Function statements require the University to address the ongoing educational needs of students in the region. To fulfill this charge, the University offers 13 carefully selected [graduate programs](#). These programs are selected to address cultural opportunities (MS in Native American Leadership), economic growth (Master of Business Administration), scientific and technological progress (MS in Occupational Safety and Health), and reflect the educational needs of the region (multiple Master of Education degrees).

Consistent with the mission's emphasis on academic excellence, all additions, deletions, or changes to academic programs must be approved by at least two separate faculty committees. The Southeastern Oklahoma State University's [Academic Policies and Procedures Manual](#) (p. 36) specifies that the Curriculum Committee, composed of nine faculty members and three students, will make appropriate recommendations on all new undergraduate curricula and on all changes, additions, and deletions. Similarly, all changes to graduate curriculum must be approved by the [Graduate Council](#) (p. 46). All of the Curriculum Committee and Graduate Council recommendations must also be approved by the [Academic Council](#) (p. 42). All courses and programs of study must comply with requirements for suitability and rigor established by the Regional University System of Oklahoma and the Oklahoma State Regents for Higher Education, and substantive changes to programs and degrees must be reviewed and approved by these bodies.

With the goal of providing academic support to University students, [multiple services](#) are offered to assist students in achieving academic excellence. These services include [professional advisors for undecided majors](#), a [Career Management Center](#), [student exercise facilities](#), and [student health and counseling centers](#). Due to the institution's large Native American population, the University sponsors the [Native American Institute](#) on campus to assist with advisement, major choice, financial aid, and extracurricular cultural experiences. These services will be discussed in further detail under Criteria 3 and 4.

The goal of student support services is to help students reach their highest potential. In support of the mission, Southeastern offers an enhanced educational experience for academically advanced students through the [Honors Program](#). This program is led by a senior faculty member and provides students with enhanced curricular and co-curricular opportunities. Southeastern also sponsors multiple programs that promote engagement and learning such as Alpha Chi, Cardinal Key, Blue Key, and multiple discipline-specific academic honor societies such as Sigma Tau Delta (English Honor Society) and Psi Chi (Psychology Honors Society).

Led by the Vice President for Student Affairs, the Division of Student Affairs offers numerous [opportunities](#) for students to engage with the community and extracurricular activities. These opportunities include traditional Greek organizations, leadership and community service organizations, and intramural activities.

The enrollment profile is consistent with the charge to address the educational needs of southeast Oklahoma. In fall 2017, Southeastern Oklahoma State University [enrolled](#) 3,956 students, with

undergraduate students making up 77% of the total enrollment. Since 2013, the university gender differential has remained constant, with 54% of the population being female. The number of Native American students enrolled is an important measurement of the University's commitment to serving the region. Since 2013, Southeastern Oklahoma State University has enrolled over 1,100 Native American students each year, making it one of the [largest](#) Native American-serving institutions in the country.

Significant changes in enrollment patterns have recently prompted stakeholders to revisit the mission to ensure it reflects the direction of the University. Since fall of 2014, undergraduate [enrollment](#) has dropped from 3,468 students to 3,070, an 11% decrease. During the same time span, graduate enrollment grew 116%, from 409 students to 886. The graduate student growth was almost driven exclusively by online programs. Similarly, the percentage of students, both undergraduate and graduate, taking only online courses is increasing, while the number of on-campus students is decreasing. In [the fall of 2017](#), Southeastern enrolled 1,314 online-only students, but only enrolled 1,376 purely face-to-face students (the remaining students took a combination of online and face-to-face classes). This a marked decrease from the fall of 2016, when Southeastern enrolled 1,525 exclusively face-to-face students. As a result of these enrollment changes, a survey of the [Faculty Senate](#), [Graduate Council](#), [General Education Council](#), and [Staff Association Executive Team](#) was conducted. Consistent with overall faculty results, [87.5% of the respondents](#) stated that, even with the changing enrollment patterns, the current mission statement continues to align with the institution's activities while the ways in which the mission is met continue to evolve to meet student needs and the demands of the regional population and economy. Nevertheless, the university is committed to a continued conversation about the alignment between mission and institutional activities. As a part of this process, the comments from those who stated in surveys that the mission needs to be explored will be considered in further discussion on the relevance of the mission. During the Shared Governance Forum during November 2017 ([Forum on Shared Governance](#)), the administration and faculty discussed changes in the student population, and for demand for academic programs over the last 20 years and how such changes related to the existing mission statement.

Over the past three years, the University has received a [significant cut](#) in state appropriations. As detailed in Criterion 5, despite these cuts, the university continues to prioritize student instruction in its budgetary decisions. University financial decisions are made with input from multiple constituencies, including the Faculty Senate, which has a standing [Budget Committee](#) (p. 30), the [Staff Association](#), and [Student Government Associations](#), all of which have established procedures for communication with the administration on budgetary issues. In addition, in the fall of 2015, the president of the university established an ad-hoc President's Advisory Committee on Budget, made up of faculty and staff, which solicited input from the entire campus community in addressing the impact of the state budget shortfall on Southeastern. This committee made [formal recommendations](#) to the president, a majority of which were adopted. Even in times of budgetary constriction, the university has made strategic investments in areas of academic growth, such as the Honors Program and the online Master of Business Administration (MBA), to ensure continued service to our students and mission. More detail about budgeting priorities and decisions will be offered under Criterion 5.

Sources

- 1.A 2015 Faculty and Staff Budget Committee Recommendations
- 1.A Budget Reduction Article
- 1.A Career Management Center
- 1.A Faculty Forum on Shared Governance 11-14-2017

- 1.A Fall 2017 Enrollment Report
- 1.A Gen Ed Check Sheet June 2017
- 1.A Gen Ed Mission Responses 2017
- 1.A General Education Requirements
- 1.A Grad Council Mission Responses 2017
- 1.A Graduate Programs
- 1.A Head Count by Delivery Data
- 1.A HLC 2018 Mission Statement Survey Results
- 1.A Honors Program
- 1.A Native American Institute
- 1.A Native American Student Service Article
- 1.A Question 34 of 2017 Annual Faculty Senate Survey
- 1.A Question 34 of 2017 Annual Faculty Senate Survey
- 1.A SE Mission Statement
- 1.A SE Staff Association Constitution
- 1.A Senate Mission Responses 2017
- 1.A SGA Constitution
- 1.A Staff Mission Responses 2017
- 1.A Student Services
- 1.A Undergrad Programs
- 1.A Undergraduate Degrees Webpage
- 1.A Webpage of Annual Faculty Senate Surveys
- 1.B 2015 FS Survey Question 32
- 1.B 2016 FS Survey Question 34
- 3.B Graduate-Programs-2017-2019
- 3.D Advising Center
- 3.D Counseling Center
- 3.D Wellness Center
- 3.D. Student Health Services

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

The current mission statement continues to be widely available to Southeastern's constituencies in electronic and printed forms. Electronic forms exist in several locations on the university's website, including: [About Southeastern](#), [Office of the President](#), Current Students – [Academic Catalog](#) (p.3), and Faculty & Staff – [Academic Policies and Procedures](#) 2017-2018 (p. 14). In addition to these website links, printed versions of the Academic Catalog and Academic Policies and Procedures Manual both include the mission statement and scope & function. In addition, some departments, e.g. [Music](#), include the mission statement in printed copies of their faculty handbooks as well. The university is in the process of establishing standards to require the inclusion of the mission in a wider range of university documents.

The mission statement reflects the institutional priorities. The University prides itself on being a teaching institution, and the mission states students will have personal access to excellent teaching and challenging academic programs. The University invests significant resources in student support which is reflected in the statement that the University will provide extracurricular experience, career preparation, and responsible citizenship. Finally, the University's commitment to providing a broad offering of general education and graduate programs is evidence of the commitment to promote lifelong learning.

Each year the faculty are asked if the University is fulfilling its mission. One option is for faculty to state that they do not know the mission. In the [most recent survey](#), only four respondents stated they did not know the University mission. This is similar to results in [2015](#) and [2016](#). We believe this demonstrates that the University is articulating its mission through multiple venues.

Sources

- 1.B 2015 FS Survey Question 32
- 1.B 2016 FS Survey Question 34
- 1.B 2017 FS Survey Question 34
- 1.B About Southeastern — Southeastern Oklahoma State University
- 1.B Office of the President — Southeastern Oklahoma State University
- 1.D. Music Faculty Handbook

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Southeastern is committed to its role in a multicultural society as demonstrated by its diverse faculty (Table 1-1), enrollment trends, and program sustainability during times of resource scarcity. Southeastern continues to be among the top schools in the nation for producing Native American graduates of baccalaureate programs according to [Diverse Issues in Higher Education](#). From 2010 – 2017, fifteen undergraduate degree programs at Southeastern were ranked in the top 10 in the nation in producing Native American graduates. For the last 6 reporting years, Southeastern was ranked number one in the nation for Occupational Safety and Health graduates; similarly, Education has been ranked in the top four from 2010-2017. Southeastern has also been recognized by *Diverse Issues in Higher Education* for the number of [Native American graduates](#) with master's degree from across disciplines.

The number of Native American students holds steady at [29%](#) of the total student population. In observance of this large representation of our enrollment, Southeastern has a [Native American Institute](#) (NAI). The NAI is funded through a grant from the Chickasaw Nation and receives programming support from the Choctaw Nation. In a significant measure of addressing the mission, in fall of 2017, the [first-to-third semester retention rate](#) of Native students (66.0%) exceeded both the overall first-to-third retention rate (63.2%) and the first-to-third retention rate of white students (65.3%). The Native American Studies minor and the Masters of Native American Leadership are housed in the Department of Art, Communication, and Theater, where it is fully supported by the academic enterprise with full-time faculty assigned to these programs.

In 2015, the University moved away from its initiative to grow the international population. With the waning support from the state and downturn in enrollment, the International Student Services Office was closed, and its functions moved to the Admissions Office. Student services for international students are provided within the current student affairs systems.

Southeastern has seen growth in the [Hispanic population](#) from 1% - 5.8% since the last report. Services and support for this population will need to be explored as it grows. We are excited about the continued growth in the number of the students representing different races, ethnicities, and genders and are committed to increasing the diversity of our faculty. Table 1-1 reflects the ongoing progress made by Southeastern to recruit and retain faculty to meet this commitment. During the most recent comprehensive review by HLC in 2014, 15.4% (20 of 130) of all full-time faculty were racial and ethnic minorities and in 2017 this grew to 20.4% (23 of 113). Additionally, the percentage of female faculty hired has grown from 37.7% to 38.9%. Although Southeastern still has room for improvement, the percentage of underrepresented populations hired in 2017 reflects our progress and commitment to recruit and retain a diverse faculty—33.3% (5 of 15) were racial or ethnic minorities and 46.7% (7 of 15) were female. The University is currently conducting 14 searches for full-time faculty in spring of 2018, and we believe that additional progress will be made in this area.

Table 1-1. The rank, gender, and ethnicity of Southeastern faculty in 2016-2018.

Race/Ethnicity	Year								
	2014			2017			New Hires 2017-2018*		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Non-Residential Alien	2	0	2	2	0	2	1	0	1
Hispanic/Latino	1	0	1	2	1	3	1	0	1
American Indian/Alaska Native	2	1	3	2	1	3	2	0	1
Asian	5	1	6	4	0	4	0	0	0
Black/African American	1	0	1	2	0	2	1	0	1
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	67	43	110	54	36	90	5	5	10
Two or More Races	3	4	7	3	3	6	0	0	0
Total	81	49	130	69	49	113	8	7	15
Total Number of Underrepresented Populations Hired	20			23			5		

*Full-time faculty members hired since 2017 data was reported.

In 2016, the Office of Equity, Compliance, and Diversity along with the Disabilities Office were combined and expanded to create the Office for Compliance and Safety, which works directly with Affirmative Action, Title IX, and all Civil Rights Policy. This office has created [policy and protocol](#) to sustain an inclusive, supportive environment for all members of our community. The office oversees educational programs and opportunities in these areas in conjunction with the newly developed position of the Director of Student Conduct, Rights, and Responsibilities.

In the area of curriculum, understanding and appreciation of a global, multicultural society is integrated into the university's general education requirements as reflected in both the general education outcomes specified by the Regional University System of Oklahoma and in Southeastern's campus specification of those [requirements and outcomes](#). Over the course of the past two years, the university's General Education Council has undertaken a [revision](#) and clarification of the university-wide general education objectives and outcomes, maintaining an emphasis on multicultural learning. [General education courses](#) such as "Introduction to American Sign Language", "World Regional Geography," "Introduction to World Music," "Choctaw Language and Culture," and "World Literature in Translation" explicitly address the diversity of cultures in the world and prepare students for global citizenship. In addition, individual programs and majors offer discipline-specific courses that address cultural diversity, such as "Intercultural Communication," and "Native American Literature."

The Southeastern [mission](#) promises that the University will provide opportunities for global awareness and serve as the cultural, artistic, and informational center for the community. Southeastern provides cultural opportunities for awareness and understanding through forums, speakers, concerts, and events hosted by Student Affairs, Student Life, Residence Life, student organizations, and academic departments. These include long-standing programs like the Choctaw Language Program, the Brad Henry International Scholars Program, the Musical Arts Series, and opportunities for study abroad, including an exchange program with China in biological sciences and a short term experiences connected with the Southeastern Honors Program and the English, Humanities, and Language department. These programs afford our students the opportunity for international travel and global awareness on a scale that is sustainable given our student population and size.

Sources

- 1.A Native American Institute
- 1.A SE Mission Statement
- 1.C Civil-Rights-Title-IX-Policy-REVISED-3-8-18
- 1.C Enrollment by Ethnicity
- 1.C FS-UC-GEC-Goals-and-Outcomes-for-General-Education
- 1.C General Education Courses
- 1.C General Education Goals and Outcomes
- 1.C Graduate Top 100 Producers of Minority Graduate Degrees, 2017
- 1.C Native American Retention
- 1.C Top 100 Producers of Minority Bachelor's Degrees, 2017 (2)

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

In an attempt to address issues of access and under-preparedness, Southeastern has aggressively pursued and secured federal grants that support high-risk populations. The [TRiO](#) grant programs housed at Southeastern work directly with our service area to provide access and educational support for under-served areas. These grants work closely with the public school systems, state workforce offices, and other state agencies to place students into secondary education. Southeastern currently offers [Upward Bound](#), [Talent Search](#), [Educational Opportunity Center](#), [Student Support Services](#). In addition to TRIO, other grant-funded entities on campus that have specific outreach functions are the [Child Care Resource and Referral Program](#) and [Oklahoma Small Business Development Center](#). Southeastern has also secured a Title III-Strengthening Institutions grant that focuses on technology that also funds the Director of the Academic Advising and Outreach Center. Southeastern's commitment to finding innovative ways to serve historically underrepresented communities is reflected in its ongoing cultivation of external grants and funding to supplement existing campus resources in these areas.

In response to the need to improve services to first-generation and low-income freshmen, in 2013 a [comprehensive report](#) was generated that provided 27 different suggestions to improve first-to-third semester retention. Many of the suggestions, such as mandatory early alert reports and embedded remediation, have been implemented. As a result, [first-to-third semester retention rates](#) have been improving. Between 2005 and 2015, the first-to-third semester retention rate never exceeded 60%. Since the report was finalized, the retention rate has exceeded 60% three out of the previous four years. Of particular importance to low-income students, the 2016 freshman population who received financial aid persisted at 66.0%, the highest in twelve years.

Southeastern continues to partner with the Choctaw Nation of Oklahoma and Chickasaw Nation to serve tribal citizens and employees. The University provides office space for tribal educational support staff free of charge. The University continues to partner with the Choctaw Nation to offer Choctaw U., a program housed in the Department of Art, Communication, and Theater where students can receive a limited amount [college-credit](#) during traditional work hours.

In order to address the needs of the region's adult population, Southeastern offers adult degree - completion programs. The Bachelor of Science and Liberal and Applied Studies ([BSLAS](#)) permits students to design a course of study that suits their individual educational goals and is designed primarily for returning students who have accumulated a considerable number of credit hours, either at Southeastern or elsewhere, but stopped out before completing a degree. Previously housed in

Academic Affairs and serviced by professional advisors, in fall of 2017 the administration of this academic program was moved to the Department of English, Humanities, and Languages. A faculty member was hired to oversee the program half-time and serve an English instructor half-time. A committee has also been appointed to support this position, and the faculty will still receive support from professional advisors. This change was instituted as a result of a [recommendation](#) by the Faculty Senate committee assigned to oversee the program. In fall 2017, 40.7% (1,610) of all Southeastern students [enrolled](#) were over the age of 24.

Historically, Southeastern has served as the region's primary location for teacher education. In response to regional educators' requests, in fall 2016 Southeastern began preparing to offer multiple Master of Education programs online. In fall 2017, the Masters of Education in [Special Education](#), [Curriculum & Instruction](#), [Educational Leadership](#) (Academic Track), and [School Counseling](#) began being offered 100% online.

The University continues to operate as the region's service, educational, cultural, and political hub. In response to ongoing budget issues for all state agencies, the University has partnered with the Department of Environmental Quality and the Office for Juvenile Affairs, which now have office space on campus and access to University programs to serve the public. This not only assists in providing these crucial services to our local geographical area but also facilitates access for our Occupational Safety majors and Criminal Justice majors to secure internships with those agencies. The [Henry G. Bennet Memorial Library](#) continues to serve as a valuable resource to the local community not only providing access to information but a destination for cultural programs. For the past 105 years, the University has hosted the annual [Curriculum Contest](#) where high-school students are brought to campus to compete and foster their desire to learn. In spring 2018, over [1,200 students](#) attended from 65 different area high-schools. The institution shares multiple athletic facilities with area schools and is crucial to the ongoing physical development of students from rurally-isolated, low-income areas. Southeastern consistently hosts forums that helps keep citizens informed on public affairs. Two recent examples in the spring of 2018 include an open forum with [U.S. Senator James Lankford](#) and a debate among [gubernatorial candidates](#).

Southeastern's campus serves as a physical hub for the local community. In spring 2015, a group of citizens decided that additional safe walking spaces was needed for the community. The University responded by partnering with community groups, including Imagine Durant, Durant Trails and Open Space, and the City of Durant, to identify possible walking spaces. As a result of the collaboration, in May 2016 Southeastern opened the Schuler Loop, which is a designated 1.75 mile walking trail that winds through the main campus. In spring 2017, the University secured a grant to provide the community with outdoor exercise equipment and in fall 2017 opened to the public an additional [1.3 mile walking trail](#). For over thirty years the campus has hosted the Bryan County Basketball tournament, allowing students from small high-schools to play games in a Division II arena. These activities are evidence the University understands that its mission requires the institution address not only the educational needs of the community but physical and cultural needs whenever possible.

Despite significant budget cuts and changes in staffing, Southeastern has been able to provide numerous projects that inform, excite, and educate the community. Units and departments have worked collaboratively with each other and external partners to create opportunities for teaching and learning. The challenges have been met with creativity and have required the University to both prioritize operations and focus on the University's mission, scope, and function

Sources

- 1.D Average Age Comparison
- 1.D BS LAS
- 1.D Calendar Oklahoma Academy
- 1.D Child Care Resource & Referral
- 1.D Choctaw U courses
- 1.D Crooked Smile Trail
- 1.D Curriculum and Instruction(2)
- 1.D Curriculum Contest
- 1.D Curriculum Contest attracts 1,200 students from 65 schools
- 1.D Ed Leadership
- 1.D Educational Opportunity Center
- 1.D FS-UC-BSLAS-Report-AY-2016-17
- 1.D Henry G Bennett Memorial Library
- 1.D OK Small Business Development Center
- 1.D Retention Graduation Report
- 1.D School Counseling
- 1.D Special Education - Challenging Behaviors
- 1.D Student Support Services
- 1.D Talent Search
- 1.D TRIO at SE
- 1.D Upward Bound
- 1.D US Senator James Lankford speaks at Southeastern
- 1.D. Retention_Study_2017

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Since 1909, Southeastern Oklahoma State University has been the educational and cultural hub of southeastern Oklahoma. Southeastern's mission to promote the values of career preparation, responsible citizenship, and lifelong learning, revised in 2001, continues to be relevant today, even as our student demographics and demand for programs continues to change.

- Survey data from 2014-2017 indicate that multiple constituencies perceive the university's mission statement as appropriate and guiding its activities, even as emphases within the mission may shift.
- In recent years, declining demand for teacher education programs and increased demand for online and professional graduate programs have led to new emphases on providing "professional, academic, and career-oriented undergraduate and graduate programs to meet the changing needs of the workforce."
- Southeastern has simultaneously maintained its commitment to on-campus, undergraduate education through increased investment in programs such as the Native American Institute and Honors Program. While the undergraduate headcount has declined 11% since 2014, undergraduates still account for 77% of overall enrollment. 67% of our students attend at least one courses face-to-face.
- With recent cuts to state appropriations, Southeastern has relied upon a robust system of shared governance to gain input from multiple constituencies in establishing priorities to maintain our commitment to providing a high-quality education to the region.
- The mission is well publicized and received both inside and outside the institution.
- A central part of Southeastern's mission is serving the rural, culturally diverse 10-county service region in which it is located. 30% of Southeastern's students are of Native American Heritage, and a majority of students are the first in their families to attain higher education.
- Robust services aimed at a diverse student population, such as the Native American Institute and Student Support Services, help us to maintain and achieve our mission.

The student population at our institution faces many challenges. Many students come from some of the poorest communities in the country. Each year, more than half of our graduates are first-generation graduates. A significant amount of our incoming freshman enter academically under-prepared for college-level work. Many of our students are adults who are returning to college in order to make a better life for their families, while at the same time trying to provide for their families. It is our mission that keeps us focused on their needs; it is our mission that guides our activities in service of them; it is our mission that keeps us scanning both internal and external environments in order to be responsive; it is our mission that reminds us of how we should define ourselves.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Southeastern is committed to the [mission](#) of developing an environment of academic excellence that fosters ethics, integrity, and responsibility. As a regional university serving the southeastern quadrant of the state of Oklahoma, our institution is subject to the [administrative coordination](#) of the Oklahoma State Regents for Higher Education ([OSRHE](#)) and is governed by the Regional University System of Oklahoma ([RUSO](#)) – which additionally governs five other geographically distributed institutions of higher education. These governing entities provide the umbrella of supervision, management, and control for Southeastern – including personnel policy, academic standards, and board level approval for curriculum, degree programs, and financial matters.

Southeastern maintains the authority to institute its own policies, not conflicting with the requirements of its governing board, on ethical conduct, academic freedom, and academic integrity. Internally, the primary method used by the University to communicate its policies clearly and completely is through various policy handbooks promulgated through the administrative process and shared governance. Through the University website, Southeastern shares with external stakeholders the institutional commitment to ethical and responsible behavior.

Fair, ethical, and legally compliant policies and procedures reflect the high standards of professional conduct and the solid core values of Southeastern. These characteristics are the foundation for the operational and managerial principles detailed in the publications of the University, the OSRHE and its administrative staff, and the Board of Regents for the RUSO and its administrative staff. These publications include the OSRHE Policy and Procedures Manual, which includes the State Regents' [Ethics Policy 2.10](#); the [RUSO Policy Manual](#), the [SE Academic Policies and Procedures Manual](#) for faculty and the [SE Administrative, Professional and Support Staff Employee Handbook](#)

The University, RUSO, and OSRHE update and revise their respective policies and procedures as needed for compliance with state and federal statutes and regulations. The Faculty Senate regularly reviews and provides input for current and [new policies and procedures](#) (p. 9) in the Academic Policies and Procedures Manual. In addition, the Southeastern Staff Association reviews policies and procedures in the staff employee handbook and has a voice regarding possible changes, additions, and deletions in current policies/procedures as well as in the development of new policies and procedures. The RUSO board annually seeks input from the six institutions it governs on policy and procedure updates as well as the new policies and procedures put forward for consideration and review. The OSRHE staff and advisory committees review and revise policies as needed to reflect current practice. Southeastern's Office of Compliance and Safety regularly reviews and updates [Civil Rights and Title](#)

[IX policy](#) and assists in modifications to the Employee Handbook and APPM.

In November of 2011, the RUSO Board of Regents established [EthicsPoint](#), an anonymous tip line reporting system for students, employees, visitors, and vendors to report known or suspected policy violations in the following categories: athletics, financial, human resources, information technology, medical, research, risk and safety matters, student affairs, and others. The RUSO Tip Line system provides a formal mechanism for investigation, follow-up, and response. Reports are filed through EthicsPoint using the website listed above or by telephoning a toll-free number. RUSO legal counsel reviews each complaint and assigns it to one of eight categories (Athletics, Financial, Human Resources, IT, Medical, Research, Risk and Safety, Student Affairs, or Other). The complaint is then forwarded to two investigators on the pertinent campus. The investigators then meet and decide who should conduct the investigation based on University policy. Since October of 2012, Southeastern has received [53 EthicsPoint reports](#). The most common category of complaint was issues related to Human Resources with 22 reports.

Integrity is evidenced by Southeastern's commitment to uniform enforcement of its policies and procedures, consistent application of financial and academic standards, continual development and refinement of grievance and investigation procedures, and the continued implementation of legal compliance initiatives.

The Vice President for Business Affairs has primary oversight for the financial operations of Southeastern. The mission and vision of the Division of Business Affairs are aligned with the institutional mission and vision. The division has a [six-point statement of ethics](#) that guides its operations including integrity, respect, diligence, reliability, discretion, and competence.

Southeastern establishes and maintains policies consistent with state and federal regulations, generally accepted accounting practices, and conducts regular internal and external audits. Results of the audits are reported directly to the Presidents and to the RUSO Board of Regents.

- External Financial Audit—The last ten Independent Audit Reports are made publicly available through both the [SE Faculty and Staff webpage](#) and the [Office of Finance webpage](#). The annual audit is conducted in accordance with auditing standards generally accepted in the U.S. and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller of the United States. The RUSO Board of Regents selects an independent accounting firm to complete the annual audit of Southeastern's financial statements from the firms who met their required qualifications and submitted a bid to complete the services. Since 2014, Arldege & Associates has completed the external audit. From 2009-2013, the firm of Cole & Reed conducted the audit. As will be examined in detail in Chapter 5, the [2017 audit](#) indicated an improving overall financial position for the University despite declining state appropriations. This is consistent with the [2016 audit](#).
- Operating Budget—[Chapter 2](#) of the RUSO Policy Manual concerns the fiscal operations of the institutions under its oversight. The operational budget (FY2018) is presented annually to the RUSO Board for approval. This presentation includes summaries of the following budget areas: Educational and General Part I, Educational and General Part II, Auxiliary and Ancillary Operations, and Student Activities. Summaries submitted for E&G I and II are prepared consistent with the guidelines of the Oklahoma State Regents for Higher Education (OSRHE) and the National Association of College and University Business Officers (NACUBO). Other summaries include estimates of the beginning cash balances, current and prior year revenue, expenditures and transfers, and ending cash balances. Board approval is required when expenditures exceed the annual operational or interim budget previously approved. Links to

University budgets will be provided in Chapter 5.

To evaluate and improve the effectiveness of risk management, control, and governance processes at Southeastern, the RUSO hires internal auditors ([RUSO Policy Manual, 2.7](#)) to provide consulting services to Southeastern's Office of Finance. Under the direct supervision of the RUSO Executive Director, the internal auditor ensures university financial activities are conducted in accordance with the standards of professional practice for internal auditing developed by the Institute of Internal Auditors.

- Grants—All grant monies are managed by the Office of [Research and Sponsored Programs](#) which is housed in the Office of Finance. The grant proposal process may result in a grant, gift, or contract. Prior to submission, each proposal must be [reviewed](#) by the Research and Sponsored Program Manager and approved by supervisors, Vice Presidents, and the President. If a grant is awarded, the Director of the Office of Research and Sponsored Programs then monitors to ensure budgets, receipts, expenses, reporting, and closing requirements are examined in order to ensure compliance with GAAP (Generally Accepted Accounting Practices) and OMB (Office of Management and Budget). Federal grants are audited annually by the external audit firm appointed by the RUSO board. In FY 1718, Southeastern had [35 state, tribal, or federal grants](#) totaling \$5,270,521.
- Student Financial Aid—The Office of Student Financial Aid is under the umbrella of the Division of Business Affairs and is guided by a [Statement of Ethical Principles](#). Under the supervision of the Director of Financial Aid, students are made aware of policies that impact initial and ongoing eligibility of Title IV programs that include Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Oklahoma Tuition Aid, Direct Student Loan, Parent Loan, or Federal Work Study. Through [its website](#), this office also provides links to students for all of the required federal disclosures and the Student's Right to Know information. The Office of Student Financial Aid participates in the annual external audit and those findings are also included in the aforementioned annual reports. The most recent review by the Department of Education was in 2017 ([DOE Final Report](#)).
- Southeastern Foundation—The Southeastern Foundation was founded in 1967 and is recognized by the IRS as a 501(c)(3) nonprofit, tax-exempt organization to acquire, manage, and disburse funds to be used for the betterment of the University, its students, and faculty as well as assist in enhancing the educational advancement of our citizens. The Southeastern Foundation is managed by the Office of University Advancement and governed by an independent Board of Trustees. Annual audits of the Southeastern Foundation are conducted by Certified Public Accountants from a firm chosen by the Board of the Foundation. The Director of Finance/Controller and the Foundation Accountant at Southeastern oversee the [annual audit](#).

The Oklahoma State Regents for Higher Education (OSRHE) has a mandatory policy on [academic integrity](#). This integrity policy requires that each institution under the Regent's authority implement methods for ensuring the credibility of credits and degrees awarded, including the proper administration of exams.

To meet its obligations in maintaining the integrity of its academic programs, Southeastern has a standing [Organized Research and Program Review Committee \(ORPRC\)](#). Per the [Academic Policies and Procedures Manual \(APPM\)](#) (p. 41), all academic programs typically undergo program review every five years or otherwise receive some type of specialty accreditation in lieu of program review. Program review involves a self-study report conducted by faculty, the facilitation of review by

external peer-reviewers from other institutions, and a review of the external evaluation report. A final report of ORPRC recommendations for each academic area is then drafted for the Office of Academic Affairs. Numerous programs at Southeastern have specialty accreditation in lieu of program review. These programs include:

- [CAEP](#) (Council for the Accreditation of Educator Preparation) for undergraduate teacher education programs.
- [AACSB](#) (Association to Advance Collegiate Schools of Business) for undergraduate and graduate business programs.
- [AABI](#) (Aviation Accreditation Board International) for undergraduate aviation programs.
- [NASM](#) (National Association of Schools of Music) for undergraduate music programs.
- [CACREP](#) (Council for Accreditation of Counseling and Related Educational Programs) for the Graduate Program in Clinical Mental Health Counseling.

Southeastern has a system in place for the review of grade entry at the undergraduate and graduate level through the [Academic Appeals Committee](#). (pp. 34-35). This committee has voting members that reflect a cross-section of the university, and more than a quorum of the committee are faculty members. At the graduate level, the [Graduate Council](#) (pp. 46-47) hears academic appeals which include grade changes, exceptions to admissions policy, and requests for extension of the time limit to finish a degree.

Southeastern's [Student Handbook](#) includes a policy on the disposition of accusations on academic misconduct, including various forms of cheating, plagiarism, appropriation, or improper collaboration. The longstanding practice of the University is to maintain this system entirely within the academic structure of the University. This preserves the application of an academic point of view in handling these potential ethical lapses on the part of students. When a student has violated the standard of academic integrity, the faculty member may recommend penalties such as withdrawal from the course, reduction of course or assignment grade, or performing more or additional academic work. Acceptance of the consequence will make the faculty members decision final. If the student does not accept the decision of the faculty, the student can address the issue with the department chair and then the Vice President for Academic Affairs. If the student still feels unsatisfied, they can address the Academic Appeals Committee whose decision will be final.

The faculty version of academic misconduct is regulated by [section 7.7 of the APPM](#) (pp. 147-148).

According to section 6.1 of the [APPM](#) (pp. 124), all faculty are required to have a syllabus for each course that is distributed on the first day of class. The syllabus includes, at a minimum, what is expected of the student, class schedule, and grading policy. All professors and instructors are required to submit their syllabi to the Department Chair before the semester begins. This process ensures that expectations in the academic setting do not encounter improper adjustment and that the expectations of the class are made clear from the start of the academic semester.

Online and blended courses are governed by the [Distance Education Council](#) (pp. 44-45). To improve the quality of distance education, Southeastern subscribes to Quality Matters and is an [Oklahoma Affiliate Institution](#). Faculty members wishing to design or to teach in the online environment are required to be certified either through Quality Matters or equivalent training provided by Center for Instructional Development and Technology (CIDT). Department Chairs are authorized to access instructors' online class modules to verify that necessary academic components and academic rigor are being achieved. Additional evidence of serving distance students with integrity came in spring of 2016 when Southeastern was recognized as an approved institution by the National Council for State Authorization Reciprocity Agreements or [NC-SARA](#).

The university maintains and follows clear policies and procedures for all faculty and staff. The [Academic Policies and Procedures Manual](#) and the [Staff Employee Handbook](#) include policies and procedures on conduct, due process, and non-discrimination. This information is also included in all employee payroll and benefit sign-up materials and presentations, new faculty and new staff orientations and presentations, and in all open position screening committee packets and training sessions. Since May of 2017, all equal opportunity and non-discrimination policies have been housed in a separate policy referenced within the employee handbook.

The University added [gender identity and sexual orientation](#) as protected statuses in its non-discrimination statement in 2015. Beginning in summer of 2017, the University began an initiative to overhaul its Civil Rights policies in order to provide more structure for the handling of grievances and the investigation of instances of discrimination, harassment, and retaliation. In May 2017, Southeastern adopted a [Civil Rights and Title IX policy](#) that significantly updated its policy and procedure for handling instances of any violation of the University's non-discrimination statement. This policy encompasses the institution's protocol for handling all discrimination, harassment, and retaliation claims across student, faculty, and staff constituencies. Within the Civil Rights and Title IX policy, reporting routes are made clear as well as potential interim remedies, resolutions, penalties, and investigatory, hearing, and appeal procedure.

In 2012-13, the Office of Academic Affairs and the Executive Committee of the Faculty Senate revised the tenure and promotion process including the process for appeals. Previously, the Faculty Appellate Committee was charged with hearing due process appeals related to the tenure/promotion process, faculty grievances, and appeals of dismissed tenured faculty. As a result of this collaborative effort between the Office of Academic Affairs and the Faculty Senate, two separate committees were formed, the [Faculty Appellate Committee](#) (FAC) (p. 37) and the [Faculty Grievance Committee](#) (FGC) (pp. 37-38). The FAC hears procedural due process appeals for the tenure/promotion process and acts as the appellate committee on the dismissal of tenured faculty. The FGC hears and makes recommendations regarding grievances submitted by faculty.

Sources

- 1.A SE Mission Statement
- 1.C Civil-Rights-Title-IX-Policy-REVISED-3-8-18
- 2.A 2016 Audit Report
- 2.A 2017 Audit
- 2.A 2017 SE Foundation Audited FS
- 2.A Academic Integrity in OSHRE Policies
- 2.A Approved SARA Schools
- 2.A Business Statement of Ethics
- 2.A CAEP Accreditation Letter 11-9-2017
- 2.A Chap 2 P&P Manual OSHRE
- 2.A Chapter 2 of RUSO Policy Manual
- 2.A DOE Final Report 2017
- 2.A EthicsPoint - Regional University System of Oklahoma
- 2.A EthicsPoint CMAA Report
- 2.A FA Statement of Ethical
- 2.A Faculty Staff Web Page
- 2.A Financial Aid — Southeastern Oklahoma State University
- 2.A FY18 Grants Listing

- 2.A Gender Identity Statement on Home Page
- 2.A Grant Approval Form
- 2.A Office of Finance Webpage of Independent Audit Reports
- 2.A Oklahoma Affiliate Institutions - Oklahoma Quality Matters
- 2.A Organized Research and Program Review Committee
- 2.A OSRHE
- 2.A Research and Sponsored Programs
- 2.A RUSO Policy Manual-Updated April 10, 2017
- 2.A SE AABI Letter 2017
- 2.A SE AACSB Letter 2015
- 2.A SE CACREP Letter 2012
- 2.A SE NASM Letter 2014
- 2.B Future Student Checklist
- 2.B RUSO
- 2A OSRHE State System Overview
- 2A OSRHE Website - Information

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Southeastern continues to present itself with integrity through complete and visible webpages, publications, processes, and structures. The website is the primary repository of information for all external and internal individuals. The functionality of the website continues to serve the public effectively and efficiently. The website includes, but is not limited to, information related to future students, current undergraduate and graduate students, faculty and staff, alumni, and other stakeholders. The webpages provide information regarding policies and procedures as well as information regarding: admissions, financial aid, cost of attendance, a net price calculator, scholarships, student rights and responsibilities, academic processes, and program degree requirements. The date-stamped accreditation status is located on the homepage, and multiple [discipline-specific accreditations](#) are publicized on departmental homepages.

In support of athletics and marketing, Southeastern has two ancillary websites. The athletics website includes relevant information regarding graduation and academic success rates for student athletes, gender equity and Title IX policies, and athletic eligibility checklists. Southeastern has partnered with an online management company to support a [website](#) for the marketing of online graduate programs. The website includes program admission and course requirements, calendars, and costs. Currently, the site hosts only seven online graduate programs, but, starting in fall of 2018, six undergraduate online programs will be added to the page. Each ancillary website provides easy access to the University home page.

For prospective students and their support networks, the University provides multiple [flyers](#) and [brochures](#). In hard copy and provided on the [Future Students website](#), these publications typically focus on costs and scholarship opportunities, admission requirements, student life, academic programs, or academic support programs. On the Future Students web page, all prospective students or other interested parties have access to multiple reports and publications such as the [Annual Security and Fire Safety Report](#), which includes crime statistics and Clery Policy Statements, and the [University Emergency Preparedness Plan](#). These reports are combined in the Public Safety link on the Future Students page. The [academic catalog](#) (pp. 8-13) provides the public with a listing of all full-time faculty, the year they began at the institution, their rank, the department they are assigned to and the types and locations of degrees earned.

For current students, the two primary publications concerning requirements, programs, control, and rights and responsibilities are the [academic catalog](#) and [student handbook](#). Both publications are offered online in a searchable and printable format. The [academic catalog](#) (p. iv-v) and the [student handbook](#) (p.2) detail the University's governance system and details the legal control system involving the Oklahoma State Regents for Higher Education and the Regional University System of Oklahoma. The [catalog](#) (p.4) also explains the current accreditation status of the institution. Along with admission, matriculation, and transfer credit policies, all degree requirements, course descriptions, and academic appeals process are provided. The student handbook provides guidance to students and University agents on issues regarding student expectations, rights, and responsibilities.

Southeastern values transparency and provides to the public a full-view of assessment activities. For the public, faculty, and other invested parties, the institution provides multiple reports concerning academic performance and assessment. Available to all on the [Academic Affairs web page](#) is the Common Data Set, Preliminary Enrollment reports, Graduation Rates, Retention Rates, the 2014 HLC Final Team Report, and Annual Assessment reports in addition to the aforementioned independent financial audit reports.

Sources

- 2.B Academic Affairs
- 2.B Annual Security and Fire Safety Report, 2017
- 2.B Future Student Checklist
- 2.B Future Student Website
- 2.B Online.SE.Edu
- 2.B Out of State Waivers
- 2.B RUSO
- 2.B SE Emergency Preparedness Plan
- 2.B Specialty Accreditation
- 2.D Library Policy Manual

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Southeastern is under the control of both a coordinating board ([OSRHE](#)) and a governing board ([RUSO](#)). OSRHE serves as the coordinating board for the state system of higher education which is [comprised](#) of 25 colleges and universities, 11 constituent agencies, and 2 higher education centers. The [nine regents](#) are appointed by the Governor and confirmed by the Oklahoma Senate for 9-year, staggered terms. OSRHE appoints the Chancellor who serves as the chief executive officer of the Regents' staff. The public interest is of central concern of OSRHE, and the staggered terms of membership provide both stability and opportunity for change. The primary functions of OSRHE are:

- prescribe academic standards of higher education,
- determine functions and courses of study at each public institution,
- grant degrees and other forms of academic recognition for completion of the prescribed courses at public institutions,
- submit to the Oklahoma Legislature a combined budget for all state-supported institutions of higher education, and to allocate the funds to the various institutions after the Legislature has appropriated funds for higher education in a lump sum to OSRHE,
- recommend proposed student fees and tuition with limits set by the Oklahoma Legislature,
- manage selected scholarships and other special programs,
- operate OneNet, Oklahoma's information and technology network for education and business, and
- operate the Oklahoma College Assistance Program.

The RUSO Board is a constitutional board, and its powers and duties were written in the Oklahoma Constitution in (adopted on July 6, 1948) [Article 13B section 2](#), which states that this board "*shall hereafter have the supervision, management, and control of the following State Colleges.*" These later became state regional universities and include East Central University, Northeastern Oklahoma State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, and the University of Central Oklahoma. This Board consists of [nine members](#); eight are appointed by the Governor and confirmed by the State Senate for 9-year, staggered terms. Members are appointed by numbered position that represents designated counties such that all counties in Oklahoma are represented. The ninth member of the RUSO Board is the State Superintendent of Education. In addition to the Oklahoma Constitution, pursuant to

Oklahoma statute Title 70, Chapter 50, Article V, Section 3510, the RUSO Board is given the authority “*to supervise, manage and control the University.*” The RUSO Board assumes responsibility for the operation of institutions, including:

- determining management policy,
- employing personnel, fixing their salaries, and assigning their duties,
- contracting for other services needed,
- having custody of records,
- acquiring and holding title to property, and

Among specific areas of administration control for which RUSO assumes responsibility in operating an institution are:

- general academic policy and administration,
- student life,
- budget administration,
- planning and construction of buildings,
- purchasing, and
- auxiliary activities budgeting and administration, including the issuance of revenue bonds and administration of self-liquidating properties.

The RUSO Board, through its chief executive officers (the President of each institution), assumes responsibility for making recommendations to OSRHE (coordinating board) regarding possible changes in function, program of study, standards of education, and budgetary needs for both general operation and capital improvements.

The [RUSO Policy Manual](#) contains three primary concepts regarding the Board and its interaction with the regional universities including Southeastern (1.4.c, d, and e): (1) the Board is “fundamentally and primarily a policy determining body;” (2) “the responsibility of each university is delegated to each university President;” and (3) “authority resides only in the Board as a whole and not in its individual members.” The policy manual also delineates four goals for the Board including: (1) Leadership; (2) Effectiveness; (3) Excellence; and (4) Accountability. Each goal contributes to the preservation and enhancement of the six regional universities under its oversight.

There is a clear financial separation between members of the Board and the institutions under their jurisdiction. Board members cannot be employed or enter into any contract or business transaction with any regional university during their term of office. Once a Board member’s term has expired, he/she cannot be hired by any of the senior regional universities in any capacity for two years. Further, RUSO expenditures policies confirm the commitment to independence from undue influence and are in compliance with state statutes regarding the Public Competitive Bidding Act of 1974, [61 O.S. Section 101 et. Seq.](#) for “purchases relating to public construction and improvement contracts” and bidding requirements, “as defined by Oklahoma Statutes (see [18 O.S. Section 803](#))”. RUSO Public Construction and Improvement Projects policies ensure that revenue bonds are in compliance with the “provisions of [70 O.S. Sections 4001-4017](#) and [62 O.S. Section 695.8](#)” and provide further Board accountability in preserving such independence.

While the RUSO Board maintains authority over Southeastern, it gives the responsibility for the internal management of the institution to the President. In addition, the RUSO Board holds faculty accountable for the delivery of academic affairs to the institution. Both roles are explicitly outlined in the [RUSO Policy Manual](#). These policies note “that the responsibility for administration of each university is delegated to each university president,” “that the Board exercises its control over the

universities through the President of each university,” and “that the students and faculty should have representation where appropriate on committees that address issues affecting their living and learning, and that the university Presidents will give due consideration to faculty and student recommendations when making their presentations to the Board.”

Sources

- 2.A OSRHE
- 2.A RUSO Policy Manual-Updated April 10, 2017
- 2.B RUSO
- 2.C Compliance of Revenue Bonds os70
- 2.C Defining Public Bidding os18
- 2.C Oklahoma Colleges and Universities
- 2.C Oklahoma Constitution for RUSO (previously BOROC)
- 2.C os61-3 Public Competitive Bidding Act
- 2.C OSRHE Board of Regents
- 2.C RUSO Board of Regents
- 2.C Title 70 Chapter 50 Article V Section 3310

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Southeastern is dedicated to providing protections for faculty to teach and students to learn in an open and inclusive environment which fosters freedom of expression and the pursuit of truth. Both OSRHE and RUSO support the principles of academic freedom and professional ethics through both policy and action. As an institution we fully embrace the wording of Section 1.2. of our [Civil Rights and Title IX Policy](#) which explicitly protects academic freedom with the following language: *“The definition of discriminatory misconduct, including sexual harassment, in this policy is meant neither to proscribe nor to inhibit discussions, in or out of the classroom, of complex, controversial, or sensitive matters, when related to a reasonable pedagogical purpose. Southeastern promotes intellectual inquiry and debate. The mere expression of views that might be seen as offensive does not by itself create a hostile environment or constitute a per se violation of this policy.”*

Academic freedom is essential to the pursuit of truth. Recognizing this, Southeastern empowers faculty to choose the textbooks they believe appropriate for their courses, develop syllabi for their courses, select their own teaching methods, and pursue research in their areas of interest in their fields. The [APPM](#) (pp. 67-69) emphasizes that academic freedom should be distinguished clearly from constitutional freedom, which citizens enjoy equally under the law. Academic freedom is an additional assurance to those who teach and pursue knowledge and, thus, pertains to rights of expression regarding teaching and research within specific areas of recognized professional competencies. The [APPM](#) (pp. 74-77) also assures that if a faculty member believes their academic freedom has been compromised, they may file a formal appeal with the Faculty Appellate Committee. Non-tenured faculty have the same rights and responsibilities of academic freedom as tenured faculty.

Southeastern appreciates its role as a marketplace of ideas and the campus as a venue for vigorous debate and freedom of expression. To strengthen and clarify the University position, in January of 2017 Southeastern implemented a new [Campus Expression Policy](#). The policy states explicitly: “... the intent of this policy is to maintain the integrity of the academic environment while protecting the use of campus space as a vibrant “marketplace of ideas” where free expression, speech, demonstrations, and other expressive activities may take place.” Additionally, the policy states: “Southeastern will not interfere with the rights of individuals and groups to the free expression of their views or impermissibly regulate their speech based on its content or viewpoint.”

Access to information is a key ingredient for freedom of expression and the pursuit of truth. The Henry G. Bennett Memorial Library [Policy Manual](#) proclaims that the University fully embraces the American Library Associations “Freedom to Read” and “Library Bill of Rights” statements. These statements emphasize a commitment to intellectual freedom and the freedom of access to information. It acknowledges a special obligation to ensure the free flow of information and ideas to present and future generations.

Sources

- 1.C Civil-Rights-Title-IX-Policy-REVISED-3-8-18
- 2.D Campus Expression Policy
- 2.D Library Policy Manual

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Southeastern continues to provide oversight, structure, and support for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

The Southeastern [Institutional Review Board](#) (IRB) is comprised of eight faculty members, the Vice President for Academic Affairs, and one upper-division student. This board reviews all research protocols for any project at the University involving human subjects. The IRB review is meant to ensure that risks are minimized and the research is reasonable in relation to anticipated benefits, that there is a plan for informed consent, and that the rights and welfare of subjects are maintained in all respects. Additionally, the board formulates recommendations and policies concerning any research using human subjects. In 2016, the University established the [Institutional Animal Care and Use Committee](#) (IACUC) to oversee and routinely evaluate policies for the use of laboratory animals and to ensure compliance of policies.

In both course work and services, Southeastern emphasizes with students the importance of academic integrity. In both Composition [I](#) and [II](#), students are required to complete assignments and modules that address the ethical use of information sources. Similar information is covered in the College Success course taken by approximately 65% of first-year students. Southeastern provides for student writing services through the [Writing Center](#) which can assist students when they lack information regarding the ethical use of information resources. For distance students or students who cannot access the Writing Center, Southeastern offers an [online tutorial center](#) that will assist with papers. For instructors, if a paper is submitted through the University learning management system, it is possible for the paper to be automatically assessed by the plagiarism-detection program, SafeAssign.

Southeastern's [Student Handbook](#) (p. 3) defines academic dishonesty and includes cheating, plagiarism, appropriation, and improper collaboration. The longstanding practice of the University is to maintain this system entirely within the academic structure of the University. This preserves the application of an academic point of view in handling these potential ethical lapses on the part of students. When a student has violated the standard of academic integrity, the faculty member may recommend penalties such as failure of the assignment or course, withdrawal from the course, reduction of course or assignment grade, or performing more or additional academic work, depending upon the severity of the lapse. Acceptance of the consequence will make the faculty members decision final. If the student does not accept the decision of the faculty, the student can address the issue with the department chair and then the Vice President for Academic Affairs. If the student still feels unsatisfied, they can address the Academic Appeals Committee whose decision will be final.

Sources

- 2.E 2017-2018 Institutional Review Board
- 2.E Institutional Animal Care and Use Committee
- 2.E Smarthinking
- 2.E Standard Composition I Syllabus
- 2.E Standard Composition II Syllabus
- 2.E Writing Center

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Southeastern Oklahoma State University operates in an ethical, responsible, and transparent manner. Through its websites, handbooks, catalogs, manuals, and policies and procedures, Southeastern demonstrates its commitment to treat all fairly, to practice good stewardship of financial resources, and operate in way that engenders the public trust.

- Southeastern, as a public regional university in the state of Oklahoma, is subject to administrative coordination under the Oklahoma State Regents for Higher Education (OSRHE), and governed by the Regional University System of Oklahoma (RUSO). These two boards provide overarching structures and guidelines for Southeastern, while the university maintains control of its own internal policies and processes.
- The university has clearly established and well-publicized policies and processes for all internal and academic functions, including the Course Catalog, the Academic Policies and Procedures Manual (APPM), and the Administrative, Professional, and Support Staff Employee Handbook. Changes to these policies go through an established process, with input from multiple constituencies.
- The Student Handbook and APPM contain clear policies for the definition and enforcement of academic integrity and appropriate rigor.
- The university undergoes yearly financial audits overseen by RUSO. These financial audits are readily available on the university website.
- The university's website clearly represents its programs, costs, and accreditation relationships, including both HLC and a number of specialty accreditations.
- As an example of the university's commitment to maintaining updated, accurate, and relevant policies, the university has recently updated its Civil Rights and Title IX policy and Campus Expression Policy to clarify its commitments to civil rights and free expression.
- The respective roles of OSRHE, RUSO, and their relationship with Southeastern are clearly established and appropriate, allowing for appropriate oversight while maintaining necessary autonomy on the institutional level.

In all areas, Southeastern strives to present itself with transparency and integrity. Multiple layers of governance, both internal and external to the university, are clearly established and expressed through policy. Academic integrity and academic freedom are valued, and reflected in policies and procedures for both students and faculty.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

All academic programs at Southeastern were developed by faculty, reviewed by the institutional committee structure and academic administration, and approved by the Oklahoma State Regents for Higher Education (OSRHE).

All programs have goals/objectives and student learning outcomes that are clearly identified in the [assessment plan](#) and [Program Outcomes Assessment Report \(POAR\)](#) for each program. Per University policy, assessment plans and findings are reviewed annually by the [Institutional Assessment Committee](#) (p. 39). These goals, objectives, and outcomes guide both teaching and assessment in all programs on campus.

Department chairs are responsible for collecting and reviewing syllabi each semester and for ensuring that goals are met by the instruction provided. A new organizational structure adopted in 2016 eliminated the position of Dean of Instruction; department chairs now report directly to the Vice President of Academic Affairs. The change was a result of both a reduction in force and faculty desire for a smaller administration. This new model places more responsibility for academic oversight on the department chairs and the Academic Council, thereby further increasing faculty participation in academic oversight.

In addition to distinct differences between the program requirements and learning outcomes of undergraduate and graduate programs, only graduate faculty are authorized to teach graduate level courses. The [Graduate Council](#) (p. 46) [reviews](#) the credentials of terminally-degreed, full-time faculty who are teaching in-field every three years, and terminally-degreed faculty teaching out-of-field or masters-qualified instructors every year. For terminally-degreed out-of-field and masters-qualified instructors, the department chair must complete an evaluation of their [equivalent experience](#) which is then reviewed by the VPAA. Several master's programs maintain special accreditations such as AACSB and CAEP which require attention to ensure accreditation requirements are met.

Consistent with its mission, Southeastern has established five additional locations in Oklahoma and

two in Texas. On July 16, 2013, the Higher Learning Commission informed Southeastern that it was [approved for additional locations](#) established in the United States and was invited to participate in the notification program for additional locations. Additionally, HLC approved a second location in Van Alstyne, Texas on July 23, 2013, and [OSRHE approval](#) was received on December 5, 2013 with initial offerings at this location in Spring 2014. The Higher Learning Commission completed a multi-site review for Southeastern's additional locations in [November 2016](#). Listed below are Southeastern's additional locations for program delivery. There are currently no plans to develop new additional locations.

- University Center of Southern Oklahoma, Ardmore, Oklahoma
- McAlester Campus of Eastern Oklahoma State College, McAlester, Oklahoma
- Southeastern-McCurtain County Campus, Idabel, Oklahoma
- Rose State College, Midwest City, Oklahoma
- Tinker Air Force Base (AFB), Midwest City, Oklahoma
- Grayson College Main Campus, Denison, Texas
- Grayson College South Campus, Van Alstyne, Texas.

Southeastern has submitted a request to close three additional locations for program delivery to OSRHE; once approved, these locations will be updated in the HLC portal for locations. Thackerville High School location was used to deliver a M.Ed. in School Administration (now Educational Leadership) to a cohort of students from the region surrounding Thackerville, Oklahoma. All students in the cohort have either graduated or stopped out for more than 2 years. The Headquarters of the Choctaw Nation site was used to deliver the M.S. in Native American Leadership to students in the region surrounding Durant, Oklahoma. All students in this cohort have either graduated or stopped out for more than 2 years. Oklahoma City Community College (OCCC), was used to deliver aviation programs to students in Oklahoma City. Once the Rose State College location was opened, which is within a few miles of the Tinker Air Force Base, students started to swirl among the three locations to take classes and number of students enrolled at the OCCC location started to decline. Southeastern initiated and finished a teach out for this location in 2017. Face-to-face offerings in the M.S. in Aerospace Administration and Logistics are only offered at the additional locations in the Oklahoma City metro area.

Department faculty have control of decisions regarding program delivery at additional locations. This ensures consistency in the goals/objectives, program requirements, and student learning outcomes for each course offered. The same degree checksheets and graduation requirements are used wherever a program is offered. Regardless of location, programs are required to follow the same program outcomes assessment and program review protocols.

Total semester credit hours produced during 2016-17 at all additional locations account for approximately 8% of the University total (Table 3.1). Enrollment at the additional locations does not include all enrollment in online courses as most additional locations do not have designated sections for online courses. In addition to anchor faculty at a site, regular faculty from the main campus teach courses at the additional locations. The number of non-instructional staff at each location is listed in Table 3.1. At the Ardmore and Grayson locations, the percentage generated by full-time faculty was comparable to that on the main campus. The percentage of credit hours generated by full-time faculty at Idabel was reduced significantly by the recent loss of three full-time faculty members. Similarly, the loss of a full-time faculty member at McAlester also led to a decrease. Only the undergraduate Occupational Safety and Health program is offered at the Grayson-Van Alstyne location. The courses there are taught by full-time faculty from Durant's main campus or qualified adjunct faculty. Most courses for the Aerospace Administration and Logistics master's degree offered in the Oklahoma City area are taught by adjunct faculty. To help ensure program consistency and quality, the Chair of the

Aviation Management Department regularly visits these locations to address any concerns and answer questions. In summer of 2018, a search will be conducted for a new director of the Aviation Sciences Institute; this position will have administrative oversight of aviation programs at all location. For both programs, academic credentials as well as licensures, certifications, and work-experience are used as important [criteria to select](#) adjunct faculty.

Overall, full-time faculty currently produce about 39% of the credit hours at all additional locations (Table 3.1). The department chair and Vice President of Academic Affairs review credentials and approve all adjunct faculty hired regardless of location.

Table 3-1. Number of Faculty, Non-Instructional Staff, and Semester Credit Hours Produced at Additional Locations (2016-2017).

Location	Number of Full-Time Faculty	Number of Staff	Semester Credit Hours Produced		
			Total SCH	% Full-Time	% Adjuncts
Ardmore	3	1	1636	69%	31%
Grayson	0	1	624	76%	24%
Grayson-Van Alstyne	0		111	35%	65%
Idabel	2	8	1,228	54%	46%
McAlester	0	1	423	25%	75%
OKCCC	0		209	13%	87%
Rose State College	2	1	864	32%	68%
Tinker AFB	0	2	2,129	24%	76%
Total	7	13	7,224	39%	61%
Durant	103	235	82,038	76%	24%
University Total	110	248	89,262	74%	26%

For some programs, discipline-specific accreditations further demonstrate the quality of programs at remote locations. The Elementary Education program at Grayson College was recently reviewed during a [CAEP](#) visit for continued accreditation and no issues were raised. Similarly, the B.S. in Aviation Management: Business option, which is offered in Oklahoma City metro area as well as the Durant campus, was one of the programs reviewed at an [AABI](#) accreditation reaffirmation visit in March 2017. The team noted only minor issues, and accreditation was reaffirmed.

Distance Education

Distance education at Southeastern, defined in [APPM 6.7.1.1](#) (pp. 132-133), consists of 100% online courses, blended courses (75% or more online content with 25% or less synchronous meetings required), and Interactive Educational Television (IETV). The University has been approved by HLC

to offer up to 100% of our programs via [distance education](#). While face-to-face courses are highly valued, distance delivery of courses enables Southeastern to better fulfill its mission and to serve students who would not otherwise be able to obtain their education. To recognize the ongoing commitment to quality in distance education, in December 2015, Southeastern was notified that it met the requirements to participate in the State Authorization Reciprocity Agreement (SARA). The [formal approval](#) to participate was ratified at the OSRHE meeting in January 2016, and Southeastern was approved for [ongoing participation](#) in March 2018. In three out of the last four years, the majority of faculty have reported that the institution has an [appropriate balance](#) between distance and face-to-face learning.

Interactive Educational Television (IETV) allows Southeastern to transmit course sessions live from one of its sites to another. IETV currently connects regularly to Idabel, Ardmore, and McAlester. Grayson County College and East Central University occasionally connect to Southeastern through IETV as well. IETV serves two departments: Behavioral Sciences and Education. IETV is also used to connect to the state regents and other meetings. Total enrollments in IETV have remained flat and constitute only [1.6% of all enrollments](#).

According to a [technology survey](#) administered to faculty in Spring 2016, 50% of faculty felt that the current IETV technology did not meet their needs and was unable to effectively aid in communicating with students. As a result, Southeastern has moved to Zoom as the new platform for synchronous, distance-class meetings. Zoom can be used to conduct teleconference meetings as well as conduct classes. Faculty who have piloted Zoom in their courses have provided positive feedback, and a growing number of faculty are becoming interested in using this tool in place of IETV, for online courses, and to meet other distance communication needs.

Online education requires additional work in preparing courses. Knowledge of strategic course design and technology skills are required for online teaching in different ways than for face-to-face classes. To ensure the quality of online instruction, faculty who teach online are required to complete a [Quality Matters Rubric](#) training prior to or during their first semester of teaching online; 146 individuals have participated in QM training ([QM Activity Report](#)). Additional resources and support are provided through the Center for Instructional Development and Technology (CIDT) by instructional designers who assist in consultation and course building, provide training, and conduct course review.

Online education has grown at an unanticipated rate, particularly in graduate programs after entering a [partnership](#) with the marketing agency Academic Partnerships (AP) in December 2015. In fall 2014, Southeastern had [255 online graduate students](#). By fall of 2016, the online graduate students had grown to 456 students. This partnership initially served only the Master of Business Administration (MBA) program. Prior to partnering with AP, the [MBA](#) had 67 students in Fall 2015. Within one year, the program grew to 174 students in fall of 2016 and 410 students in fall of 2017. The success in enrollment has led to the expansion of Academic Partnerships' marketing to additional [graduate programs](#) and, beginning in the fall of 2018, will also expand to select [undergraduate programs](#). To support this growth, an assistant director and part-time instructional designer have been added to CIDT. Additional faculty members have been hired for the MBA program, with a plan to hire a full-time, [professional advisor](#) in fall of 2018. With the rapid growth of enrollment in graduate programs, [Instructional Connections](#) is utilized to hire teaching assistants, who help professors in courses with enrollments over 35 in the M.Ed. program and over 50 in MBA program.

The growth of online graduate programs and the decline in undergraduate face-to-face courses is impacting the [student enrollment profile](#). In fall of 2013, 77% of all enrollments were in face-to-face or blended courses. By fall 2017, that number had dropped to 63%. Conversely, the number of online

enrollments grew from 21% in Fall 2013 to 34% in Fall 2017. In Fall 2013, there were 1,656 students enrolled in only face-to-face courses and 459 students enrolled in only online courses. By Fall 2017, the number of students in face-to-face courses was 1,225 and the number of students in online-only courses was 1,237. The largest cohort (1,528) was enrolled in multiple delivery types.

A variety of data is collected in online programs to assess quality and rigor. At the end of each week of online graduate courses, students answer a [survey question](#) concerning time spent on the course within the week. This information can be used by instructors to assess course design, by advisors to help students select and prepare for courses, and by the student to aid in time management. Other data collected and shared are grade distributions by student position in the program and grade distribution by academic coach. This information helps faculty understand when it is best for a student to take a course and to evaluate inter-rater reliability in courses with multiple graders. Attached is an [example report](#) from an MBA course. While these characteristics have been developed for programs partnered with AP, the resources and models are available to all, and many additional courses have followed the same system to improve the quality of their own courses.

Several methods are thus used to ensure consistency of academic quality and rigor across instructional modalities. The goals/objectives, program requirements, and student learning outcomes are consistent for each course regardless of the mode of delivery. The same degree check-sheets, graduation requirements, program outcomes assessment, and program reviews are used regardless of the mode of delivery.

Sources

- 3.A Delivery by type 5 yr F13 to F17
- 3.A Academic Tech Survey, 2016
- 3.A Agreement with AP
- 3.A Assessment Plan Examples
- 3.A Balance of distance and F2F
- 3.A Faculty-Evaluation-Form-for-Equivalent-Experience
- 3.A Goals and Objectives for General Education (2015-2017)
- 3.A HLC Approval Notification Letter
- 3.A Instructional Connections Agreement
- 3.A JMBS Advisor
- 3.A Liberal and Applied Studies Goals and Objectives (2015-2017)
- 3.A List of Assessment Plans
- 3.A MBA Goals and Objectives (2015-2017)
- 3.A MNGT5603 Feedback Report
- 3.A Nomination to Grad Faculty Form
- 3.A Organizational-Chart-2-2018
- 3.A OSRHE Approval, Van Alstyne
- 3.A POARs Examples
- 3.A QM Activity Report
- 3.A Quality Matters Rubric
- 3.A SARA Regents Approval
- 3.A SARA Renewal Confirmation Letter
- 3.A School of Arts and Sciences Goals and Objectives (2015-2017)
- 3.A School of Education and Behavioral Sciences Goals and Objectives (2015-2017)
- 3.A SE Adding M.Ed Programs with AP

- 3.A SE Adding Undergraduate Programs with AP
- 3.A SE DE Change Panel Letter
- 3.A SE Multi-Site Visit Report
- 3.A Survey Week 6 Feedback – NAL5153W1 - DEVLOP
- 3.C Graduate Enrollment
- 4.A SE AABI Letter 2017
- 4.A SE CAEP Letter 2017

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Southeastern has a fully-developed General Education program that encourages critical reasoning, reflection on values, and effective communication. The mission of the General Education Program reads:

The General Education Program at Southeastern Oklahoma State University seeks to provide a broad foundation of intellectual skills, knowledge, and perspectives essential to all students by virtue of their involvement as human beings in a diverse, technological, and evolving global society. The program is designed to ensure that students acquire a broad understanding of humankind's cultural heritage in both the arts and sciences, think logically, critically, and creatively, communicate clearly and effectively, and develop skills, values, and attitudes essential to living meaningful and responsible lives.

The Vision Statement for the General Education Program reads:

To ensure that students perceive general education as a unified and related curriculum, courses within the general education curriculum should share certain components so that students clearly recognize common threads woven into the tapestry of their educational experience. To that end, every general education course should include a strong communication component and provide students with active practice in critical thinking and creative problem-solving. In addition, when practical, a general education course should include integration with other disciplines and provide students with global and multicultural perspectives.

The Mission and Vision of the General Education lay out a descriptive path toward achieving the university's [mission](#) of providing an environment of academic excellence. Cultural heritage, critical and creative thinking, communication, and values lead to career preparation, responsible citizenship, and lifelong learning. The broad categories of Communications, Social and Behavioral Sciences,

Sciences and Mathematics, and Humanities address a breadth of learning over forty-four credit hours that educate students and fulfill the university's mission. Southeastern's General Education course offerings may be found [here](#).

During the 2014 visit, the HLC team met with the General Education Council and suggested the Council review and revise the current general education program with an eye towards reducing the number of goals and outcomes being assessed. The reviewers stated that the program is appropriate, but the forty-three outcomes may be excessive, and the Council has taken on the task of revising these over the past two years.

The General Education Council is comprised of fifteen faculty members, three students, a librarian, and the [Director of General Education](#) (pp. 45-46). Dr. Brett Elliott, professor of Mathematics, became the new Director of General Education in August of 2016. Throughout AY 2016-17, the Council [revised the program's Goals and Objectives](#), decreasing the number of goals from 10 to 6. The number of outcomes was reduced from 43 to 20. The council did this while ensuring that the institution's mission, goals, and learning outcomes for general education still comply with the academic policies of Oklahoma State Regents for Higher Education (OSRHE). This [new set of goals and outcomes](#) have progressed through all of the appropriate governance channels, the President, and the Regents, and these new goals will be implemented in the fall of 2018. [A new assessment plan](#) also reflects these new goals and outcomes.

All programs at the university engage students in the collection, analysis, and communication of information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. These goals are addressed in discipline-specific ways through program objectives, course objectives, and program outcomes which are measured through a variety of means of assessment. Faculty take a primary role in shaping the curriculum of their courses, programs, and the university as a whole with a view towards ensuring consistency in academic quality across the university.

Every program at the university develops and periodically revises its goals and outcomes, reflecting an academic commitment to the acquisition and application of knowledge and skills as well as guiding curricular requirements and course offerings in each department. The goals and outcomes are included in the [Program Outcome Assessment Reports](#), which each program files each year, and are publicly available through the Academic Affairs website.

Faculty have [oversight for curricular changes at the university](#) (p. 51). Councils and committees involved, depending on the nature of the change, include the Teacher Education Council, the General Education Council, the Curriculum Committee, the Graduate Council, and the Academic Council before moving on to the Vice President for Academic Affairs and the Regents. [These multiple levels of input and oversight](#) (Appendix A) help to ensure that each program aligns with the University's mission and includes appropriate attention to research, inquiry, communication, and skills development.

Each Department Chair collects, prior to each semester, syllabi for every class their department offers. Sample syllabi, from a variety of levels and modalities, [may be found here](#). Syllabi are reviewed each semester by the relevant department chair to ensure the appropriate inclusion of research, inquiry, communication, and skills acquisition and application in each course as well as across each program generally. These aspects are further assessed annually in each program as discussed in Chapter 4 of this report.

The [Institutional Assessment Committee](#) (p. 39) oversees and evaluates [Program Outcomes](#)

[Assessment Reports \(POARs\)](#), which are completed every year by every academic program at the university. [Academic Plans](#), [Annual Assessment Reports](#), [Assessment Plans](#), POARs, and [Program Reviews/Special Accreditations](#) are available on the Academic Affairs website. The process of assessment and its oversight assures every degree program engages students in the cognitive skills necessary for a high-quality education.

Departments routinely use Assessment and Program Review to affect changes in programs. These changes occur both at the course and the program level. These changes are detailed in Tables 4-12 and 4-13 of Criterion 4.

General Education forms the basis for educating students in recognizing human and cultural diversity. Prior General Education Outcomes included Ethics and Values as separate goals, but these ideas have now been integrated into all aspects of general education. The newly revised General Education Outcomes for “Fine Arts and Humanities” and “Political and Social Institutions” explicitly [address issues of human and cultural diversity](#). Approaches to addressing and inquiring into the question of diversity differ from discipline to discipline. Programs such as Communication, English, History, Psychology, Sociology, and Spanish directly address cultural diversity as integral to their subject matter; other programs, such as those in Business and the Sciences, encounter issues of diversity more implicitly.

The strength of the university’s commitment to diversity lies in its Native American programs. Southeastern is the only university in the country to offer a [Choctaw Language and Culture minor](#). Southeastern also offers a minor in [Native Studies](#), which is interdisciplinary and includes courses in Native Studies, Literature, History, Sociology, Art, and the Choctaw and Chickasaw languages. Southeastern also offers an online master’s program in [Native American Leadership](#).

Twenty-nine percent of the student population at Southeastern is of Native-American heritage. Every year, the university celebrates “Native November” with [a host of activities](#). Southeastern hosts the biennial [Native American Symposium](#), an interdisciplinary conference with scholars from around the country. Students have the opportunity to travel to the Choctaw and Chickasaw native lands along the Natchez Trace Parkway in Mississippi, Tennessee, and Alabama, or visit the Red Earth Festival, a rich display of Native American art and culture, in Oklahoma City. Courses in Choctaw and Chickasaw languages are offered in the General Education program. Each semester the University hosts a [graduation reception and ceremony](#) for Native students. In spring of 2018, the guest speaker will be Governor Bill Anoatubby of the Chickasaw Nation.

[Service learning](#) and co-curricular community service activities also provide students exposure to and engagement with diverse communities. Each January the institution sponsors a [Martin Luther King Day of Service](#) in which students, faculty, and staff volunteer in the local community. Throughout the year, further community service activities are organized by a variety of student organizations.

Study abroad opportunities provide students further engagement with global diversity. The Spanish program has offered summer study abroad programs in both Mexico and Spain; the biology program frequently brings students on [study trips to China](#), to learn about diversity in medical and biological research practices; the honors program has sponsored short-term study trips to Ireland, the UK, and Italy, and plans upcoming trips to Spain and France.

While Southeastern identifies itself as primarily a teaching-focused university, with a standard faculty teaching load of 4 courses per semester, scholarly and creative engagement is expected of faculty and serves as a basis for [faculty evaluation and tenure and promotion decisions](#) (pp. 69-93). In addition, specialty accreditation, such as [AACSB](#), held by some departments quantifies ongoing research

expectations by faculty. In keeping with the university's public mission, [faculty](#) engage in [scholarly and creative activities](#) aimed at both academic and public audiences.

In addition, bringing new knowledge and creative endeavors to the southeastern Oklahoma region is central to the role the university plays in the community. The university frequently partners with local institutions on research and creative projects. For instance, faculty in the English department have organized 6-week creative writing workshops at the Boys and Girls Club of Durant, involving 12 university students as tutors, and approximately 150 local children, simultaneously serving the local community and collecting research data on writing pedagogy. The Science of Protective Factors laboratory, housed in the Behavioral Sciences department, collaborates with the Choctaw Nation Reintegration Program to investigate ways to reduce recidivism rates among adults recently released from prison. Southeastern faculty bring their research and creative endeavors to the local public in a variety of ways. For instance, in 2016, Professor of History Glenn Melancon lead a public program sponsored by Oklahoma Humanities at the Tishomingo Public Library. Professor of English Randy Prus has conducted several poetry workshops for elementary school students in Tulsa. Professor of Biology Doug Wood has offered eight ornithological presentations to seven different Audubon Societies, Wildlife groups, and a birding festival within the past year. These examples demonstrate the ongoing engagement of faculty in bringing their academic expertise to the general public.

With its focus on undergraduate education, Southeastern offers exceptional opportunities for undergraduate research. With many academic departments and programs having few to no graduate students, Southeastern undergraduates participate in faculty research in roles that would be only offered to graduate students at larger universities. Both the Biological Sciences department and the Department of Chemistry, Computer, and Physical Sciences receive a number of outside [grants](#) that financially support undergraduate research. English Instructor Rebecca Doyal-Meyer includes undergraduates in her research on the effectiveness of a co-requisite model for remedial writing instruction, resulting in a joint presentation with an undergraduate tutor at the Conference on College Composition and Communication. The university consistently sends a number of students and faculty [every year](#) to [Oklahoma Research Day](#). University-wide, 30 undergraduate students presented at conferences in the past year in a range of disciplines, including state, regional, and national events.

In addition, each undergraduate program on campus includes a capstone experience for students, which in many cases includes or requires research. For example, senior Psychology majors choose between doing an internship or a year-long original research project; senior English majors choose between an extended research or creative project; and senior history majors complete a substantive research project based upon primary sources.

Sources

- 1.A SE Mission Statement
- 1.C FS-UC-GEC-Goals-and-Outcomes-for-General-Education
- 1.C General Education Courses
- 3.A POARs Examples
- 3.B 2018 Oklahoma Research Day
- 3.B AACSB Intellectual Contributions
- 3.B Academic Plans
- 3.B Assessment Plan for New Gen Ed Goals and Outcomes
- 3.B Assessment Plans
- 3.B DFW Rate

- 3.B Faculty Research Data, Individual
- 3.B Faculty Research Summary, 2018
- 3.B Former and New Gen. Ed Goals and Outcomes
- 3.B Graduate-Programs-2017-2019
- 3.B Minors-2017-2019
- 3.B MLK Day of Service
- 3.B Native American graduation event on May 9
- 3.B Native American Symposium, 2017
- 3.B New General Education Goals and Outcomes
- 3.B POAR Website
- 3.B Program Reviews and Special Accreditations
- 3.B PSY 4973 Syllabus
- 3.B Research Day Participation
- 3.B Research Grants FY 1415 - FY1718
- 3.B Sample Syllabi
- 3.B Student Quick Facts
- 3.B Students Studying Abroad - China
- 3.E Native November Poster 2017
- 4.B 2016-2017 Annual Assessment Report

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

In Fall 2017, Southeastern had [133 full-time faculty](#) according to the University's Common Data Set report. The number of full-time faculty has decreased by 4% since 2014, when Southeastern reported the number of [full-time faculty was 139](#). During the same time frame, [undergraduate enrollment](#) declined from 3,468 to 3,070 students; graduate enrollment increased from 409 to 886; and overall enrollment increased 2% from 3,877 to 3,956. Due to the dramatic reductions in state allocation in both spring 2016 and FY 2016-2017, the number of full-time faculty in fall 2016 [dropped to 111](#). As the university re-calibrated to the new fiscal reality, the replacement of full-time faculty was made a priority and 22 additional full-time faculty were added for fall 2017.

In fall 2016, Southeastern experienced a [15-year enrollment low](#) and state funding was reduced to 2001 levels. As a result, some undergraduate programs have become more cross-disciplinary, with some faculty serving more than one program. A few examples include a theater faculty member with a relevant degree teaching an art history course, or a math faculty member with a relevant degree teaching introductory physics. Similarly, new faculty hires have included professors qualified to teach across related disciplines, such as a professor hired to teach both sociology and criminal justice, and another hired to teach both visual art and native studies. The number of part-time faculty has declined from [132 in fall of 2014](#) to [118 in the fall of 2017](#), and these declining numbers have, in part, tracked reductions in undergraduate enrollment. Due to these circumstances, the University has also taken a concerted effort to reduce redundant course offerings and greatly limit the number of sections offered with enrollment below 10 students, seeking to best utilize our remaining full-time faculty.

The [evidence](#) indicates that even with these changes Southeastern is still maintaining the ability to offer a majority of its classes with enrollments below twenty students. In fall 2017, Southeastern offered 678 total sections in which undergraduates enrolled. Of those sections, 353 (52%) sections had 19 or fewer student enrolled; 280 (41%) had 20-39 students enrolled; and 45 (7%) had more than 40 students enrolled in a section. The faculty to staff ratio in fall 2017 was [18 to 1](#). This is a slight

increase from to 2014 ratio of [17 to 1](#) but an improvement over the [20 to 1](#) in fall 2016.

Table 3-2. Student to Faculty Ratio (2014-2017)

Year	# of full-time faculty	Student to faculty ratio
Fall 2014	139	17 to 1
Fall 2015	138	17 to 1
Fall 2016	111	20 to 1
Fall 2017	133	18 to 1

After eight years of [decline](#), the overall enrollment count increased in fall 2017 due to growth in graduate enrollment, particularly the Master of Business Administration. After partnering with the marketing firm Academic Partners (AP), [the MBA grew](#) from 67 students in fall 2015 to 478 in spring 2018. In response to this growth, a temporary instructor transitioned to regular full-time, a non-tenure track instructor was hired, and three expedited searches for tenure-track faculty members were completed (two in accounting and one in finance). Additionally, two additional tenure-track faculty in management/marketing have accepted offers and will begin fall 2018. The Department of Accounting and Finance also has been approved to begin a search for a new tenure-track faculty member with a tentative start date of January 1, 2019.

The institution assures that instructors are appropriately qualified. The Hiring Process is detailed in the [Academic Policy & Procedures Manual, section 4.1.5](#) (pp. 60-61). The section reads, in part: “A screening committee is appointed for each position. For faculty positions, the committee is appointed by the department chair in consultation with the VPAA; for other positions, by the appropriate vice president. It is recommended that a member from outside the school be appointed to the committee. All applications are screened based on job-related qualifications as outlined in the position description.”

For faculty who might not possess the ordinarily expected academic degree for a given position, but who have work experience, certification or licensure, or other forms of tested experience that qualify them to teach in a given program, the Department Chair completes a [Faculty Evaluation Form for Equivalent Experience](#). This form is stored in the faculty member’s file within Human Resources. Department Chairs evaluate and monitor those members who require Equivalent Experience forms to assure acceptable performance of their duties. The most common fields in which these equivalent experience criteria are used include Aviation, Occupational Health and Safety, Choctaw and Chickasaw Language and Culture, and Freshman Composition. [A copy of all faculty CV’s](#) (full-time and part-time) is provided along with a copy of [all equivalent experience evaluations](#). All faculty, regardless of delivery format or location, must meet these qualification standards.

Ongoing evaluation of faculty at Southeastern takes place through three distinct processes: 1) annual faculty development agreements and evaluations; 2) tenure and promotion processes; and 3) post-tenure review.

All faculty members at Southeastern Oklahoma State University (tenured and non-tenured) participate in an annual performance evaluation. This takes place through a process described in sections [4.4.2-4.4.5 of the Academic Policies and Procedures Manual](#) (pp. 69-74) with the process for contesting yearly evaluations detailed in 4.4.6 (pp. 74-77). In summary, each full-time faculty member, each fall, composes a Faculty Development Agreement in which s/he details plans for professional activities in the coming year; this agreement is discussed with and approved by the relevant

department chair. In addition, [yearly evaluations](#) are conducted by each chair, of each faculty member, in accordance with the previous year's [Faculty Development Agreement](#) (Appendix E; link on p. 9).

The tenure and promotion processes are detailed in the [Academic Policy & Procedures Manual, section 4.6](#) (pp. 88-97). This section details both the tenure and promotion process and the guidelines for achieving tenure. The [tenure and promotion processes](#) reflect AAUP's recommendations with the primary responsibility for tenure decisions lying with the faculty (Appendix E; link on p. 9). Candidates for tenure are evaluated on the categories of effective classroom teaching, scholarship, and service to the institution, profession, and public. For those with reduced teaching loads, a category for administrative duties is provided. Each category contains specific criterion and exemplars linked to those used for the yearly faculty development and evaluation processes.

To clarify expectations regarding the ongoing development of tenured faculty, in AY 2014-15 the university instituted a Post-Tenure Review processes. Details can be found in the [Academic Policy & Procedures Manual 4.4.7.1-8](#) (pp. 77-83). This process is specifically designed to be developmental rather than evaluative, giving tenured faculty the opportunity to receive constructive feedback from their peers once every three years.

Due to budget cuts during the 2016-17 academic year, the funds available for organized research, including conference travel, were reduced by 50.7% as shown in Table 3-3. Despite the decrease in budget, only one Organized Research request has been denied in the past year. Organized Research typically funds one request per faculty member per year, but a secondary request can be funded should additional funds remain afterward. [Due to the limited budget and an increase in applications](#), we expended the account to nearly its entirety, which resulted in a secondary request for funding being denied. Of the 30 applications for funding during the recent academic year, 26 were for travel to conferences and four were for research. Funding from resources such as Organized Research continue to foster a rich environment for faculty to present, research, and engage in their fields for the betterment of Southeastern's student body and community. The University's commitment to maintaining this fertile environment for ongoing research and scholarly engagement is best evidenced by [the three year window from 2014-2017](#) where our faculty produced a total of 941 publications and presentations and 303 creative projects; these projects engage the audience through various, performative means (i.e. theatrical performances, poetry readings, etc.). The interest from an endowed gift to support AACSB also is used to defray the costs of faculty in the John Massey School of Business to attend research and accreditation conferences; >\$26,000 was awarded in 2017-2018.

Table 3-3. Total Organized Research Expenditures

	FY1112	FY1213	FY1314	FY1415	FY1516	FY1617	FY1718*
Total Fiscal Year Expenditures	\$76,257.86	\$63,856.26	\$108,030.11	\$100,216.85	\$49,377.75	\$31,034.41	\$30,532.29

*Current estimation of expenditures pending the closing of FY1718 on June 30, 2018.

With the increase in online enrollments, the university has also invested significantly in providing ongoing professional development to those faculty teaching online. The Center for Instruction Development and Technology (CIDT) offers [multiple resources](#) and workshops for faculty throughout the semester as well as one-on-one instruction to faculty developing online courses. In spring of 2018, the University instituted a plan to incentivize faculty who updated their online course to meet the

highest QM standards and participate in additional reviews. Each faculty member will meet individually with an instructional designer to ensure quality. The course will then be reviewed by designers at Academic Partnerships to provide feedback on design and layout. The course will then go through one final QM review and training to improve the final product of the course. Each faculty member will be give \$1,000 at the end of training and course review. Currently, there are [44 courses](#) going through the review process in spring and six are scheduled for fall.

According to the [APPM 4.9.2](#) (pp.103-104), a full-time faculty member is required to schedule ten office hours per week, and it is recommended at least one (1) office hour be scheduled each day Monday through Friday. In addition, a faculty member is expected to be available additional hours by appointment. Faculty members teaching distance education classes may negotiate with the department chair to substitute up to five online office hours for five physical office hours.

Much of the academic support at Southeastern is provided through the Henry G. Bennett Library, the Center for Student Success, and the Native American Institute. All reside in the Division of Academic Affairs and report to the Dean of Graduate Studies, E-programming, and Academic Support. Specifics on how these programs support students will be offered in 3.D.

All staff members in these areas possess appropriate academic credentials. Each librarian has a terminal degree in their field; the Director of the Center for Students Success has a terminal degree in Adult and Career Development; and the Director of the Native American Institute has a Master of Educational Policy and Leadership degree. Each is responsible for the ongoing professional development of their staff and development is evaluated annually.

Sources

- 3.B Faculty Research Summary, 2018
- 3.B Organized Research Funding
- 3.C 2014 CDS Enrollment Report
- 3.C 2014 CDS Faculty Reporting
- 3.C 2015 CDS Faculty Reporting
- 3.C 2016 CDS Faculty Reporting
- 3.C 2017 CDS Faculty Reporting
- 3.C 24-Year Enrollment Summary
- 3.C 5-year Enrollment Summary
- 3.C All CVs - HLC 2018
- 3.C CIDT Faculty Resources
- 3.C Course Size
- 3.C Faculty Evaluation Form for Equivalent Experience
- 3.C Incentivized Courses
- 4.A Graduate Program Enrollment Growth (6yr)

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Student services at Southeastern advocate for students, both individually and collectively, promote diversity, encourage responsible citizenship and student achievement, and provide a variety of services. Southeastern has developed an infrastructure that supports learning, health, engagement, and safety. Below is a sampling of student support services designed to meet the needs of the student population.

[The Counseling Center](#) provides services to all Southeastern students during the academic year. Staffed by two Licensed Professional Counselors, the Center supports a holistic approach which facilitates student development and achievement through personal counseling, educational programming, and crisis intervention. In 2016-2017, [99 students](#) participated in 642 individual counseling sessions, and 92.4% indicated that the presenting problem had experienced at least some improvement throughout the counseling process. During the 2016-2017 year, [19 degrees](#) were conferred to students who had received services through the counseling center.

The Department of Public Safety is comprised of three entities: Campus Police, Environmental Health and Safety, and Motor Pool. Its overall mission is to ensure that all students, faculty, and staff at Southeastern are provided a safe place to live, learn, and work. Public Safety provides [Annual Security and Fire Safety Reports](#) which includes Clery Report statistics. This division is also responsible for the [emergency preparedness plan](#) and other reports and resources to ensure the safety of faculty, staff, and students.

All currently enrolled students with a valid SE I.D. are eligible to receive [health services](#). A Registered Nurse is available to students daily, and a visiting physician is available on campus one day a week. In 2016-2017, there were [576 total appointments](#) seen in Student Health Services. Of the students reporting, 80% stated that the office did a good job identifying an appointment time that worked with their schedule and 66.7% felt the service helped speed-up their return to class. The Student Health Services also provided educational programming to over 300 students. The topics included self-defense, suicide prevention, healthy sexual relationships, and domestic violence/sexual assault. [Pre-test and post-test data](#) was collected indicating the effectiveness of these programs.

Southeastern hosts four [TRiO programs](#). These programs are designed to provide educational opportunities for low-income, first-generation, and disabled Americans. These federally-funded programs assist eligible participants to enter college, to graduate, and to participate more fully in America's economic and social life. TRiO programs at Southeastern include Educational Talent Search, renewed in 2016; Upward Bound, renewed in 2018; Student Support Services, renewed in 2015; and the Educational Opportunity Center, renewed in 2016.

The specific purpose of the [Educational Talent Search](#) program is to identify and assist students from disadvantaged backgrounds who have the potential to succeed in higher education. In 2016-2017, the program served 861 students. Even though the students meet multiple high-risk categories, [81% enrolled](#) in some form of post-secondary education.

The specific purpose of the [Upward Bound](#) program is to assist first-generation, low-income high-school students in their preparation for college. Over the past five years the program has averaged serving 243 students a year. [72% of the students](#) participating enrolled in a post-secondary program of study and had a six-year graduation rate of 43%.

The [Educational Opportunity Center](#) is designed to provide financial aid and academic assistance to adults desiring to pursue a program of post-secondary education. Assistance includes applying for admission to post-secondary institutions; assistance applying for financial aid for post-secondary programs; assistance in tutoring for the GED and college entrance exams (ACT, College Placement Test, etc.); and academic, career, and financial literacy counseling. Last year the program served [1,620 participants](#). 71% of the participants applied for financial aid, 72% applied for admission at a post-secondary institution, and 46% enrolled in a post-secondary education program.

The purpose of the [Student Support Services Program \(SSS\)](#) is to increase the number of disadvantaged low-income and/or first-generation college students, and college students with disabilities who successfully complete a program of study at the post-secondary level. Southeastern houses both a general program and a program focusing on education majors (Project Teach). In 2016-2017, the general program served 305 students. The [overall graduation rate](#) for students participating in the program is 45%. This exceeds the overall [university graduation rate of 28.2%](#). For Project Teach, there were 140 students served in 2016-2017 and their graduation rate was 73%.

The [Wellness Center](#) provides a variety of facilities and services including cardio equipment; strength equipment; indoor walking track; racquetball courts; and an indoor basketball court. In 2016-2017, there were [7,741 total](#) participants in the Wellness Center with 80.2% being students, and 16% being staff and faculty.

The responsibility for providing learning support and preparatory instruction is held by the [Learning Center](#). The Learning Center provides assessment and development of skills in basic English, reading, and mathematics, particularly for new students who may be academically at risk. All entering students are first assessed on the basis of their ACT or SAT sub-test scores. Students not meeting established cut-scores and/or who have not completed college level course work in one or more of the deficiency areas are required to undergo secondary testing, which is completed with the Accuplacer Computerized Placement Test (CPT) for English, Mathematics, and Reading. According to the [Annual Assessment Report](#), of the 2432 admitted undergraduate students during the 2016-2017 academic year, 849 were required to participate in at least one secondary entry-level assessment to determine whether remediation was warranted. The percentages of students admitted that were placed in remedial courses as a result of secondary entry-level assessment were as follows: English – 6.1%, Math – 7.6%, Reading – 7.1%, and Science – 3.0%.

The attached [entry-level assessment report](#) demonstrates the gains in pre-test, post-test exams for remedial English, math, and reading. The reports also revealed mixed results on student performance in non-remediated courses. In the specific credited course connected to the remedial course, the students are being outperformed by their non-remediated peers. However, in overall grade point average, students who were in remedial courses are outperforming those who tested out of the courses. The institution continues to struggle with the persistence of academically under-prepared students. In the latest retention report, [data indicated](#) that those students needing one remedial course retained at the same rate as their non-remediated peers. However, those who need more than one remedial course retain at least fourteen percentage points lower than their non-remediated peers.

In 2011, the Learning Center established the [CARES](#) (Curricular Alternatives to Remedial Education Subjects) Programs to offer co-requisite models and alternative options to traditional remedial courses. A co-requisite for English was established first by providing a two hour per week lab for supplemental instruction to be taken simultaneously with Composition I. In 2017 a co-requisite model for remedial math and College Algebra was adopted, which was provided to students who met requirements to enroll in Intermediate Algebra and needed College Algebra as their general education mathematics course.

Summer workshops have also been offered for reading, English, and math for two weeks during the summer for students having between a 16 and an 18 on the ACT. At the end of each week of the workshop, students are allowed to retake the CPT in the appropriate subject area to attempt to clear their deficiency. Since summer 2011, there have been nine reading workshops, fifteen math workshops, and three grammar workshops. All are offered free of charge to students. [Data](#) related to the program indicates that students who are utilizing embedded remediation and summer workshops are performing well in the credited courses.

In a 2015 survey of 474 students, academic advising ranked as the most [important](#) component of their interactions with the institution. The students also reported a high-level of [satisfaction](#) with their advising experiences. The students report high levels of satisfaction with advisor availability, knowledge, and concern for them as an individual. [The Academic Advising and Outreach Center \(AAOC\)](#) serves the needs of freshmen, transfer students, and students with academic deficiencies.

Once a student is admitted to Southeastern and completes College Placement Testing (if required), the academic advisors identify academic options, choose appropriate academic strategies and recognize barriers to academic success. In Southeastern's "blended" advising model, both professional and faculty advisors are utilized to assist students in meeting educational goals and interpreting university policy. University faculty typically serve as the students' primary advisors once the student has completed 24 hours and/or declared an academic major. To support faculty, the AAOC has developed and maintains the [Faculty Guide for Student Advisement](#). The site provides faculty with information regarding advising policies, theory, documentation, graduation requirements, and issues in advising special populations.

Professional advisors help with the transition into a new culture and serve as a hub for first-year services. Faculty advisors provide expertise in the overall goals of the curriculum, an understanding of how the curriculum relates to the students' long-term goals, and the mentorship and intellectual guidance needed to produce successful students. The Director of the AAOC monitors all [advising holds](#) removed on campus to evaluate where and when students are being advised and then produces an [annual program outcomes assessment report](#). The annual report memorializes the number of students advised and the location of advisement. In 2017-2018, 2,029 advising holds were released by advisors in the AAOC. 80% of all incoming freshmen were seen through the AAOC, 16% were advised by faculty members, and 4% were advised by staff in Student Support Services. There has been an increase in the percentage of faculty advising first-time freshmen. This could be explained

through a greater emphasis on special enrollment days for programs such as the Honors Program and the President's Leadership class.

The Native American Institute ([NAI](#)) is physically located within the Academic Advising and Outreach Center, and provides a centralized location for student services for Native American students. The NAI provides academic advising and other services specifically for Native American Students. NAI also houses staff from the Choctaw and Chickasaw Nation Education and Vocational Rehabilitation departments. Native American students are provided a unique college success course experience: a two-credit course that integrates Native culture and traditions into a curriculum designed to empower students and connect them to the University experience.

The [Campus Master Plan](#) provides the overall framework by which Southeastern maintains an appropriate physical environment. The [faculty survey conducted in 2017](#) found a majority of respondents believed the institution was not devoting enough of its resources to support its facilities. These results are consistent with results [gathered in 2014](#). With the improved financial position of the university during the 2017-18 academic year, the university has allocated an additional \$180,000 towards addressing deferred maintenance issues this year, with plans to allocate hundreds of thousands of dollars more in the upcoming fiscal year.

The Division of Information Technology provides technology design and selection, technical support, systems management and administration, technology acquisition, the review and development of IT policies and standards, and strategic planning services for Southeastern. In the last decade, technology projects have included enhanced online enrollment functions; improved software and hardware capability; increased bandwidth to campus users; website creation and upgrades; improved information security; increased support to facilitate distance learning (both online and IETV); and ADA accommodations. In [2014](#) the majority of faculty reported that the University was not devoting enough resources to keeping its instructional technologies current and widely available. In [2017](#), the trend had reversed with 46 out of 64 faculty being neutral, agreeing, or strongly agreeing with the prompt concerning institutional investments in learning technologies.

Southeastern maintains 23 computer labs containing over 500 computers as well as access to printers, scanners, copiers and the latest software required for coursework including: SPSS, Print Music, Band in a Box, Night Light 2000, Office Publisher, FrontPage, Photoshop, Adobe Illustrator, Adobe Pagemaker, Adobe Premiere, Adobe Reader, JMP, Visual Studio .NET, Visual Studio, Quicktime, Print Audit, Roxio, Multispec, ChemSkill Builder, Thinkwell, Hypercell, Arc Voyager, Multi Spec, Mathematica, Arc Explorer, Geometer's Sketchpad, Stat Disk, Multi Spec, Business Mentor, ExportIT-ED, Microsoft Office, Microsoft Forefront, Microsoft Movie Maker, Sibelius, Microsoft Windows 2007, Apple OSX, Smart Notebook, and Final Cut Pro. Nine wireless laptops may be checked-out and used within the library.

Southeastern also maintains well-equipped laboratories that support discipline-specific programming. Highlighted below are three departments that require specialized equipment; information for other programs may be found in the [program review reports](#).

The Aviation Sciences Institute currently operates nine Cessna 150/152 primary training aircraft, seven Cessna 172R primary, instrument and commercial training aircraft, two Cessna 182RG Complex/High Performance and commercial training aircraft, one Cessna 310R multi-engine training aircraft, one PFS Modular Flight Deck Flight Simulator, and one PCATD PC-based Flight Training Device. There is also a computer lab with 14 student stations and an instructor computer airport. It is used to teach several classes including AVIA 3503 Integration of Flight Management Systems (FMS)/Commercial Operations and AVIA 3451 Introduction to Advanced Technology Aircraft. The

lab is also used to practice for FAA computer-based knowledge exams as well as regular student work. There is also a Lasergrade testing center where the FAA knowledge exams are administered.

The Department of Biological Sciences is housed in the Biological Sciences Complex consisting of the Biological Sciences Building, two metal storage buildings, and twelve research ponds on a nine-acre site. The Biological Sciences Building contains approximately 30,000 square feet. The building has four teaching classrooms (optimum capacity 32 students each; maximum capacity 40 students each); seven teaching laboratories (maximum capacity of 24 students each); seven preparatory rooms (one for each teaching laboratory); one computer laboratory for students (30 computers); and one geographical information systems (GIS) computer room (17 computers).

There are five faculty research laboratories in addition to the teaching laboratories listed above, an Animal Facility (with four rooms), and an Herbarium (two rooms) in the Biological Sciences Building. Field equipment such as boats, nets, traps, and sampling gear, is stored in the two metal buildings. There are also two research laboratories in one of the metal buildings. The university also provides an [array of equipment to support](#) research and teaching.

The Department of Chemistry and Physical Science is housed on all three floors of the Science Building and Computer Science occupies the Classroom Building. The Science Building includes faculty offices, six classrooms, a library, a classroom-computer laboratory with twenty-four workstations, two general chemistry laboratories, a biochemistry laboratory, an organic laboratory, an analytical chemistry laboratory, a core instrument laboratory, an inorganic/physical chemistry laboratory, a physics laboratory, an electronics laboratory, and a twelve station computer laboratory with Vernier LoggerPro interfaces for real-time data collection of student experimental data. The Classroom Building includes faculty offices and three classrooms, and three computer labs/classrooms with thirty-two student workstations each.

This department has been very successful in pursuing external funding, obtaining over two million dollars in recent years through the National Institutes of Health, the National Science Foundation, Oklahoma NIH-EPSCOR INBRE Program, the Air Force Office of Scientific Research, the Zinpro Corporation, and other private research sponsors. This has enabled the department, when coupled with university funds, [to have numerous types of equipment](#) not usually found at a regional university.

Southeastern's four primary spaces that are used for performances in the fine arts are the Fine Arts Recital Hall, Montgomery Auditorium, the Visual and Performing Arts Center, and the New Theatre Building. These facilities are used by faculty, staff, and students as well as visiting artists. The Fine Arts Recital Hall features a 7-ft Kawai concert piano, new recording equipment for archival and teaching purposes, and high-level audio and video capabilities. Montgomery Auditorium features state-of-the-art lighting, a new fly system, acoustical shells, and stage space large enough to accommodate performances by larger groups. The Visual and Performing Arts Center and the New Theatre Building are primarily used for theatrical productions. Other events such as banquets, guest speakers/lecturers, freshman convocation, state of the university address, and the faculty symposium are also held in these facilities.

Southeastern also has four dedicated rehearsal spaces including the Choral Rehearsal Hall, Percussion Studio/Music Education Suite, Band Rehearsal Hall, and a multi-purpose room used primarily by instrumental chamber groups.

Numerous programs have internships or practicums; the internship/practicum may be a required or elective component of the program. Faculty advisors and/or specific offices assist with the placement and supervision of students completing these experiences.

Students majoring in Art may complete internships at art galleries, while Graphic Design majors may complete a specific design project for a company. Additionally, Art Education majors are required to take three courses of field experience culminating with student teaching as assigned by Teacher Education.

In the Department of Behavioral Sciences, students majoring in Criminal Justice, Psychology, and Sociology complete field experiences and/or internships to observe practical applications of techniques used in their discipline. Students in the Clinical Mental Health Counseling program must complete 9 semester hours of practicum and internship. Students must serve at least 700 clock hours at clinical practice sites such as outpatient mental health centers, substance abuse treatment facilities, and university counseling centers for their degree. Similarly, School Counseling students must enroll in internship/practicum hours; however, these typically are completed at public schools located in southeastern Oklahoma and northern Texas.

Recreation majors may request specialized sites for their internships. Interns have been placed in clinical settings such as Baylor Tom Landry Fitness Center, the Durant Medical Center Cardiac Rehab, and Durant Exceltherapy (physical therapy).

All elementary and secondary education majors must complete a student teaching experience; this is a nine semester-hour course. The Office of Teacher Education selects student teaching placement by using a list of the schools that have trained professional mentors; currently, about 65 public schools have trained mentors. Teacher education candidates must serve 60 full (six hours) days in an approved school. Prior to student teaching, these students must complete three separate field experiences totaling 105 clock hours in a public school.

The [Centre Gallery](#) houses The Charles and Miriam Hogan Native American Art Collection. This beautiful collection of art was donated by Mrs. Miriam Hogan in 1998 and is of great importance to Oklahomans and to the history of Native American art. The collection consists of ninety-three original paintings, sketches, and prints by numerous Native American artists. Some well-known Native American artists whose work is part of this collection are Woody Crumbo, Bert Seabourn, Stephen Mopope, Doc Tate Nevequaya, Alan Houser, Jack Hokeah, Al Momaday, Acee Blue Eagle.

The Center for Instructional Development and Technology (CIDT) provides Blackboard training and support for faculty, staff, and students. Faculty training includes formal workshops and individualized sessions. Faculty can obtain training in person, via phone or video conference, or from the CIDT website or course Instructor Guide. Training for students includes an undergraduate Blackboard overview and a graduate online student orientation.

CIDT provides course templates within the LMS to meet Quality Matters standards and promote a similar look and feel among courses. CIDT also captures and edits video, creates course banners and other graphic illustrations, and enters technical settings within courses. Courses in programs partnered with Academic Partners (AP) are sent to AP for a formal peer review. Both AP and non-AP courses may be reviewed by CIDT.

Outside of the laboratories and learning spaces, the Henry G. Bennett Library provides student guidance in the effective use of research and information resources. Staffed by four professional librarians and other professional staff, the university library provides information and guidance to students in multiple formats, including face to face and online instruction, and responds to individual inquiries in person, online, and by phone. The Writing Center also support these activities and provides evening and weekend services to students in the library. Students also have access to online writing evaluations to assist with research and information resources.

Sources

- 1.A Native American Institute
- 1.D Educational Opportunity Center
- 1.D Retention Graduation Report
- 1.D Student Support Services
- 1.D Talent Search
- 1.D TRIO at SE
- 1.D Upward Bound
- 3.B Program Reviews and Special Accreditations
- 3.D 2014 Facilities and Technology
- 3.D 2017 Facilities and Technology
- 3.D Advising Center
- 3.D Advising Hold
- 3.D Advising Importance
- 3.D Advising POAR 2017-2018
- 3.D Advising Satisfaction
- 3.D Appendix E, Equipment Available to CCPS by External Funding
- 3.D Biological Sciences Research Equipment
- 3.D CARES Courses
- 3.D Counseling Center
- 3.D Emergency Preparedness Plan
- 3.D EOC summary 2018
- 3.D Faculty Guide for Student Advisement
- 3.D Fire and Safety Report
- 3.D Graduation-and-enrollment-Rates 1617
- 3.D Learning Center Section I - Annual Assessment Report 2016-2017
- 3.D Retention and Remediation
- 3.D SE CARES Program Report
- 3.D SE Centre Gallery – Art, Communications, and Theatre
- 3.D SSS summary 2018
- 3.D Student Health & Wellness Center Data
- 3.D Talent Search summary 2018
- 3.D The Learning Center
- 3.D Upward Bound summary 2018
- 3.D Wellness Center
- 3.D. Student Health Services
- 5.D Master Plan for RUSO

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Co-curricular activities supports the overall [mission](#) to enrich the educational environment and contribute to the greater good of the community. The majority of co-curricular programming is organized under the Vice-President for Student Affairs. The Division of Student Affairs has developed a [vision statement](#) that supports the overall mission to provide co-curricular experiences that promote diversity, responsible citizenship, and community engagement. In order to protect the student's freedom of assembly and speech, the University has a clearly defined [expression policy](#). Any student is allowed to [create](#) an extra-curricular organization as long as they have a faculty or staff advisor.

Southeastern Oklahoma State University offers students the opportunity to participate in numerous co-curricular programs. These include intercollegiate and [intramural athletics](#), [choir](#), [band](#), [theater](#), [leadership organizations](#), student government, [honors societies](#), [mentoring programs](#), [Greek life](#), and multiple nationally affiliated [clubs and organizations](#). A list of available co-curricular/extracurricular activities is provided to each incoming freshman in the [New Freshman Guide](#) and listed on the Current Student web page.

In addition, many academic departments on campus sponsor co-curricular enrichment activities for students and, at times, alumni and community members, including musical and theater performances and guest speakers. Since [1922](#), Southeastern has provided students a venue to express their thoughts and opinions as well as gain journalistic experience through the campus newspaper. Southeastern also owns and operates [KSSU](#), a radio station that allows students to gain professional experience in every aspect of operating a functioning radio station. All newspaper, radio, choir, and theater opportunities are available to all students, regardless of major.

To celebrate the Native history and influence on campus, each November, the Native American Institute sponsors "[Native November](#)". The month-long event includes cultural, recreational, and educational activities. Throughout the year the institute also offers multiple opportunities to gather, travel to powwows, or play stickball.

Three of the most visible co-curricular programs on campus are the Honors Program, the President's Leadership Class, and the FIRST program. The [Honors Program](#) is located in the Division of Academic Affairs and provides students with an enhanced curriculum and additional opportunities for research, travel, and civic engagement. The [Presidents Leadership Class](#) is located in the Division of Student Affairs and focuses on campus involvement and developing future and community leaders. The students in both programs regularly attend discussion sessions with academic scholars and state and national leaders. Knowing that many incoming students are first-generation students who need

additional assistance with formal and informal integration, Southeastern created the [FIRST](#) program (Freshmen In Residence Succeeding Together). In this program students live together, take similar courses, have a designated study times, on-floor mentors, evening and weekend activities, and cultural trips.

The Southeastern Mission Statement claims that the institution values extracurricular experiences. This value is reflected in the [data](#) demonstrating that 45% (225/503) of the 2016 incoming class participated in intercollegiate athletics, choir, band, Honors, Presidents Leadership Class, or the FIRST program.

Southeastern Oklahoma State University is committed to the role extra-curricular involvement, student research, and community engagement plays in creating an environment of academic excellence. Data produced in January 2015 continues to demonstrate the claim that Southeastern is committed to students' extra-curricular involvement. In 2007, 2012, 2015, and 2018, Southeastern administered the Ruffalo Noel-Levitz Student Satisfaction Inventory. The inventory is used to determine the level of importance and satisfaction that students place on certain domains. The [2015 data](#) indicated that Southeastern has significantly higher levels of student satisfaction with campus involvement and campus life, when compared to other four-year schools nationally. When compared to [mid-western](#) four-year schools, Southeastern has slightly higher levels of satisfaction. Students reported consistent [levels of satisfaction](#) with the ease of getting involved with campus organizations, intramural activities, and the equal ability for males and females to be involved. Importantly, students believed that their activity fees were being put to good use. The 2018 inventory was distributed in March and the results will not be available until summer.

Co-curricular activities organized under the auspices of academic departments demonstrate the interconnectedness of these activities with the university's academic mission. Multiple departmental faculty members partner with students on research projects or mentor students on their original work. As recently as March 2018, a Southeastern student was recognized at the State capitol for his [research](#) on enzyme biochemistry. Also in March 2018, three students presented their [original research](#) on the relationship between teacher clarity and enthusiasm and students self-reported learning. One of the longest standing examples of the institution's commitment to recognizing student intellectual contributions and faculty partnership is the annual publication of [Green Eggs and Hamlet](#). In its 26th year, the journal reflects a significant collaboration between faculty and students. The journal editors are students who select themes, layout, and overall editorial direction. The journal is open to submissions from all students regardless of major, faculty, staff, and alumni. The students are served by faculty advisors from the Department of English, Humanities, and Languages, and the Department of Art, Communication, and Theater.

Southeastern takes very seriously the claims it makes regarding the student experience both inside and outside of the classroom. According to [student feedback](#), Southeastern students believe that they are experiencing academic growth, that there is a commitment academic excellence, and that the faculty care about them as individuals.

Sources

- 1.A SE Mission Statement
- 1.D. Retention_Study_2017
- 3.E 2018-2019 New Student Book-Final-Pages-Rev
- 3.E Alpha Chi

- 3.E Campus-Expression-Policy
- 3.E Chemistry Student Research
- 3.E Communication Student Research
- 3.E Greek Life
- 3.E Green Eggs and Hamlet
- 3.E Instructional Effectiveness Feedback
- 3.E KSSU U92 FM
- 3.E Marching Band
- 3.E Native November Poster 2017
- 3.E Perception of Campus Life vs. National
- 3.E Perception of Student Life vs. Midwestern
- 3.E Presidents Leadership Class
- 3.E Savage Storm Leaders
- 3.E SE FIRST Program
- 3.E SE Intramurals
- 3.E SE Student Government Association
- 3.E SE True Blue Ambassadors
- 3.E SE-Honors-Brochure
- 3.E Sep. 25, 1922-The Southeastern
- 3.E SSI SE v. National
- 3.E Student Affairs Vision Statement Approved
- 3.E Student Organizations
- 3.E Student-organization-registration-form
- 3.E Symphonic Choir
- 3.E Theatre - at Southeastern

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

In fulfillment of its mission to provide educational opportunity to the residents of a geographically expansive, sparsely populated rural corner of Oklahoma, Southeastern provides courses and degree programs through variety of locations and modalities, but all under the same academic structure to enable consistency in academic quality.

- All of Southeastern's degree programs have clearly defined educational goals, articulated and assessed through yearly Program Outcome Assessment Reports, and reflected in course offerings and syllabi. Faculty maintain primary control over curriculum and course content, with department chairs overseeing syllabi, and faculty committees evaluating new course proposals and curricular changes. The same review mechanisms exist regardless of modality and location, ensuring consistency.
- Southeastern has a longstanding tradition of providing strong general education, as reflected in our mission statement's Scope and Function. In response to comments by the 2014 HLC review team, the General Education Council and Director of General Education have revised the general education goals, outcomes, and assessment plan to clarify the role and importance of the general education curriculum. These new goals, outcomes, and assessment plan will be implemented in the fall of 2018.
- Both the general education program and disciplinary programs engage students in the developing the skills of lifelong learners, including collecting, analyzing, and communicating information, and mastering modes of inquiry and creative work. These emphases are reflected in program goals, syllabi, and a range of academic activities.
- The importance of cultural diversity is recognized and reflected in both on-campus entities, such as the Native American Institute, and academic inclusion in a variety of courses and programs, including general education. In addition, Southeastern has increased the availability of study abroad opportunities over the past four years, to further educate our students for a global environment.
- Undergraduate research is a particular strength of Southeastern's; with our small size and limited number of graduate students in most disciplines, undergraduate students collaborate with faculty on research projects in roles that would only be available to graduate students at larger institutions.
- While the number of full-time faculty fell from 139 in 2014 to 111 in 2016, due to state budget cuts and an early retirement incentive, Southeastern has resumed hiring in areas of growth and now has 133 faculty. The university is also committed to hiring more faculty to serve its students, with a number of new hired anticipated for fall 2018.
- All faculty are reviewed for appropriate qualifications and evaluated yearly through an established processes for Hiring, Faculty Development Agreements, and Evaluation outlined in the Academic Policies and Procedures Manual.
- 68% of full-time faculty hold a terminal degree in their field; most others hold a master's degree in-field. In those situations where a faculty member's earned degrees do not self-evidently reflect their teaching field, the university has a clear system for evaluating equivalent experience, and such qualifications are clearly documented.

- Southeastern provides a variety of academic and non-academic support services to its students, funded through both the university and outside granting agencies. The effectiveness of these services is routinely assessed, ensuring that Southeastern students have the institutional resources necessary to successfully accomplish their educational goals.
- Academic advising is one of Southeastern's strengths, with a blended model of professional and faculty advisors. Enhanced advising is provided for identified populations through the Native American Institute and Student Support Services. Since the 2014 accreditation visit, Southeastern has added a professional advisor charged specifically with helping students navigate funding their educations. With so many of our students coming from low-income backgrounds, this added level of financial advisement helps them to stay in school and ultimately graduate.

Overall, Southeastern prides itself on the high quality of the education it offers and the individualized attention students receive from well-qualified faculty. Small class sizes (93% with fewer than 40 students) allow for a high level of student-faculty interaction, and exceptional opportunities for our students to participate in research and applied learning experiences.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Southeastern is a public institution that draws upon the State of Oklahoma, OSRHE, external agencies and foundations, and its own resources to develop, sustain, and enhance the quality of its educational programming through time. The broad policies and requirements of OSRHE and RUSO provide the framework that guides faculty and staff in the development and implementation of plans and processes used to assess student learning, improve retention, increase persistence, promote student completion, and provide assurances of academic quality and integrity.

A central component of any successful educational endeavor is the measurement of progress. Southeastern assumes full responsibility for the quality of its educational programs, learning environments, and support programs. The institution has an effective, well-established, continuous system of program assessment and is aggressive in seeking external accreditations. The accreditation process is synonymous with transparency, accountability and evaluation. In terms of specialty accreditation, Southeastern was the first regional institution in Oklahoma to achieve accreditations from the Association to Advance Collegiate Schools of Business ([AACSB](#)) and Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Program review at Southeastern is a periodic and comprehensive evaluation of degree programs which serves to improve both undergraduate and graduate academic programs offered at Southeastern. Programs that are subject to [specialty accreditation](#) use the accreditation process as their program review; all other academic programs on campus follow a schedule and process determined by the university and overseen by the [Organized Research and Program Review Committee](#) (p. 41). [The Academic Program Review Guide](#) provides guidance to faculty through the provision of general purposes and specific goals. The general purposes of program review include the review and re-affirmation of program goals and the opportunity to identify needs and develop strategies to meet those needs. The specific goals include the assessment of unit goals in relation to institutional goals, collection of output and outcome information, identification of student demographics and resources, and the establishment of immediate and long-range plans.

Program review and specialty accreditation are conducted [on a fixed cycle](#) for both undergraduate and graduate programs. Historically, Program Review has typically happened on a 5-year cycle. The budget constraints since the most recent comprehensive evaluation visit prompted Southeastern to focus its efforts on programs with specialty accreditation (e.g., AABI, CAEP, and AACSB). Table 4.1 details the current program review and specialty accreditation cycle for Southeastern. The OSRHE was informed and supported the decision to delay the program review cycle for non-specialty accredited programs as listed in the table.

For specialty accreditation, departmental faculty prepare the self-study report and submit it to the accrediting body. The evaluative report is reviewed by the pertinent department and the Vice President of Academic Affairs, and an institutional response is prepared. Because of the specific requirements of specialty accreditation, the Organized Research and Program Review Committee does not participate in this process. Departments have benefited from the [program review](#) and/or [specialty accreditation](#) and have used the information to revise and update programs. Recommendations provided by external reviewers have proven to be especially beneficial.

Table 4-1. Table of Program Review and Specialty Accreditation Cycles

Program Title	Prog Code	Last Review	Next Review	Specialty Accreditor	Spec. Accred.	Additional Notes
Undergraduate Programs						
Accounting - BBA	001	2014	2018	AACSB	2014	
Aviation Management - BS	002	2017	2022	AABI	2017	
Art - BA	003	2014	2020			
Aviation - BS	005	2017	2022	AABI	2017	
Biology - BS	006	2012	2019			
Chemistry - BS	010	2012	2019			
Fisheries and Wildlife Science - BS	011	2014	2019			
Elementary Education - BS	016	2017	2024	CAEP	2018	
English - BA	017	2014	2020			
English Education - BS	018	2017	2024	CAEP	2018	

Political Science - BA	020	2014	2020			
Health & Physical Education - BS (now Kinesiology)	021	2017	2024	CAEP	2018	
History - BA	022	2014	2020			
Management - BBA	027	2014	2018	AACSB	2014	
Mathematics - BS	028	2012	2019			
Mathematics Education - BS	029	2017	2024	CAEP	2018	
Music - BA	036	2014	2024	NASM	2014	
Music Education - BME	037	2014	2024	NASM	2014	
Recreation - BS	041	2014	2020			
Psychology - BA	042	2012	2019			
Sociology - BA	047	2012	2019			
Communication - BA	049	2014	2020			
Computer Science - BS	052	2013	2019			
Occupational Safety & Health - BS	058	2012	2019			
Criminal Justice - BA	059	2012	2019			
Theater - BA	060	2014	2020			
Computer Information Systems - BS	061	2012	2019			
Music - BM	068	2014	2024	NASM	2014	
Marketing - BBA	095	2014	2018	AACSB	2014	
Finance - BBA	096	2014	2018	AACSB	2014	
Special Education Mild/Moderate Disabilities - BS	099	2017	2024	CAEP	2018	
Liberal and Applied Studies - BS	102	2010	2019			
General Business - BBA	105	2014	2018	AACSB	2014	
Spanish - BA	106					Low Productivity Program - Post Audit Review
Early Intervention and Child Development - BS	111	2017	2024	CAEP	2018	

Health & Human Performance - BS	115					New Program - 2016-17
Organizational Leadership - BS	775	2012	2018			Low Productivity Program - Suspended Spring 2018
Graduate Programs						
School Counseling - MED	071	2017	2024	CAEP	2018	
Special Education - MED	072	2017	2024	CAEP	2018	
Educational Leadership - MED (formerly School Administration)	073	2017	2024	CAEP	2018	
Business Administration - MBA	075	2014	2018	AACSB	2014	
Biology - Master of Technology	076	2014	2019			
Clinical Mental Health Counseling - MA	078	2012	2020	CACREP	2012	
Aerospace Administration & Logistics - MS	079	2014	2020			
Occupational Safety & Health - MS	107	2011	2019			
Math Specialist - MED	108			CAEP		Currently in teach out
Sports Administration - MS (formerly Sport Studies and Athletic Administration)	109					New program - 2011-12
Curriculum and Instruction - MED	110					Re-design of Suspended Program (MA in Teaching)
Native American Leadership - MS	112	2016	2021			New Program - 2014-15
Management - Graduate Certificate (embedded in MBA)	113	2014	2018	AACSB	2018	New Program - 2014-15
						New

Music Education - Master of	114		2024	NASM	2014	Program - 2014-15
Early Intervention and Child Development - Master of	116					New Program - 2016-17

In 2013-14, there were 39 undergraduate and 12 graduate programs; in 2017-18, there are 38 undergraduate and 14 graduate programs. Since the last re-accreditation visit in 2014, numerous programmatic changes have occurred to improve focus and efficiency as evidenced in Table 4-2. New degree offerings include bachelor’s and master’s degrees in Early Intervention and Child Development, a bachelor’s in Health and Human Performance, master’s degrees in Native American Leadership and Music Education, and a graduate certificate in Management.

Table 4-2. Summary of changes made to academic programs at Southeastern.

2012/2013-2016/2017	Undergraduate	Graduate
Programs making changes	29	7
Program deletions	4	0
Program additions	2 + 1 Certificate	3
Program suspensions	3	1

To maintain the quality of degree programs and to assure the efficient use of limited fiscal resources, OSRHE requires a review of low-productivity undergraduate and graduate degree programs. Southeastern has deleted four undergraduate programs due to low productivity: Art Education, Graphic Design & Visual Media, Social Studies Education, and Spanish Education. In each of these cases, the course of study became an option within an existing major; for example, students interested in studying Graphic Design or Art Education now do so within the Art major. In the 2016 review, three programs were listed as having low productivity based on degrees conferred and headcount enrollment. Those programs were the BS in Aviation, the BS in Special Education, and the M.Ed. in School Counseling. Due to changes in marketing and delivery methods, the [Aviation](#) and [School Counseling](#) enrollments have shown significant increases in enrollment. The enrollment in Special Education remains unchanged and will continue to be monitored. In 2017, low productivity programs reported on included the B.A. in Political Science, the B.S. in Organizational Leadership, and the M.Ed. in Special Education ([2018 Low Productivity Programs](#)) The Political Science and Special Education programs have been modified to improve enrollment numbers. In contrast, the Organization Leadership program has been recommended for immediate suspension and deletion after the teach out to our governing board and coordinating board.

A less formal curricular review process occurs biennially when a new [university catalog](#) is produced. Each academic department carefully reviews preliminary drafts of the proposed catalog to ensure that all curricular revisions approved since the last printing are included in the new catalog.

Southeastern accepts credits earned at two-year and four-year institutions that are accredited by a regional accrediting association. Transfer work is evaluated and recorded for all students admitted and enrolled at Southeastern. Credit is evaluated by the Registrar for current equivalencies based on the [OSRHE transfer equivalency project](#), [articulation agreements](#) with two-year institutions, or evaluations by academic chairs and departmental members. All work from an accredited institution is transcribed and calculated for hours and grade point average, but all work might not be considered

equivalent to a current Southeastern course.

Southeastern has clear policies and procedures for the granting of credit through means other than the completion of formal college-level courses. Non-formal credit may be accepted through successful completion of institutionally-prepared advanced standing examinations based on course objectives and competencies, standardized national tests especially designed for the establishment of credit such as CLEP or AP, and American Council of Education (ACE) evaluated instruction for military training/learning, and workplace courses. All credits are GPA neutral and will only be recorded after the successful completion of 12 or more semester hours of formal credit at Southeastern.

Southeastern currently offers no courses that are for dual credit only, nor does it offer courses in area high schools. Area high school students who desire college credit from Southeastern enroll in regular Southeastern courses, either face-to-face or online. Academic rigor is maintained whether the students in a given class are concurrent, taking the class for dual credit, or traditional students. Classes typically taken as dual credit or as a concurrent student include general education classes such as English Composition I and II, U.S. Federal Government, and College Algebra. During the 2017-2018 academic year, [723 classes were taken by 222 high school students](#) as dual or concurrent enrollment credit. Despite a slight drop in courses taken from 2014-2015 to 2015-2016, the number of concurrent students and the number of courses taken has, overall, continued to rise. [Institutional retention data](#) indicates that first-time freshmen with previous concurrent credit have a five-year average first-to-third retention rate of 70.1% compared to a 56.4% rate for those without concurrent work.

Southeastern exercises several academic processes that review degree programs along with course content ensuring rigor and current relevance. Academic departments are responsible for the composition of degree elements and course prerequisites, especially the major requirements.

Academic departments have a review process that is conducted continuously and aggregated annually in their [Program Outcome and Assessment Report](#). Strengths and weaknesses are identified in the [report](#) along with desired changes that would maintain strengths and improve weaknesses. Changes are monitored and reviewed to determine if they are having the desired effect. Eight academic departments also have advisory boards comprised of industry experts who review program content, look for strengths and weaknesses, and make recommendations. The recommendations are then reviewed by the academic department and a determination is made to disregard, implement partially, or implement fully.

The function of the [Curriculum Committee](#) (pp.36-37) is to provide leadership in developing and reviewing undergraduate curriculum philosophy, and the [Graduate Council](#) (pp. 46-47) mirrors this function with graduate programs. Within the framework of this curriculum philosophy, the Curriculum Committee and Graduate Council continually review, evaluate, coordinate, and make recommended changes in education curricula. Approved recommendations are submitted to the [Academic Council](#) (pp. 42-44). Such recommendations may originate in the Curriculum Committee/Graduate Council or be referred to either council by an individual or a group. A copy of any recommendation received by or originating in the Curriculum Committee/Graduate Council is forwarded to the appropriate department(s) for informational purposes. Any recommendation submitted must disclose whether there was faculty participation in the development of the proposal.

Policy 6.1.1 in the Southeastern Oklahoma State University [Policy and Procedure Manual](#) (pp. 124-125) requires that students be provided with a syllabus in each course taught at the university. It also requires that a copy of each syllabus be on file in the office of the department chair. Course syllabi are offered to every student either in hard copy, electronically, or both at the beginning of each semester.

The faculty at Southeastern are one of the university's fundamental strengths. They are well qualified to carry out the programs of the university and maintain courses which are timely and draw upon the latest findings in their field. The faculty exhibit a genuine concern for the development of their students. Of [133 full-time faculty members](#), 91 (68%) have completed their terminal degrees or are in advanced stages of completing them; 28 of the 118 part-time faculty (24%) have terminal degrees. Nearly all of the remaining faculty have graduate degrees in a relevant field; in the few cases where exceptions are made to this standard, applicants are screened through a [process for assessing equivalent experience](#) completed and approved by the Vice President for Academic Affairs. All degrees earned by the full-time faculty are made publicly available through the [University catalog](#) (pp. 8-13).

Southeastern maintains five areas of specialty accreditation. In fall 2017, Southeastern received accreditation from the [Council for the Accreditation of Educator Preparation](#) for all of the undergraduate teacher education programs. Graduate programs were not reviewed during the CAEP visit but had previously been reviewed by the National Council for Accreditation of Teacher Education. In spring of 2017, the [Aviation Accreditation Board International](#) affirmed that all Aviation programs remained in good standing. The University was the first regional institution in Oklahoma to be accredited by the [Association to Advance Collegiate Schools of Business](#) and the [Council for the Accreditation of Counseling and Counseling Related Educational Programs](#). The programs in the Department of Music are accredited by the [National Association of Schools of Music](#).

Southeastern Oklahoma State University is actively involved in the process of student development both on campus and after graduation. Tracking our Southeastern graduates and maintaining a long-term relationship is accomplished in, at least, the following ways:

- Faculty/student relationships focus on academic and career building, culminating in [an exit interview](#) during the semester prior to graduation. This process secures the connection between Southeastern and students, which helps determine the best way to reach students after graduation as well as track current employment information.
- On February 27, 2017, an internally created survey was sent to Southeastern graduates, and 186 respondents indicated that:
 - 94.12% were employed; 5.88% were not.
 - Occupations were 36.84% in business, 28.95% were in Education, 15.79% were in Sciences, 13.16% were in Engineering, and 5.26% were in Arts and Communications.
 - Respondents indicated that, for salaries, 42% were greater than \$45,000, 25% were between \$36,000 - \$45,000, 22% were between \$21,000 - \$35,000, and 12% were less than \$20,000.
 - 32% of students who responded would be willing to return to campus to speak to classes, help current students, or get involved in campus events and activities.
- The Department of Alumni Relations maintains records on alumni, [organizes alumni events](#), and coordinates with the Southeastern Alumni Association. [Southeastern Alumni Regional Chapters](#) provide opportunities to gather updated information on alumni and maintains connections.
- The Career Management Center and Alumni Relations maintain social media accounts, such as Facebook and LinkedIn, and connects with alumni, which provide updated information on [personal and professional successes, contact information, and current employment information](#).

In addition to regular coursework, many departments offer internships, practica, and other opportunities to enhance students' job preparedness. Over the past 5 years, 218 courses offered internships in which 648 students were enrolled. The number of departments offering internships ranged from 13 to 17, depending on the academic year and semester. These numbers are very

consistent with the preceding 5-year period, indicating that recent budget reductions have not impacted these opportunities.

Southeastern students have generally been very successful on certification and licensure exams. One example is a 94% pass rate of graduates who took the Licensed Professional Counselor-National Certified Counselor Exam. A list of certification and licensure exams is provided in Table 4-3.

Table 4-3. Pass rates of Southeastern students for certification/licensure within the last 3-5 years.

Certification Agency	Types of Certification	3-5 Year Pass Rate
Occupational Safety and Health Administration (OSHA)	General Industry	100%
	Confined Space	100%
	Construction Safety	100%
	HAZWOPER	100%
	Graduate Safety Practitioner	100%*
American Red Cross	CPR/First Aid	100%
Oklahoma State Department of Education	Elementary Education	100%**
	Special Education	100%
	School Administration	89%
	English Education	100%
	Music Education	100%
	Math Education	100%
	HPER Education	100%
	School Counselor	100%
Oklahoma State Department of Health, National Board for Certified Counselors	Licensed Professional Counselor, National Certified Counselor	94%
Federal Aviation Administration (FAA)	Private Course	89%
	Commercial Course	90%
	Instrument Course	73%
	Flight Instructor Single Engine	56%
	Flight Instructor Single Instrument	100%
	Multi-Engine Landing	93%
American Institute of Certified Public Accountants	Certified Professional Accountant	33%***

*A new certification offered beginning in academic year 2016-2017.

**Since 2002, Education majors have been required to pass the OSAT before they can student teach;

therefore, the pass rate for Education graduates after 2002 is 100%.

***The pass rate for SE's sister institutions is 32%, for Oklahoma it is 47%, and for the nation it is 49%.

2012/2013-2016/2017	Undergraduate	Graduate
Programs making changes	29	7
Program deletions	4	0
Program additions	2 + 1 Certificate	3
Program suspensions	3	1

Sources

- 2.A SE CACREP Letter 2012
- 3.A Faculty-Evaluation-Form-for-Equivalent-Experience
- 3.A POARs Examples
- 3.A SE DE Change Panel Letter
- 3.B POAR Website
- 3.B Program Reviews and Special Accreditations
- 4.A 2017 CAEP Specialty Accreditation Review
- 4.A 2018 Low Productivity Programs
- 4.A AABI Composite
- 4.A AACSB Composite
- 4.A Academic Program Review Guide 2016-2019
- 4.A Articulation Agreements
- 4.A B.S. in Aviation Enrollment
- 4.A BA ART-BS GRAPHIC DESIGN 2014
- 4.A BA CRIMINAL JUSTICE 2012
- 4.A BA ENGLISH 2014
- 4.A BA HISTORY 2014
- 4.A BA POLITICAL SCIENCE 2014
- 4.A BA PSYCHOLOGY 2012
- 4.A BA SOCIOLOGY 2012
- 4.A BA SPANISH 2014
- 4.A BA THEATRE 2014
- 4.A BS BIOLOGY 2012
- 4.A BS CHEMISTRY - BS BIOTECHNOLOGY 2012
- 4.A BS COMPUTER SCIENCE - BS COMPUTER INFORMATION SYSTEMS 2012
- 4.A BS Fisheries and Wildlife 2012
- 4.A BS MATHEMATICS AND BS MATHEMATICS EDUCATION 2012
- 4.A BS OCCUPATIONAL SAFETY AND HEALTH 2012
- 4.A BS RECREATION 2014
- 4.A CACREP Composite
- 4.A CAEP Composite
- 4.A CDS Faculty Reporting
- 4.A COMMUNICATION Composite
- 4.A Concurrent Enrollment Data
- 4.A Concurrent vs. Non-concurrent Retention Rates

- 4.A Exit Interviews
- 4.A Fall 2017 Alumni Reunions
- 4.A General Business (BBA)
- 4.A Graduate Program Enrollment Growth (6yr)
- 4.A MS OCCUPATIONAL SAFETY AND HEALTH 2012
- 4.A MT BIOLOGY 2014
- 4.A NASM Composite
- 4.A Occupational Safety and Health (Undergraduate) Program Review
- 4.A OSRHE Course Transfer
- 4.A OSRHE Letter - ProgRev SpecAccred 2018
- 4.A Outstanding Southeastern Alumni Profiles
- 4.A SE AABI Letter 2017
- 4.A SE AACSB Letter 2015
- 4.A SE Alumni Dallas – Fort Worth Chapter
- 4.A SE BS SPECIAL ED DOCS 2017
- 4.A SE CACREP Letter 2013
- 4.A SE CAEP Letter 2017
- 4.A SE ELEMENTARY ED DOCS 2017
- 4.A SE ENGLISH ED DOCS 2017
- 4.A SE MATH ED DOCS 2017
- 4.A SE MED ED LEADERSHIP DOCS 2017
- 4.A SE MED SCHOOL COUNSELING DOCS 2017
- 4.A SE MS AEROSPACE ADMINISTRATION AND LOGISTICS PROGRAM REVIEW 2014
- 4.A SE NASM Letter 2014
- 4.A SE PHYSICAL EDUCATION DOCS 2017

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

The overarching goals for student learning appear in Southeastern's Scope and Function within the [Mission Statement](#). These institution-wide goals are then particularized through all programs on campus. Every academic unit completes a yearly [Program Outcome Assessment Report](#) (POAR). The [standing requirements](#) include mission statement and learning objectives/outcomes, assessment plan, assessment findings, operational plan, and status report. In 2012, the university adopted TaskStream as its assessment management system (AMS). After five years of use, many of our program coordinators expressed dissatisfaction with TaskStream. The Institutional Assessment Committee (IAC) and the Director of Assessment are therefore considering different types of software (e.g. Sedona) and processes used by peer institutions to replace Taskstream, whose functionality with Southeastern's needs has been deemed insufficient to justify its cost (>\$20,000/year).

Southeastern has a long history of assessing student learning for discipline-specific academic programs at the undergraduate and graduate level, as well as for university-wide programs such as general education. The Vice President for Academic Affairs has primary oversight of assessment activities. The [Institutional Assessment Committee](#) (p. 39) and the [General Education Council](#) (p. 45) are responsible for reviewing POARs and providing feedback to the academic departments. The Institutional Assessment Committee (IAC) uses [a rubric](#) developed by the committee to structure feedback given to the academic departments. The findings of the Institutional Assessment Committee are provided to department chairs and the Academic Vice President; Table 4-4 and 4-5 reflect rubric scores from the past five years. Overall scores are assigned to one of four rating categories each year: undeveloped, developing, established, and exemplary. Since 2012-13 the percentage of programs receiving an established or above rating have ranged from 80% (2013-14) to 93% (2015-16) (See Table 4-6). As evident from Table 4.5, the M.S. in Aerospace Administration program has not submitted a POAR since its program review in 2014. After the program review, the Director of the Aviation Sciences Institute (ASI) retired and the duties were distributed to two department chairs. The increased workload has proved untenable at current staffing levels, which the university is now in the process of correcting. ASI will conduct a search for a new director, will replace a faculty member retiring in May 2018, and will add two new full-time staff positions (aircraft technician and flight instructor) in summer 2018. This increase in personnel will allow for consistent assessment of all associated programs going forward. The Bachelor of Science in Liberal and Applied Studies (BSLAS) is a multi-disciplinary degree that used embedded course assessment to assess learning. In fall 2017, the program was moved to the department of English, Humanities, & Languages; a capstone course

and a program outcome assessment plan are being developed. All POARs are publicly [available on the Academic Affairs website](#).

Table 4-4. Summary of scores assigned to program outcomes assessment reports by the Institutional Assessment Committee: Undergraduate.

Program	2012-13	2013-14	2014-15	2015-16	2016-17
Maximum Score Possible	50	50	50	50	50
Accounting	32	40.5	49	49.5	50
Art	47	44.5	48.5	43.5	43.75
Aviation - Professional Pilot	47	36.5	N/A	47.5	38
Aviation - Management	49.5	40	40	40	31.25
Biology	49.5	49	49.5	50	50
Chemistry	48	46	48.5	48.5	48.75
Communication	43	N/A	45	45	47.5
Computer Information Systems	44.5	N/A	45	45.5	47.5
Computer Science	48	46	48	49.5	48.75
Fish and Wildlife Sciences	47.5	49	49	49	50
Criminal Justice	45	36	47.5	49.5	45
Early Childhood (Option)	47.5	42	47	50	40
Early Intervention & Child Develop.	33	42	38	48.5	50
Elementary Education	49	45.5	44.5	49	41.25
English	35	35	43.5	44	43
English Education	36	36.5	46	44	41
Finance	29.5	44.5	48	49	50
General Business	47.5	43.5	48	49.5	48.75
General Studies (BSLAS)	N/A	N/A	N/A	N/A	N/A
Health and Physical Education	45	48	50	50	42
History	40.5	41.5	37.5	38	36
Management	47.5	42	48.5	40	47
Marketing	47.5	42	48	49	31.25
Mathematics	48.5	42	50	46	43.75
Math Education	43.5	44	50	44	50
Music - B.A	48.5	48	N/A	49	46
Bachelor of Music	39	44.5	48	49.5	47.5
Bachelor of Music Education	48	45	48	48	46

Occupational Safety and Health	48	45.5	48	48	47.5
Political Science	34	37	35	39.5	42.5
Psychology	47.5	40	48	50	47
Recreation	43.5	38.5	44.5	44.5	45
Sociology	44.5	41	44.5	42	33.75
Spanish	37	45	44.5	44.5	45
Special Education	46.5	40.5	47	47.5	49
Theater	49.5	45	48.5	43	34

Table 4-5. Summary of scores assigned to program outcomes assessment reports by the Institutional Assessment Committee: Graduate

Program	2012-13	2013-14	2014-15	2015-16	2016-17
Maximum Score Possible	50	50	50	50	50
M.S. Aerospace Admin. & Logistics	49	N/A	N/A	N/A	N/A
Master of Business Administration	36	38.5	44.5	44	42.5
M.A. Clin. Ment. Hlth. Counseling	47.5	47	50	50	50
M.Ed Mathematics Specialist	50	42.5	50	39	47.5
Master of Music Education			New	50	40
M.S. Native American Leadership		New	N/A	N/A	43.75
M.S. Occupational Safety & Health	47.5	45	44.5	47.5	50
M.Ed School Administration	45.5	41.5	46	45.5	40
M.Ed School Counseling	48	47.5	50	50	50
M.T Biology	46	46	48.5	48.5	50
M.S. Sports Studies and Athletic Adm.	45	37	49.5	49.5	36

Table 4-6. Percentage of program outcomes assessment reports identified as exemplary, established, developing, or undeveloped by the Institutional Assessment Committee.

Year	Ranking Categories				Total Number of Reports
	Exemplary	Established	Developing	Undeveloped	
2016-17	26 (58%)	12 (27%)	3 (7%)	4 (8%)	45
2015-16	36 (82%)	5 (11%)	3 (7%)	0 (0%)	44
2014-15	34 (85%)	3 (7.5%)	3 (7.5%)	0 (0%)	40

2013-14	21 (53%)	11 (27%)	8 (20%)	0 (0%)	40
2012-13	29 (69%)	6 (13.5%)	5 (12.5%)	2 (5%)	42

Southeastern is in the midst of implementing a new [General Education assessment plan](#), reflecting [revised general education goals and outcomes](#), as recommended by the HLC review team following their 2014 visit.

Southeastern uses a two-tiered approach to the assessment of general education. Through the 2017-18 academic year, the first tier has been at the university-wide level and has included six ACT CAAP tests (Writing Skills, Reading, Critical Thinking, Mathematics, Science Reasoning, and Writing Essay), the ACT/CAAP Linkage Report, and the ACT College Outcomes Survey. The second tier has occurred at the department level and includes course-embedded assessment in each general education course. The new general education assessment plan, which will be implemented in the fall of 2018, uses the ETS proficiency test for the university-wide level. This test, unlike ACT/CAAP, will allow the university to assess general education outcomes in online, as well as face-to-face classes. The new assessment plan also includes revised course-embedded assessments, to reflect the new goals and outcomes.

Existing assessment has demonstrated performance by our students in the general education program. Approximately 1,085 students have annually tested using the ACT CAAP instruments (See Table 4-7). In 2016-17, average scores achieved by Southeastern students were at or above the peer group average for 7 of 12 comparisons (6 tests given 2 times per year). Additionally, all the average scores are within one standard deviation of the peer group average.

Table 4-7. Average scores of Southeastern students on ACT CAAP tests.

ACT CAAP Test	Semester	2013-14	2014-15	2015-16	2016-17
Writing Skills	Fall	59	60.5	60	59
	Spring	59.4	58.8	59.6	60.4
Mathematics	Fall	58.2	57.2	57.1	58
	Spring	57.2	55.6	57.1	57.8
Reading	Fall	60.5	61.6	61.3	61.8
	Spring	60.7	60.3	60.8	60.9
Critical Thinking	Fall	62.5	62.4	62.9	62.7
	Spring	61	59.2	61.5	61.7
Science Reasoning	Fall	56.4	57.3	56.7	57.2
	Spring	56.9	56.7	58.3	56
Writing Essay	Fall	3.1	3.4	3.3	3.6
	Spring	3.5	3.5	N/A	3.9
Total Students Tested		1,073	1,066	96	1,085

Southeastern also uses the ACT/CAAP linkage report to assess student progress in general education, which allows the correlation of student performance to incoming ACT scores. Students tend to

perform better in the Reading, Mathematics, and Writing tests than the Science Reasoning test. For example, between 52-79% of the students scored in either the same or higher quartile for Reading, Mathematics, and Writing, whereas only 36-49% of the students were in the same or higher quartile for Science Reasoning (Table 4-8). Students self-reported the lowest level of effort when completing the Science Reasoning as compared to the other CAAP tests. It is important to note that in most cases, the average ACT scores of peer groups are higher than that of Southeastern students.

Table 4-8. Comparison of Quartiles (CAAP relative to ACT quartile) for scores achieved by students who took both the ACT and CAAP.

Assessment Test	AY	Number	Quartile		
			Lower	Same	Higher
Writing Skills (English)	2013-14	237	49%	41%	11%
	2014-15	247	40%	48%	11%
	2015-16	224	43%	44%	13%
	2016-17	246	46%	46%	9%
Reading	2013-14	249	46%	39%	15%
	2014-15	253	40%	45%	15%
	2015-16	246	37%	43%	20%
	2016-17	254	23%	47%	30%
Mathematics	2013-14	260	24%	47%	30%
	2014-15	244	22%	39%	39%
	2015-16	236	22%	47%	32%
	2016-17	266	29%	44%	27%
Science Reasoning	2013-14	176	61%	34%	5%
	2014-15	152	36%	42%	22%
	2015-16	167	56%	30%	14%
	2016-17	157	51%	35%	14%

Since 2005, Southeastern has also conducted course-embedded assessment of general education goals and outcomes. Originally developed by departments and approved by the General Education Council, the protocols for course-embedded assessment have been cooperatively revised by departments and the Council over the past two years. Course-embedded assessments have been collected through our Assessment Management System and include activities such as pre/post testing of student knowledge, pre/post assessment of oral and written communication skills, student interviews, and committee review of student artifacts.

One aspect of general education assessment which has garnered significant attention in recent years is the [differential in grade distribution](#) between online and face-to-face courses. Concerns were raised about the D/F/W rate for online programs compared to face-to-face programs as the institution looks toward more online courses to reach the demands of our student body and region. With improved attention to General Education across the university, this differential has been lessening. University-

wide statistics, evidenced in Table 4-9, demonstrate that the five-year average DFW rate for face-to-face delivery is a 16.3%, and the five-year average DFW rate for online delivery is a 19.2%. While the University continues to monitor the DFW rates of our courses, it is of note that the average difference between online courses and face-to-face courses over five years is 2.8%, the highest average difference being 5.0%. During 2016-2017, when Southeastern experienced a rapid growth in purely online graduate students, the difference in total percentage of DFW rates only rose to 2.9%. As our university expands and begins to serve a more diverse range of students, our current DFW rates, as of Fall 2017, appear to be closing the margin as our numbers indicate that our online DFW rate is 15.5% while our face-to-face DFW rate is 16.3%. While the DFW rate is not final for 2017-2018, the margin closing between the two modes of delivery is encouraging. DFW data will be addressed by the General Education Council in upcoming years as the University continues to adapt while maintaining the balance of academic rigor and student success in all courses regardless of mode of delivery.

Table 4-9. The Average and Difference Between DFW Rates by Mode of Delivery

Academic Year	Total % DFW Rate For Online Courses	Total % DFW Rate for Face-to-Face Courses	Difference
1213	21.9%	18.6%	3.3%
1314	21.1%	16.1%	5.0%
1415	19%	16.6%	2.4%
1516	16.1%	15.5%	0.6%
1617	17.8%	14.9%	2.9%
1718*	15.5%	16.3%	-.8%
5-yr Average (1213-16-17)	19.2%	16.3%	2.84%

*AY 1718 is currently in progress and does not include data from Spring 2018.

Beyond academics, ongoing assessment is also undertaken by the Division for Student Affairs, in the interest of always improving our services to students both inside and outside the classroom. The Division for Student Affairs is focused on cultivating personal growth, academic achievement and creating an environment where students develop as responsible citizens.

Residence Life has identified several key performance indicators and uses a variety of assessment practices to evaluate programs. These include the use of retention and occupancy data, and a resident student survey that is administered each spring. The department also monitors a variety of additional critical areas including maintenance needs, student conduct, staff training, and programming. Facilities and program upgrades/modifications are made consistent with the information obtained through these and other methods. The residence hall survey was designed to assess student opinion for major factors that influence occupancy rates such as the physical environment, activities and programming offered, and the interaction with staff.

Consistently, the satisfaction with Housing & Residence Life staff receives the highest scores from resident students, with a 10-year overall average of 4.17 on a 5-point scale (1 representing the most negative scores and 5 representing the most positive score). Some of the highest scores for Residence Life staff (5-year average) were received on topics surrounding the Resident Assistants (RA) as show

in Table 4-10. Residence hall facilities received a 5-year overall average rating of 3.99, which was slightly above the ratings for programming and activities. Some of the highest scoring items were related to custodial staff and the residence halls' overall cleanliness and maintenance.

RA/Residence Life programming and activities received a 5-year overall average of 3.95. The highest scoring items for this category covered the residence halls' ability to facilitate friendships, maintain University involvement, and expose students to a diverse array of people.

Table 4-10. 5-year Summary of Resident Student Satisfaction Surveys

Resident Student Satisfaction Surveys (2013- 2017)	
Topic	Score
Recommend RA be rehired	4.36
RA is knowledgeable	4.21
RA is fair	4.21
Satisfaction with RA	4.19
RA is friendly and helpful	4.19
I have met my custodian	4.28
The residence halls are clean and attractive	4.15
Overall satisfaction with residential facilities	4.03
Living in the residence hall helped me develop independence and self-sufficiency	4.18
Living in the residence hall made it easier to make friends	4.18
Living in the residence hall made it easier to be involved on campus	4.04
Living in the residence hall helped me meet people with different backgrounds	4.03

General satisfaction with dining services [received the lowest scores](#), which is consistent with past surveys and something Housing & Residence Life continues to address. Of note, the highest scoring item in the dining services section is in the area of customer service. While scores in this area fail to achieve the goal average of 3.75, all average scores fall above the 3.0 level for meeting expectations. We continue to work with food services to improve student satisfaction. Overall, resident student satisfaction receives high scores on the survey, with only a few areas falling below Housing & Residence Life's goal average.

In collaboration with Residence Life, Student Health Services provides instruction to students on self-defense, suicide awareness, healthy sexual relationships, and dating/domestic violence. In each workshop, students were [administered and pre-test and a post-test](#) and the results were tabulated to measure learning outcomes.

[Student Support Services](#) is a federally-funded program of the U.S. Department of Education designed to assist first-generation, low-income students with academic success, persistence, and graduation. In 2016-2017, the program served 305 students and consistently measures progress. The program established an outcome goal of 70% persistence and had an actual rate 80%. The program had an outcome goal of 75% of students remaining in good academic standing and had an actual rate of 93%. And finally, the program had an outcome goal of a 40% graduation rate and had an actual

rate of 45%. A sub-program of Student Support Services is Project TEACH. This program assists first-generation, low-income students who are education majors and served 140 students in 2016-2017. Similarly, the results have been impressive. Project TEACH had an 86% persistence rate and a 73% graduation rate.

The Learning Center is under the oversight of Academic Affairs and the Dean of Graduate School, E-Programming, and Academic Support. In response to emerging best practices in developmental education, Southeastern developed the [CARES Program](#) (Curricular Alternatives to Remediation Subjects). This initiative includes accelerated remediation for reading and math in addition to the embedded Composition I and College Algebra. Participants for the program are selected based on multiple assessment measures including demonstrated reading proficiency, evaluation of placement sub-scores, and recommendation of their academic advisors. Results of these accelerated remedial efforts are promising. During summer 2017, 32 students cleared math deficiencies, 15 students cleared reading deficiencies, and 18 students cleared English deficiencies by successfully completing summer workshops. Once in the credited course, the students either met or exceeded the grade and retention outcomes for their non-remediated peers. The [pre-test, post-test gains](#) for students enrolled in remedial courses were documented in 3.D.

The Henry G. Bennett Memorial Library houses over 191,000 monograph volumes, almost 590,000 microform units, subscribes to over 2,300 print and non-print periodicals and provides electronic access to almost 40,000 full-text journal titles through aggregated databases. The library serves as a regional review center for the state of Oklahoma adopted textbooks, with currently over 16,000 items in that collection. It serves as a selective Government Document Depository, collecting at about 30%, providing access to over 150,000 print and non-print Federal and State documents. The Southeastern library is a member of AMIGOS Library Services, the OCLC Bibliographic Network, and the Oklahoma Library Technology Network. The library has signed reciprocal agreements with these networks to provide and receive materials from other member libraries within the state and nation.

Every other spring the library conducts [student satisfaction surveys](#) regarding various types of library resources. Overall, while student satisfaction remains high, the most recent internal satisfaction survey indicated a slight decrease in overall satisfaction between spring 2015 and spring 2017. In spring of 2015, 85% of students reported they were very satisfied or satisfied. This is consistent with the comparison to national data. The [Noel Levitz Student Satisfaction Inventory](#) in 2007, 2012, and 2015 indicated the library increased the level of importance that students placed on the library staff (5.78 in 2007; 5.90 in 2012; 5.92 in 2014). Student satisfaction with the staff and resources also increased (5.50 in 2007; 5.57 in 2012; 5.67 in 2014). The scores are reported on a Likert scale of 1-7 and exceed the average reported nationally from other four-year public institutions. In spring 2017, the internal survey showed the overall satisfaction dropped to 80%. However, the percentage of students stating they were very satisfied increased from 45% to 51%. While satisfaction is not learning, the survey examines issues related to learning such as satisfaction with electronic resources and Libguides. The 2017 internal survey had a lower response rate than usual. A 2018 spring survey will be conducted to see if the decrease in satisfaction is continuing trend, or merely a one-time aberration.

Librarians teach information literacy to students in College Success courses (Table 4-11), in accordance with the Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education. Students in this course are instructed to identify, access, evaluate and use library resources. The library uses information literacy class assignments, pre-and post-tests, direct observation and classroom assessment techniques (CATs) to ascertain student learning or improvement. The library has a smart bibliographic instruction room that accommodates 24 students. The Reference and Instruction librarians conduct face-to-face information literacy sessions for college success classes as well as "one-shot" bibliographic classes. Students who receive

basic instruction in Internet and electronic database research strategies and SIRSI, the online catalog, consistently average in the 89th percentile on library skills assignments. The library is involved in the academic planning process by having a librarian embedded, through Blackboard, in one College Success class and in one Foundations of Organizational Leadership class. The Digital Information Literacy librarian is a non-voting member of the Distant Education Council (DEC).

Table 4-11. Number of face-to-face classes taught and the number of face-to-face reference questions answered by library staff.

Parameter	2011-12	2012-13	2013-14	2014-15	2015-16
Classes Taught	102	93	102	126	111
Number of Students	1637	1427	1662	1876	433
Reference Questions	1909	2729	2116	2310	4438

Southeastern continuously uses assessment data to improve student learning. Virtually every academic program has been modified in some manner in the last decade. For example, as a result of lower than expected scores on the Major Field Test, the faculty in the John Massey School of Business decided to add a course in international business to the core requirements. After a review of results from state certification tests, the faculty of the Elementary Education department added a greater emphasis on reading and language arts for middle school students. A synopsis of changes can be found in the Tables 4-12 and 4-13 for undergraduate and graduate programs respectively.

Table 4-12. Samples of changes made to undergraduate programs as a result of program review and/or departmental program outcomes assessment since 2013.

School	Department	Change	Justification
	Accounting and Finance	Continuous Improvement and Assessment of Learning	Maintain AACSB accreditation
		MNGT 4443 International Business has been added as a business core requirement	To address previous low scores on the Major Field Test in the International Business section of the exam
		New admission requirements were approved for the JMSB Bachelor of Business Administration in Accounting, Finance, General Business, Management, and Marketing	To strengthen the quality and readiness of students in the JMSB
		Continuous improvement and assessment of learning	Maintain AACSB accreditation

<p>John Massey School of Business</p> <p>Management and Marketing</p>	<p>MNGT 4443 International Business has been added as a business core requirement</p>	<p>To address previous low scores on the Major Field Test in the International Business section of the exam</p>
	<p>New admission requirements were approved for the JMSB Bachelor of Business Administration in Accounting, Finance, General Business, Management, and Marketing</p>	<p>To strengthen the quality and readiness of students in the JMSB</p>
	<p>A new option for the Management degree, Hospitality Management, was added to replace the Native American Management option</p>	<p>To provide qualified employees for two of the largest employers in the region, the Choctaw Nation Resort & Casino and the Chickasaw Nation Resort & Casino</p>
	<p>A minor in Entrepreneurship and Small Business were added</p>	<p>To assist in the economic development of the region</p>
	<p>All degrees are now available online</p>	<p>To meet the growing demand for online programs</p>
	<p>New majors in Management and Marketing will be offered in addition to the major/minor</p>	<p>Increased demand and marketability</p>
	<p>A new senior seminar course, BUS 4901, has been approved and will be offered beginning in the fall 2017 semester</p>	<p>The seminar will help prepare students for the workplace through such topics as resume writing, dressing for success, and interview skills</p>

	Aviation Sciences Institute (Aviation Management and Aviation Pilot)	Increased communication exercises and math problems in courses; updated equipment	AABI accreditation
Arts & Sciences	Art, Communication, & Theater	Facility renovations in Montgomery Auditorium and Playhouse. Technical upgrades in Montgomery Auditorium and Playhouse. Scenery storage moved to campus from the airport. Continued development of joint theater/broadcasting programming and activities. Return of Dr. Adair to musical theater from the administration. Minor modifications to courses and options	Program review
	Biological Sciences (Biology and Fisheries and Wildlife Sciences)	Program revisions in Biology and Fisheries and Wildlife Sciences; deleted Biotechnology and Environmental Science degrees	Improve student learning and better prepare students for the workforce; low enrollment in programs
	Chemistry , Computer, & Physical Sciences (Computer Information Services and Computer Science)	Deleted several degree programs: Biotechnology, Environmental Science, Physics; added Biochemical Technology as an option for Chemistry major	Low enrollment; offer an option for marketability
	English , Humanities, & Languages (English Education)	Revised English and English Education programs; lowered the number of hours in English and English with a Writing emphasis to 34; designed course rotation so students can complete a B.A. in English (or Writing emphasis) entirely online, entirely face-to-face, or a combination in a three-year period; deleted the Spanish Education option	Program review; low enrollments
	Mathematics (Mathematics Education)	Course and program modifications	NCATE/NCTM recommendations
	Music (BA , BM , BME)	Program revisions	NASM accreditation
		Program revisions; program certified as a Quality Academic Program by the Board of Certified	

	Occupational Safety & Health	Safety Professionals; increased mathematical applications in courses; now offer the full undergraduate degree at Higher Ed. Centers in Ardmore, OK and Van Alstyne, TX; offering B.S.d degree face-to-face and online beginning summer 2017	Industry desire; increase in marketability; better assessment
	Social Sciences (History and Political Science)	No significant changes were made during this time period	
Education & Behavioral Sciences	Behavioral Sciences (Criminal Justice , Psychology , & Sociology)	Numerous changes were made to the Clinical Mental Health Counseling and School Counseling degrees; deleted Social Gerontology program	CACREP accreditation requirements; low enrollment in the program
	Early Intervention & Child Development	Curriculum changes to make the program 100% online	To meet the demands of students across the state who do not live in close proximity to the Durant campus
	Educational Instruction and Leadership (Elementary Ed. , Early Childhood Option , and Special Education)	Elementary Education degree was changed to add one additional reading course for middle school students and an additional language arts course to emphasize the writing process; Professional Education revised the assessment plan based on OPTE test scores	Improve state test scores
	Health, Physical Education , & Recreation	Program revisions	Better prepare students for the workforce

Table 4-13. Samples of changes made to graduate programs as a result of program review and/or departmental program outcomes assessment since 2013.

School	Degree	Change	Justification
		Partnered with Academic Partnership to promote MBA program	Increase demand and increase marketability

John Massey School of Business	Master of Business Administration (MBA)	Courses offered in a seven-week online format so degree can be obtained in one year	Accelerated completion time and focus on subjects (topics)
		10 emphasis options available	To meet student demand for program choices
	Master of Science in Aerospace Administration & Logistics	Increased communication exercises and math problems in courses	AABI accreditation
Arts & Sciences	Master of Sciences in Occupational Safety & Health	New online degree	To meet industry and student demands
	Master of Technology in Biology and Information Technology	Combined Biotechnology and Conservation options into single Biology option, appointed separate program coordinators; deleted Information Technology option in 2013; remaining Biology option changed required courses	To streamline the degree and ease of administrative oversight; there were few course offerings available; Computer Science courses were no longer offered
	Master of Science in Native American Leadership	Program revisions; the number of hours required to complete degree was reduced; partnered with Academic Partnerships; courses offered in a seven-week online format so degree can be obtained in one year;	Increased marketability and to meet the demands of students
	Master of Early Intervention & Child Development	Submitted the proposal for the new program to OSRHE; Program was approved in spring 2017	New program
	Master of Arts in Clinical Mental Health Counseling	Granted full CACREP accreditation in October 2012; CACREP accepted the mid-cycle report on February 2, 2017 and no concerns were identified	Accreditation and review of the mid-cycle report
	Master of Education in Reading Specialist	Deleted	Low enrollment
	Master of Education in Math	Deleted	Low Enrollment

Education & Behavioral Sciences	Specialist		
	Master of Education in Special Education	Program revisions; added a Challenging Behavior Emphasis; partnered with Academic Partnerships; courses offered in a seven-week online format so degree can be obtained in one year	To increase demand and marketability; accelerated completion time and focus on subjects; to meet the needs of students in the Education market, who work during typical class-offering times
	Master of Education in School Administration	Course and program revisions; added a non-certification option; renamed Educational Leadership in 2017; partnered with Academic Partnerships; courses offered in a seven-week online format so degree can be obtained in one year	To increase demand and marketability; accelerated completion time and focus on subjects; to meet the needs of students in the Education market, who work during typical class-offering times
	Master of Arts in Teaching	Program revised and renamed Master of Education in Curriculum and Instruction; offered five options (General, Math, English, Educational Technology, & Science); partnered with Academic Partnerships; courses offered in seven-week online format so degree can be obtained in one year	Low enrollment; To increase demand and marketability; accelerated completion time and focus on subjects; to meet the needs of students in the Education market, who work during typical class-offering times
	Master of Education in School Counseling	Partnered with Academic Partnerships; courses offered in a seven-week online format so degree can be obtained in one year	To increase demand and marketability; accelerated completion time and focus on subjects; to meet the needs of students in the Education market, who work during typical class-offering times
	Master of Science in Sports Studies and Athletic Administration	Proposed changes to reduce the number of hours; renamed Sports Administration; partnered with Academic Partnerships; courses offered in a seven-week online format so degree can be obtained in one year	To meet industry and student demand; increase marketability

Assessment processes used provide a comprehensive framework of policies and protocols focusing on the continuous improvement of student learning. Assessment systems are compliant with OSRHE policies and consistent with expectations of regional accreditation and all specialty accreditations. Multiple techniques are used by individuals in each unit to collect data regarding student learning for program outcomes assessment and program review such as course-embedded assessments, surveys, state and/or nationally-referenced tests, advisory councils, focus groups, licensure/certification tests,

and exit interviews.

The [annual assessment report](#) submitted to OSRHE includes the following five areas: Entry-Level Assessment; Mid-Level Assessment; Program Outcomes Assessment; Student Satisfaction Assessment; and Graduate Student Assessment. This summative report, prepared by the Director of Assessment with data provided by each unit, is shared with all appropriate entities on campus and posted on the Academic Affairs webpage. Included in individual reports and the summative annual assessment report are program modifications implemented to improve student learning that were made as a direct result of assessment; this process is a good indicator of the culture of assessment that is focused on continuous improvement at Southeastern.

Sources

- 1.A SE Mission Statement
- 3.A POARs Examples
- 3.B Assessment Plan for New Gen Ed Goals and Outcomes
- 3.B DFW Rate
- 3.B Former and New Gen. Ed Goals and Outcomes
- 3.B New General Education Goals and Outcomes
- 3.B POAR Website
- 3.D Learning Center Section I - Annual Assessment Report 2016-2017
- 3.D SE CARES Program Report
- 3.D SSS summary 2018
- 3.D Student Health & Wellness Center Data
- 4.A Academic Program Review Guide 2016-2019
- 4.B 2016-2017 Annual Assessment Report
- 4.B Accounting (BBA)
- 4.B Art (BA)
- 4.B Aviation Mgmt
- 4.B Aviation Pilot
- 4.B Biology
- 4.B Business Admin (MBA)
- 4.B Chemistry
- 4.B Clinical Mental Health (MA)
- 4.B Communication
- 4.B Computer Information Services
- 4.B Computer Science
- 4.B Criminal Justice
- 4.B DFW Rates by Mode of Delivery
- 4.B Early Childhood Option
- 4.B Early Intervention and Child Development
- 4.B Elementary Education
- 4.B English
- 4.B English Education
- 4.B Finance
- 4.B Fisheries & Wildlife
- 4.B Health & Physical Education
- 4.B History
- 4.B IAC Rubric

- 4.B Library and Student Satisfaction
- 4.B Library Student Data
- 4.B Management
- 4.B Marketing
- 4.B Master of Science in Native American Leadership (MS)
- 4.B Master of Science in Sports Administration
- 4.B Master of Technology-Biology
- 4.B Mathematics (BS)
- 4.B Mathematics Educ
- 4.B Mathematics Specialist (MEd)
- 4.B Music (BA)
- 4.B Music (BM)
- 4.B Music (BME)
- 4.B Noel Levitz Survey
- 4.B Occupational Safety and Health (BS)
- 4.B Occupational Safety and Health (MS)
- 4.B Political Science
- 4.B Psychology
- 4.B Recreation
- 4.B Resident Student Satisfaction Survey Results, 2007-2017
- 4.B School Administration (MEd)
- 4.B School Counseling (MEd)
- 4.B Sociology
- 4.B Spanish
- 4.B Special Education - MildModerate
- 4.B Theatre
- 4.C MEd in Education in Reading Specialist
- 4.C MEd in Special Education
- 4.C MS in Aerospace Admin. & Logistics

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

The historical charge for the institution is to serve the southeastern region of Oklahoma. The economic and demographic characteristics of this area influence Southeastern's first-to-third semester retention and graduation rates. From 2014-2017, [57% of the students came from Southeastern's defined 10-county service area](#). The area served is over 12,000 square miles and averages only 25.4 people per square mile; no city has a population larger than 25,000. Many students come from rural, isolated areas that are some of the poorest in the country. In spring of 2018, 55.4% (179/323) of [all bachelor's degree recipients](#) will be first-generation students and 33.1% (107/323) of all bachelor's degrees will be to students who are of Native American decent.

Given those demographics, Southeastern is committed to improving the retention, persistence, and graduation rates of our students. We are aware that even though many of our students face multiple challenges, if they leave the university before obtaining a degree, those challenges are likely to be even greater.

In fall of 2013, a Retention/Graduation Task Force comprised of faculty and staff presented a [report](#) that established a first-to-third semester retention goal for Southeastern of 66%. The committee determined this goal was both ambitious and attainable, and was established after a careful review of demographics, the previous ten-year average retention rate (57.5%), and consultation with an established expert in student success (Betsy O. Barefoot). The 66% goal was also chosen because it would be at the top end of the [average retention rate](#) for Oklahoma's 11 regional institutions. The institution has chosen to use its institutional data as the metric rather than the State Regents data. This decision was made because the state data is usually two years behind the institutional data, the state data does not provide demographic comparisons, and the state data is a snap-shot that does not account for later withdraws or enrollment corrections. While the state data is valuable for comparison with similar institutions, the institutional data is more conservative and appropriate to assessing our goals. A similar approach was used by the Task Force to established a goal of [35%](#) for the graduation rate. The previous ten-year average was 30.8%.

The Southeastern Office of the Registrar collects and tracks [data](#) concerning retention and graduation and makes that data readily available to all stakeholders by posting reports on the Academic Affairs homepage. The report provides a twelve-year view of persistence through the seventh semester, graduation rates for cohorts, and total numbers of degrees conferred. The report also analyzes second and third semester retention based on 23 different student characteristics. These characteristics include, but are not limited to, gender, ethnicity, major, preparedness, participation in extra-curricular activities, course delivery, and month of application.

When analyzing the data, it is readily apparent that the traditional, federal definition of graduation rates do not accurately reflect the activity and success of Southeastern. For example, [in fall 2005](#), 587 incoming freshmen enrolled at Southeastern and reported a six-year graduation rate of 29.5%. However, six years after 2005, 612 undergraduate degrees were conferred. Between 2012 and 2016, Southeastern never had more than 600 full-time freshmen enroll in the fall, yet has awarded an average of 657 undergraduate degrees per year. In fall 2014, there were [487 first-time](#), full time freshmen and in spring 2018, [323 bachelor's degrees](#) will be awarded. Obviously, transfer and returning students are not included in the federal definition. This is not to imply that Southeastern is not concerned about the six-year graduation rate or to explain away low persistence rates. This data demonstrates the role Southeastern plays in helping those students who do not fit the federal definition of persistence reach their educational goals.

After reviewing the data, the Retention Task force made [27 separate recommendations](#) to improve persistence and increase the overall number of graduates. While not all recommendations were implemented, several have been that appear to have made a positive impact on student persistence.

Generally considered to be the most influential recommendation, in fall of 2016 the Office of Academic Affairs implemented a policy that monthly grade and attendance reports must be sent to all students enrolled in freshman- and sophomore-level courses, and their advisors. These are referred to as EAR/Progress Reports and are managed through the student portal. While submitting such grade reports had been a common practice for many faculty since fall 2014, the practice became mandatory as a result of recommendation from the committee and reinforced by the [President's Advisory Committee on Academics](#). Following another recommendation based on data that indicated lower retention for students in developmental courses, all remedial English is now being conducted through an embedded format. The university also expanded the no-cost summer remedial reading and math programs. In fall 2017, the University piloted its first embedded College Algebra course. Additionally, institutional data demonstrated that students with financial need struggled with persistence. In summer of 2017, Southeastern followed the Task Force recommendation and hired an advisor tasked with case-managing first-year students who cannot enroll due to financial holds.

In terms of recruitment, the data demonstrated that retention was significantly higher when the student entered with an ACT score of 22 or better. In 2015, the University standardized a \$500 per semester tuition scholarship incentive for any student with a 22 or higher on their ACT. Data has [demonstrated](#) that students in the Honors Program, President's Leadership Class, or Music persist at higher levels. As a result, scholarships have been increased for those cohorts to encourage participation.

In terms of first-to-third semester retention, the results of these changes have been positive. When the Retention Task Force first met, the previous 10-year first-to-third semester retention rate was [57.5%](#). Between the 2005 incoming class and the 2012 incoming class, none had persisted above 60%. Starting with the following incoming class (fall of 2013), three out of four classes [have exceeded 60%](#). According to [state regents data](#), in 2014-2015, the institution had a first-to-third semester retention of over 66% for the first time in over eight years. Prior to 2013, the first-to-second retention rate only exceeded 80% in one out of the previous eight years. The rate has exceeded 80% three out of

the past five years with 2017 (81.7%), which is the highest rate in at least 13 years. Even though we have not reached the 66% goal for first-to-third semester retention using institutional reports, the data indicates we are heading in a positive direction. The results have not been as positive for graduation rates. As mentioned above, the IPEDS definition for the six-year graduation rate remains below the target. While not meeting our expectation, the six-year institutional graduation rate is consistent with the [11 other state regional institutions](#).

In spring 2018, the chair of Faculty Senate, the Director of General Education, and the Director of the Academic Advising and Outreach Center met to begin exploring the possibility of a permanent faculty advisory committee regarding the first-year experience and persistence. It was determined the committee would be a sub-group of the General Education Council and will formally begin operating in fall 2018.

For internal data collection and reporting, the institution uses the IPEDS definitions for retention, persistence, and graduation rates. However, the interpretation and use of that data on campus is influenced by our recognition of transfer and returning students who, as discussed above, are excluded from IPEDs metrics.

Sources

- 4.C 2013 Retention and Graduation Task Report
- 4.C 2013 Retention and Graduation Task Report, Recommendations
- 4.C 2013 Retention and Graduation Task Report, Retention Goal
- 4.C 2015 President Advisory Committee on Academics
- 4.C 2017 Retention Data
- 4.C 2017 Retention Report
- 4.C 2017 Retention Report (10 County Service Area)
- 4.C OSRHE 2015-16-graduation-rates-institution
- 4.C OSRHE 2015-16-persistence-rates-institution
- 4.C Retention and Graduation Task Report, Graduation Goal
- 4.C Spr 18 Graduation Stats

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Southeastern, as a regional public university in the state of Oklahoma, participates in local, state, and national systems to ensure the quality of its educational programs. With a well-established culture of assessment, ongoing program review, and aggressive pursuit of specialized accreditation. Southeastern takes responsibility for the quality of its educational programs.

- All programs at Southeastern produce yearly Program Outcome Assessment Reports, and periodic Program Review, to continually assess and adapt educational offerings to evolving student needs.
- Southeastern has clear systems in place for assuring the quality of the academic credit it credentials, including following established state rubrics for transfer credits, and participation in SARA for online offerings.
- Southeastern maintains specialized accreditation in appropriate disciplines, involving 42% of undergraduate degree programs and 57% of graduate programs.
- A culture of ongoing assessment permeates the institution, with nearly every department on campus making program revisions due to assessment findings during the past four years.
- In the few programs where effective assessment has not achieved institutional expectations, concrete actions are in process to remediate deficiencies.
- Given its charge of educating historically under-served populations, Southeastern pays particular attention to improving its retention, persistence, and completion rates. Over the past five years, Southeastern has implemented a number of recommendations put forward by the Retention/Graduation Task Force. Clear progress has been made, but established goals have not yet been met.

Southeastern is committed to continuous improvement in its educational offerings, and has a number of processes in place to ensure continuous assessment and improvement. While funding and demographics present challenges to the institution, there is clear evidence of attention and improvement in areas of program design, instructional delivery, and student success.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Southeastern develops its own strategic plan to support the mission and goals of the coordinating board (OSHRE) and governing board (RUSO), and has in place resources, structures, and processes to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. In the face of recent reductions in state allocations, Southeastern has proactively managed its resources in order to maintain core academic functions while streamlining administration and other functions. Although the economic climate has been bleak for Oklahoma Higher Education, Southeastern is more financially sound than it has been in many years.

Over the last 10 years, the University has experienced unprecedented resource challenges. In this time period, the percentage of state funding supporting the Primary Educational & General Budget Part I (E&G I) dropped from 52.5% in 2007 to 32.4% in [2018](#), shifting the predominant financial cost of higher education to the students instead of the state. For reference, the state covered 61.3% of the E&G I budget in 2003. Student tuition & fees went from 43.8% to 64.0% during the 2007-2017 period. The most significant impact came in 2016-2017 and 2017-2018 with [multiple mid-year reductions](#) in state allocations, due to the State of Oklahoma's budget shortfalls. In this two-year period, the state funding towards the E&G I budget decreased by \$4.02 million, which reflects a 22.7% reduction in state funding; this led to a series of cost-cutting measures.

The majority of measures were enacted in 2016 and included, but are not limited to: [implementation of a retirement incentive program](#) for senior faculty, administrators and staff; thirteen vacant staff faculty positions were not filled; elimination of multiple non-academic program directors; the consolidation of business offices and reduction of associated staff; a 10% reduction in operating budgets for each academic unit; reduction in faculty reassigned time; reduced summer teaching

salaries; reduced academic chair summer salaries; the elimination of the Executive Dean of Academic Affairs and its associated staff; and all university employees adsorbed six furlough days in 2016 (this yielded over \$400,000 in savings). In total, these cost-saving efforts reduced expenditures by nearly \$2.0 million in 2016.

The increase in student tuition and mandatory fees was held at less than [8.0% for AY1617](#), which reflects the lowest tuition increase for that year among all RUSO schools. As a system, RUSO schools implemented tuition increases from 8.0 to 11.9%. In the past 5 years, undergraduate tuition and mandatory fees at Southeastern have increased from [\\$189.60 per credit hour in AY1415](#) to [\\$225.00 in AY1718](#)—a 18.7% increase.

Even with these resource challenges, Southeastern continues to fulfill its mission, meets the commitments outlined in its scope and function statement, and makes significant progress in achieving the [five strategic goals](#) of the current [Vision Statement](#).

President Sean Burrage began his leadership role on July 1, 2014. Under his direction and with the guidance of the Executive Committee, Southeastern has cut spending while still increasing enrollment. In his second year in office, President Burrage created four Presidential Advisory Committees composed of administrators, faculty, staff, and students to generate a clear picture of the university's status in key areas and to make recommendations to President. These committees included: [Academics](#), [Enrollment/Recruitment](#), [Budget](#), and [Fundraising/Grants/Alumni](#) and were given a charge from President Burrage to review and address specific areas of need. The advisory committees were granted unprecedented access to any data requested. Each committee presented their findings and recommendations to President Burrage in spring 2016. The recommendations of the Budget Advisory Committee included many of the reductions implemented in 2016 in the face of the institutions 23% reduction in state funding. A new Vice President for Business Affairs was hired after the retirement of his predecessor and Southeastern implemented procedures to optimize collection of funds and reduce expenditures.

The current number of faculty and staff have been reduced; however, there are sufficient instructional and non-instructional staff to support institutional operations and fulfill our mission. During the last four years, positions have been deleted, combined, or re-organized to other areas to better meet the changing needs of the student body and academic demand for specific programs (Table 5.1). New and replacement faculty and staff lines are carefully vetted and must be well justified before being approved by all pertinent parties. Replacement faculty and staff hires have been given priority based on program demand and/or to support accreditation requirements. The change in staffing has promoted both efficiency and productivity of Southeastern's existing personnel. Due to the enrollment growth in online graduate programs, several additions to the staff have been made, including a full-time assistant director and part-time instructional designer in the Center for Instructional Development and Technology (CIDT), and one additional support staff in the graduate office; two additional staff are scheduled to start in financial aid in summer of 2018. New faculty lines also have been added to departments exhibiting enrollment growth (business, aviation, and computer information systems). Southeastern currently maintains a student/faculty ratio of 18:1 as referenced in Table 3-2 from 3.C, which is consistent with other RUSO schools.

Table 5.1. Full-and part-time instructional and non-instructional staff and FTE student headcount for fall of each academic year (source: IPEDS and Fall Preliminary Enrollment Reports).

Year	Instructional		Non-Instructional			Total Employees		Fall FTE Student HC
	Full-time	Part-time	Mngt.	Other	Part-time	Full-time	Part-time	
2013-14	132	106	29	240	55	401	261	3048
2014-15	130	96	26	260	16	416	112	3098
2015-16	131	93	27	247	29	405	122	2963
2016-17	110	99	20	228	15	358	114	2914
2017-18	113	96	20	230	45	363	141	3037

Campus development, space planning, architectural design, energy management and environment control are integral components of the overall planning process. The Campus Master Plan serves as the essential resource document for facility and campus planning. It supports the mission by conserving the use of land and physical resources while sustaining an environment that reinforces a sense of community, supports the learning process, and enhances the traditions that are unique to Southeastern.

SE's current [Master Plan](#) has been aligned with the Vision Statement, which includes 5 strategic goals, including one which specifically addresses facilities.

The Director of Physical Plant and Director of Environmental Health and Safety are charged with assessing each facility to update the Deferred Maintenance Report ([Long-Range Capital Planning and Current and Pending Projects](#)). These reports identify the current condition of the facility and the cost estimates to resolve any safety or deterioration issues (e.g., electrical, mechanical, plumbing, exterior and interior painting, ceiling replacement, and flooring). The Durant Campus has 60 facilities that total 927,935 sq. ft. with a replacement value of \$165 million. The McCurtain County location has five buildings that total 60,752 sq. ft. with a replacement value of \$14 million. The Deferred Maintenance Budget has averaged \$571,713 over the past five years.

One current priority is to address technological challenges previously identified and those either confirmed or identified by the IT consulting firm hired ([General Information Technology Assessment](#)) and Academic Partners (AP) during their onsite visits and online review of goods and services related to SE's MBA. One of the key findings of AP was the need for additional investments in technology. [Southeastern has completed](#) several of these investments, while some remain ongoing, such as investing in our Center for Instructional Development and Technology (CIDT), which aids with online courses from creation to completion as well training with new technologies and student retention data. Southeastern also has started the process to transition Enterprise Resource Planning (ERP) software from Jenzebar Poise to Ellucian Colleague.

Most of these activities benefit the entire campus community and additional locations. These activities focus most on the three areas intensely effected by the growth in online graduate programs—CIDT, Financial Aid, and the Graduate Office. The continued investment in CIDT, additional server capacity, upgraded connectivity, and new software also will improve the quality of the student

learning experience by increasing the quality of instruction, efficiency, and automation (where appropriate) of certain functions. Funding for these projects primarily came from the Master Lease (\$710,000) and a Title III grant named Project GRAD (\$430,000).

Southeastern has 543 personal computing [workstations](#) available in 23 computing laboratories. Workstations can also include [several additional pieces of technology](#) to aide in classrooms or help students further academic research or studies. All computers are installed and supported by the Information Technology Help Desk. Equipment is continuously evaluated and replaced (or upgraded) as needed. All computer labs are equipped with standard Microsoft software packages; selected workstations are equipped with more specialized software. The music lab, for example, utilizes Mac computers connected to digital piano keyboards for music theory and composition classes. Other unique features installed are Solid State Drives (SSD), DVD Rom burners, wide paper laser printers, and video editing stations. Printing facilities, some specialized, are available at multiple sites on campus. Each computer lab is evaluated to meet accessibility requirements. All faculty members on campus are provided with PCs, appropriate software, access to printing, and other technological resources as necessary to their teaching and research.

A recent grant from the National Science Foundation is providing a separate fiber network for high speed connections to research super-computers from several Oklahoma institutions, including Southeastern, for students and faculty.

Southeastern is a public, not-for-profit university supported primarily by a combination of state appropriations and student tuition. The university's budget reflects its emphasis on teaching, with by far the largest portion of its budget dedicated to instruction, and other expenditures clearly following from its public educational mission. In the face of reductions in state appropriations over the past few years, Southeastern has continued to prioritize its teaching functions while making strategic cuts to staff, administration, and areas that are not core to its mission. For example, nine administrative positions have been eliminated since 2013-2104 (Table 5.1).

The E&G I Primary Budget for fiscal year 2017-18 is \$44,491,452. State appropriations represent 32.4% of SE's total budget, and student tuition and fees represent 65.6%. Compared to fiscal year 2012-13, this is a decrease of approximately 10% in the state appropriation portion of the budget funding and an increase of 11% in student tuition and fees.

E&G I budgeted expenses includes the functions of Instruction (42.5%), Research (less than 1%), Public Service (less than 1%), Academic Support (5.5%), Student Services (10.2%), Institutional Support (7.1%), Operation and Maintenance of Plant (12.1%), and Scholarships & Fellowships (22.3%).

E&G II is the Sponsored Programs budget, which for fiscal year 2017-18 is \$7,041,085. Over half (58.3%) of the E&G II budget funding is represented by grants from the Department of Education. The remaining balance is funded through the National Aeronautics and Space Administration, National Institutes of Health, National Science Foundation, other federal agencies, related commercial entities, foundations, other non-federal sources, other universities and colleges, and the State of Oklahoma.

The Department of Research and Sponsored Programs has assisted in the development and implementation of externally funded projects. Associated with these grants and contracts is the reimbursement of direct and indirect costs which help support the general operating budget of the University; a five-year history is shown in Table 5-2.

Table 5-2. Five-year history of grants and contracts

Fiscal Year	Revenue	Indirect Cost/Reimbursement
2012-13	\$5,565,159	\$232,060
2013-14	\$4,980,596	\$232,271
2014-15	\$5,471,136	\$258,446
2015-16	\$5,571,336	\$263,351
2016-17	\$6,157,104	\$279,141

The Southeastern Foundation supports University programs by receiving donations from alumni, local businesses, corporations, faculty, staff, and other foundations. The primary purpose of the Foundation is to enhance the academic life of the University ([Southeastern Foundation Report](#)).

Southeastern Foundation assets (not including the \$9.8 million housing facility, Shearer Hall and Suites, built in 2006 when Southeastern and the Foundation entered into a lease/management agreement) have increased from \$20.7 million to \$24.8 million over the past five years (Table 5-2).

Table 5-2. A five-year history of the asset value of the Southeastern Foundation.

Fiscal Year	Asset Value	Yearly (%) Increase
2012-13	\$20,743,790	2%
2013-14	\$22,697,240	9%
2014-15	\$23,325,078	3%
2015-16	\$24,047,985	3%
2016-17	\$24,787,956	3%

The Southeastern Foundation provides annual support to the university through scholarships, chairs, professorships, lectureships, and operational support. Over the past five years, the Foundation has provided \$2.3 million in scholarships, \$0.6 million in funding chairs, professorships, and lectureships, and \$1.9 million in operational support, for a total of \$4.9 million. Table 5-3 reflects this support.

Table 5-3. A five-year history of expenditures by the Southeastern Foundation.

Fiscal Year	Scholarships	Chairs, Professorships, & Lectureships	Operating Support
2012-13	\$259,396	\$63,313	\$445,783
2013-14	\$323,189	\$118,344	\$269,337
2014-15	\$491,870	\$179,386	\$304,723
2015-16	\$627,137	\$135,865	\$346,993
2016-17	\$677,209	\$163,567	\$532,738
5-year total	\$2,378,801	\$660,475	\$1,899,574

The significant growth in the Southeastern Foundation has been attributed to the leadership of the

Foundation Board of Directors and the university. Over the past five years, the foundation has added 22 new endowed scholarships.

Southeastern submits a yearly report (SRA6) to OSRHE that provides detail on income and expenditures. The SRA6 expense section is divided into functional unit and expense/revenue type and Table 5.4 provides information for 2016-2017.

Table 5-4. Actual Expense by Function

Function	Amount	Percentage
Instruction	\$16,628,571	40%
Research	\$31,034	>1%
Public Service	\$110,937	>1%
Academic Support	\$2,178,657	5%
Student Services	\$4,528,230	11%
Institutional Support	\$2,653,101	6%
Operation and Maintenance of Plant	\$4,693,985	11%
Scholarships and Fellowships	\$10,747,970	26%

The budgeting and planning processes at Southeastern are aligned with the five strategic goals identify in the Strategic Vision. As demonstrated in Table 5-4, 82% of the institutional budget is dedicated to instruction (academic excellence), academic support and student services (retention), and scholarships and fellowships (diversity and recruitment). Even with the current decrease in funding, academic excellence remains a priority, and there have been significant increases in enrollments during the [fall 2017](#) and [spring 2018](#) semesters.

While the focus of any great university is its students, the foundation is its faculty. Very little is accomplished without character, intellect, and commitment to teaching, research, and outreach. Quality indicators of the faculty can be demonstrated in many ways. A number of specialized accreditations require academic expertise within a discipline. Current state and national accreditations at Southeastern are: [AABI](#), [AACSB](#), [CAEP](#) (formerly NCATE), [CACREP](#), and [NASM](#).

In addition to the quality established for accreditation, unit review, student evaluation, professional development, specialized training and other curricular and program improvements, the quality of faculty can be established by degree attainment as [91 of the University's 133 full-time faculty](#) hold a [terminal degree](#) (pp. 8-13). In addition, many faculty [hold professional licensure and certifications in appropriate professional fields](#). While nearly all Southeastern faculty hold at least a degree above the level at which they teach, requests for exceptions to this standard are initiated by department chairs and reviewed by the Vice President of Academic Affairs office, using the [Equivalent Experience Form](#).

Each potential hire is evaluated and approved by Human Resources to ensure proper qualifications are met. Each non-faculty employee is evaluated [annually](#). As a part of that evaluation, future professional development is identified and documented. Additionally, over the past year, every faculty and staff (full-time and part-time) member has participated in Title IX training and workplace discrimination training.

In late September/early October, OSRHE’s annual E&G I Budget development process begins with a Survey of Budget Needs. Each institution identifies budget priorities and fixed-cost increases based on system-wide and institutional strategic plans, within limitations varying from year to year depending on the political and economic climate. Institutions must prioritize and submit cost estimates for faculty and staff salary increases, new positions, library acquisitions, and other maintenance and operations support. The State Regents’ Office compiles the aggregated requests into a higher education system request, which is presented to the governor in December and to the Legislature as early as January. By May of each year, the Legislature passes the appropriation bill, and the governor signs it into law. OSRHE then allocates the appropriated funding to the institutions within the system, and the institution submits its finalized budget for regents’ approval in June. [Table 5-5](#) provides a timetable for the budget preparation and budget approval process. The process for developing Southeastern’s E&G I Primary Budget prior to submission for approval in June to our governing board, RUSO, and OSRHE is detailed in the table.

Each fall, budget information along with the economic conditions are presented to the Executive Committee, Administrative Council, Executive and Budget Committees of the Faculty Senate, and the Executive Committee of the Staff Association. Members of these groups then start communicating this information to their specific constituencies (Budget Unit).

The Budget Unit attempts to determine budgetary needs beginning at the individual faculty/staff member level. In the academic area, the Vice President of Academic Affairs (VPAA) coordinates with each department chair for a request and justification for their program’s needs for faculty and/or staff. The department chairs communicate with their faculty to analyze current enrollment data and assessment results to develop a departmental and program needs request. Formal employment request forms along with a justification summary are submitted to the VPAA and prioritized. The other areas (President, Business Affairs, and Student Affairs) follow a similar procedure. Table 5-6 below illustrates the timeline for the development of Southeastern’s E&G I budget prepared by the Vice President of Business Affairs.

Table 5-6. The timeline for Southeastern’s budget preparation and approval.

Southeastern Oklahoma State University	
Timeline for Budget	
December	Academic Services Fees for upcoming AY reviewed
January	Academic Service Fees submitted to OSRHE for approval
February	Academic Service Fees submitted to RUSO for approval
March	Budget Scenarios due to OSRHE for upcoming AY, if requested
April	Tuition and Fees Hearings, if requested, at Southeastern
May (preparation)	State Appropriations announced and incorporated into the budget
June	Southeastern Budget due to OSRHE (early to mid-June)
	Southeastern Budget due to RUSO (mid-June)
	The final Southeastern budget approved by OSRHE (late-June)
July	New fiscal budget year begins

The President and the Vice Presidents meet to finalize the strategic financial plan by prioritizing the requests that best support the mission and goals of the University, RUSO, and OSRHE. Once the state funding and projected revenue from tuition and fees are known, the budget is finalized and presented to RUSO and OSRHE in June.

In recent years there has been an increased focus on transparency in the university's financial affairs, with changes in the offices of the President, VPBA, and VPAA. The reserve balance is now calculated based on actual cash in accounts and Table 5-7 illustrates the change in reserve balances, the annual use of reserves, and the composite financial index (CFI). Southeastern's goal is to maintain a CFI between 2.5 and 3.0. This focus has put Southeastern in a favorable position to withstand the potential impact of future reductions in state allocation. OSRHE recommends that institutions maintain a one-month reserve ($1/12 = 8.3\%$).

Table 5-7. Reserves and composite financial index (CFI).

	AY1314	AY1415	AY1516	AY1617	AY1718
Reserves	\$3,874,260	\$3,431,643	\$2,526,179	\$715,809	\$4,767,632
Use of Reserves	-\$298,879	-\$32,401	-\$652,463	-\$172,401	-\$182,207
% Ending Reserve	8.3%	7.2%	5.5%	1.6%	10.7%*
CFI	1.1	0.7	2.0	3.1	N/A
* - Based on initial budget estimate					
N/A - Calculated on actual budget numbers in the following year					

Sources

- 1.A 2015 Faculty and Staff Budget Committee Recommendations
- 3.C 2017 CDS Faculty Reporting
- 3.C 5-year Enrollment Summary
- 3.C Faculty Evaluation Form for Equivalent Experience
- 4.A SE AABI Letter 2017
- 4.A SE AACSB Letter 2015
- 4.A SE CACREP Letter 2013
- 4.A SE CAEP Letter 2017
- 4.A SE NASM Letter 2014
- 4.C 2015 President Advisory Committee on Academics
- 5.A 2017-2018 Estimated Cost of Attendance
- 5.A Appendix A - Highlights of Strategic Goals, Vision Statement
- 5.A Appendix C - Southeastern Workstation Equipment
- 5.A Appendix D - Additional Technology Available to Workstations
- 5.A Appendix F - Technological Investments, Completed and Ongoing
- 5.A Employee Evaluation Form

- 5.A Enrollment and Recruitment Committee Recommendations
- 5.A Estimated Cost AY1415
- 5.A Estimated Costs AY1516 - AY1617
- 5.A Higher Education Allocation History
- 5.A Recommendation of the Fundraising, Grants, & Alumni Relations Committee
- 5.A SE Vision Statement
- 5.A Table 5-5 Timeline for E&G I Budget
- 5.B Faculty Certification and Licensure
- 5.C Early Retirement Incentive Article
- 5.D FY2018 SE Budget
- 5.D General Informational Technology Operations Assessment Proposal -BHA
- 5.D Long-Range Capital Planning FY17 - FY21
- 5.D Master Plan for RUSO
- 5.D SE Foundation Report 5-1-2018
- 5.D Spring 2018 Preliminary Enrollment Report

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

OSRHE is the state's legal structure for providing public education at the [collegiate level](#) (p. 3). It is a coordinated system of colleges and universities located throughout the state. [OSRHE](#) has the responsibility for determining the functions and courses of study of each institution, setting standards of education, and allocating funds to carry out institutional functions; separate governing boards assume responsibility for the operation of the institutions, including oversight of administrative structures, approving personnel policies, contracting for other services needed, having custody of records, and acquiring and holding title to property.

The governing board for Southeastern is the Regional University System of Oklahoma (RUSO). The RUSO Board has the authority for six institutions and has established a policy manual that provides guidance in the areas of: (1) [Administration](#); (2) [Finance and Management](#); (3) [Academic Affairs](#); (4) [Student Affairs](#), and (5) [General Policies](#). The Board is charged with providing proper oversight and control of the administrative, academic, and fiscal affairs of the institutions and encouraging the practice of formal and ethical integrity in all institutional and Board activities. The Board is accountable and vested by law for the supervision, management, and control of the universities it governs, and this is maintained through internal and external auditing as well as other financial reporting, reviewing regional and specialized accrediting reports, evaluating results of individual academic program reviews, and analyzing institutional reports and taking appropriate action as needed.

The President must submit all matters that require action by the RUSO Board electronically at least 10 days in advance of the meeting in which action is expected. As evident from the following list of standing committees, board members are very knowledgeable with all aspects of the institution: Academic Committee, Audit and Finance Committee, Building Committee, Personnel Committee, Policy and Procedures Committee, System Advancement Committee, and Special Committees (appointed as needed).

RUSO, through its chief executive officer and the institution's president, makes recommendations to OSRHE (coordinating board) regarding the institution's functions and programs of study, standards of education, and the budgetary needs of the institutions for general operations and for capital improvements. The RUSO Board provides leadership to the institutions it governs to ensure the selection and retention of chief executive officers who will provide vision, management, dedication,

and guidance to the institutions they serve and foster their growth as leaders.

RUSO Regents hold one meeting a year on Southeastern's campus, which all RUSO Regents and RUSO staff as well as Presidents and other administrators from the RUSO schools attend. RUSO Regents attend various functions at Southeastern throughout the year as well.

The administrative structure of Southeastern engages all internal constituencies through the shared governance process and includes representation and collaboration with students, faculty, staff, administration, its governing board (RUSO), and the state coordinating board (OSRHE). The organizational structure within the University provides a systematic opportunity for input and dialogue for the students through the Student Government Association, the faculty through the Faculty Senate, and the staff through the Southeastern Staff Association.

At the University level, the opportunity to provide input and dialogue is provided through regular Faculty Senate meetings, Faculty Forums, American Association of University Professors' meetings, department meetings, Student Government Association meetings and forums, and with meetings of the Southeastern Staff Association.

The faculty at Southeastern are involved in shared governance, and the purposes of this are outlined in [Section 3.7 of Southeastern's Academic Policies and Procedures Manual](#) (p. 53) which draws heavily on the American Association of University Professors' 1966 Statement on Government of Colleges and Universities. The faculty has primary responsibility in areas of curriculum, instruction methods, faculty appointment and status, and tenure and promotion.

The Faculty Senate is the official representative body of the faculty. It controls the function and membership of the general faculty committees and makes recommendations on policy to the appropriate administrators (e.g. Vice President for Academic Affairs). As the representative body of the faculty, the Senate also passes resolutions to express the will of the faculty to the Administration. It is also available for consultation by the Administration on various issues.

Southeastern has mature and effective collaborative processes that engage faculty, staff, and students in the development of academic requirements, policy, and processes. As detailed in the APPM, before any academic requirement, policy, or process is implemented it must be approved by the Faculty Senate appointed [Curriculum Committee](#) (p. 36-37), [General Education Council](#) (p.45-46), [Distance Education Council](#) (p. 44-45), [Graduate Council](#) (p. 46-47), and/or [Teacher Education Council](#) (p. 47) and then approved by the [Academic Council](#) (p. 42-44). Student representatives are appointed to many of these councils. The Student Government Association is consulted in areas of policy and processes when appropriate.

Sources

- 5.B Faculty Certification and Licensure
- 5.B OSHRE Policy and Procedures Manual, Governance
- 5.B RUSO Policy Manual Academic Affairs
- 5.B RUSO Policy Manual Administration
- 5.B RUSO Policy Manual Finance and Management
- 5.B RUSO Policy Manual General Policies
- 5.B RUSO Policy Manual Student Affairs

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Southeastern's mission and priorities are reflected in the allocation of resources. A significant part of the mission is to be a teaching institution that serves the needs of southeastern Oklahoma. This requires a focus on teaching excellence, support, and financial assistance to students which is shown by the 82% of the budget is allocated to instruction, student services, or scholarships in Table 5-4.

Initiatives are in place to assure that Southeastern continues to align with and support its mission statement including organizational changes, resource allocation, and budget development. The Board reviews the yearly budget developed through administrative, faculty and staff input. Resources are allocated by the CFO with input from the President's Executive Cabinet. Departments are aware of the University's mission, goals and strategic plan. With this information, budget directors request and utilize resources.

The University has also implemented procedures to optimize collection of funds due the institution. When students enroll, they are provided with a billing statement which details their charges. Unless financial aid covers 100% of the bill, students are expected to make arrangements to pay. Student accounts not paid by the end of the semester are placed on hold, and students are not allowed to enroll or receive transcripts until payment is made. If the bill remains unpaid past the subsequent semester, students who are Oklahoma residents are submitted to the Oklahoma Tax Commission so that any tax refunds are intercepted and paid towards the bill. In addition, a third party collection agency is used to collect accounts older than a year.

Expenses are monitored in several ways. [Monthly reports](#) on all revenue and expenditure accounts are created and reviewed by the CFO, President, and various Executive Team Members.

Departmental expenses can be monitored by the budget Director(s) through [CampusConnect's e-budget software portal](#) or by requesting reports from the Finance Office. Departments can make requisitions and gain approval using the distributed purchasing system as well as review, print, and download purchase orders. Directors and Department Chairs are also able to access General Legend Account Lookups of departmental expenditures. Employees are able to access and print check pay stubs. Students are able to access tuition balances and financial aid information.

Southeastern's financial records are [audited annually](#) by professional auditors selected by the Board. Internal audits are conducted annually and will be performed by a different firm than the one used for the external annual audit. The external audit is a second audit that serves as a check for the internal audit. The Board appoints an audit committee consisting of various members of the board.

Salaries and benefits represent 58.1% of the [E&G I budget](#) in AY1718. With the reduction in state allocation, a method was developed to reallocate funds for critical vacant positions. When a faculty member leaves, the faculty line is returned to a central pool for evaluation. A department losing a faculty member due to retirement, resignation, or termination has to request the position to be replaced. All faculty requests are then evaluated based upon data including the number of graduates within the academic major and student credit hour production by the faculty position. The evaluation is then passed on to the VPAA in determining which requests are funded with a full-time faculty line. As a result of this process, the VPAA is able to make changes that address the strategic direction of the university. The professional and support staff follow the same guidelines under their respective Vice Presidents.

During the budget reductions of AY1516, one of the cost saving programs that was adopted was an [Early Retirement Program](#). This program led to 28 faculty, staff, and administrators opting for the Early Retirement package in AY1516 and 4 more in AY1617. Also during AY1516, five faculty, four staff, and two administrators (total of 11) were eliminated due to non-renewals. As the number of university employees as a whole was forced to reduce as part of cost saving measures in recent years, again the emphasis focused on maximizing the efficiency of all remaining resources. These reductions were extended equally to the outreach campuses as well as the Durant campus. The outreach campuses include Ardmore (University Center of Southern Oklahoma), Grayson (Southeastern at Grayson College), McAlester (Southeastern at McAlester), Idabel (Southeastern McCurtain County Campus), Oklahoma City (Oklahoma City Community College, Rose State, and Tinker AFB). The total number of employees at these outreach campuses including staff, faculty, and adjuncts decreased from 79 in AY1415 to 60 in AY1617.

As discussed under Criterion 4, Southeastern has a well-developed system of assessment for both academic programs and other administrative units. Academically, each program produces a yearly [Program Outcome Assessment Report](#), which is reviewed by the [Institutional Assessment Committee](#) (p. 39-40) and Vice President for Academic Affairs, with the oversight of the Director of Assessment. These assessments are used in budgeting requests and decision-making.

As stated in 5.A. and [table 5-5](#), Southeastern's budgeting process begins in December. Departments are asked to submit requests for the upcoming year. Shared governance meetings are regularly held to discuss financial situations and budgeting priorities. The annual budget is approved by the governing board members who are appointed by elected officials representing the citizens of Oklahoma.

In 2015, it became clear that on-campus [undergraduate enrollment was dropping](#), and there were numerous indicators that state allocations were going to be significantly reduced. The university was becoming more dependent on enrollment at a time when enrollment was at a 15-year low. In anticipation of these impending challenges, President Burrage tasked the Executive Team with finding solutions. Through communication with faculty, staff, and external partners, it was determined that Southeastern had faculty capacity at the graduate level and had the ability to deliver graduate programs online. In particular, it was determined that there was significant capacity in the John Massey School of Business to sustain growth in the online MBA program. In December 2015, a contract was signed with Academic Partnerships (AP) to market and provide technical support for the program. An attractive part of the agreement was that the university lacked the monetary capacity to effectively market the MBA and AP was willing to front the marketing capital in exchange for a

revenue-sharing agreement.

The partnership exceeded all expectations in terms of [enrollment](#) and revenue generation. In fall of 2015, Southeastern had 67 MBA students. By fall of 2017, there were 410 enrolled. The enrollment success and faculty perceptions that the partnership did not impact academic quality or freedom led to the partnership expanding to include Masters of Education programs. Due to the significant decline in undergraduate education majors, it was determined there was capacity to expand these programs. In fall 2016 and spring 2017, the faculty in the M.Ed. program worked with Academic Partnerships to develop fully-online graduate programs. The programs have had similar success. In fall 2016, there were 39 students enrolled in graduate M.Ed. programs. By spring of 2018, there were 176 enrolled in graduate M.Ed. programs.

During the financial crisis of 2016, the institution recognized that it could not just reduce expenditures. With declining state allocations and enrollments, the institution needed a paradigm shift in terms of attracting new students. With the growth in online graduate programs, by [spring 2018](#) Southeastern experienced a 9% increase in overall enrollment. Southeastern was [the only regional institution in Oklahoma](#) that did not have an enrollment decline for spring 2018. With the enrollment growth, came a greater sense of financial security for the institution. In spring 2016, employees had mandatory furlough days. In fall 2017, the RUSO Board approved a 1.5% stipend for all employees. In AY 1617, the reserves were \$715,809. By AY 1718 [the reserves had climbed to \\$4,766,723.62](#). This financial correction reflected an accurate determination of faculty/staff capacity and understanding the changing enrollment patterns.

Currently, Southeastern [receives less in state allocations than it did in 2002](#). There is no indication that those levels of state funding will ever return. This occurs at a time when all parts of rural Oklahoma are declining in population and there are fewer students graduating from high school within the institution's traditional geographic service area. Southeastern remains committed to providing a quality, on-campus experience. Southeastern is choosing to remain invested in the region and the campus environment as evidenced by expanding the Honors program, investing in residence hall upgrades, and multiple on-campus student support activities.

However, there is no data that indicates that on-campus programing alone will allow the institution to remain financially stable. Southeastern has scanned the environment and determined that it must continue to expand its online graduate offerings and be more proactive in attracting online undergraduate students. Being rurally isolated, the institution will always have geographic limitations. Through the appropriate use of technology, the institution can continue to meet its mission to provide excellent educational opportunities to student in southern Oklahoma, north Texas, and others who are seeking a quality education at an exceptional value.

Sources

- 2.A 2017 Audit
- 3.A POARs Examples
- 3.C 24-Year Enrollment Summary
- 4.A Graduate Program Enrollment Growth (6yr)
- 5.A Higher Education Allocation History
- 5.A Table 5-5 Timeline for E&G I Budget
- 5.C Early Retirement Incentive Article
- 5.C Statewide enrollment Spr. 18

- 5.D FY2018 SE Budget
- 5.D Monthly Reserve Balance FY17 - FY18
- 5.D Monthly Sources and Uses Update March 18
- 5.D Operational Budget in Campus Connect
- 5.D Operational Budget in Campus Connect
- 5.D Spring 2018 Preliminary Enrollment Report

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Southeastern is a mature institution that has continuously made improvements over its more than 100 years of existence. Even though change characterized this time period, the embedded culture of assessment and improvement, followed by reassessment, provided Southeastern the ability to use challenges as opportunities for improvement. Southeastern employs numerous tools to assess our performance and set benchmarks.

The [strategic vision](#) of Southeastern provides the framework for the systematic improvement in our operations and the pursuit of our goals. The first goal of the strategic vision is Academic Excellence. One measure of academic excellence is the number of programs that have received specialty accreditation. Southeastern currently maintains specialty accreditation with five different entities including [AABI](#) (2 undergraduate programs), [AACSB](#) for business programs (5 undergraduate programs, 1 graduate program, and 1 graduate certificate), [CAEP](#) for education programs (6 undergraduate programs and 4 graduate programs [previously reviewed by NCATE]), [CACREP](#) (1 graduate program), and [NASM](#) (3 undergraduate programs and 1 graduate program). Overall, 42% of the undergraduate programs and 57% of the graduate programs at Southeastern have specialty accreditation.

Details regarding other evidence of academic performance can be found in the previous chapters where assessment of student learning (both curricular and co-curricular) is covered. Listed below are the reports and documents that help guide performance in achieving academic excellence.

- [Annual Assessment Plan](#)
- [Institutional Degree Completion and Academic Plans](#)
- [Program Outcomes Assessment Reports](#)
- [Low Productivity Reports](#)
- [Program Review Reports](#)
- [Student Satisfaction Reports](#) (e.g., Noel Levitz)
- [Entry-Level Assessment and Placement](#)
- [Academic Vision Statement and Goals](#)

Another way that Southeastern continually improves is by collecting and analyzing Key Performance Indicators (KPI's). These KPI's are statistics gathered in various units on campus (academic, business and student affairs). In the academic areas, some of the KPI's that are used are:

- number of majors and graduates in a program
- number of full-time and adjunct faculty in a program
- number of student credit hours (SCH) produced in a program
- cost of a program by department

- faculty release time by department
- ratio of cost to graduates, SCH, and full-time faculty
- ratio of SCH to full-time faculty
- ratio of graduates to full-time faculty

These KPI's are used for determining which departments are the most cost effective and efficient in producing graduates and SCH. This information helps drive decisions about new faculty hires. By a mandate from OSRHE, there are minimum KPI's that a program must meet in terms of number of majors and number of graduates ([Low Productivity Programs](#)). If a program does not meet these requirements over a three-year period then it can be suspended/deleted.

It is important to note that from Fall 2012 through Fall 2017, Southeastern used an electronic assessment and management system called TaskStream. Although this software allowed us to streamline the assessment reporting process, it was expensive (>\$20,000/year) to maintain given the financial challenges. Using the lessons learned from TaskStream and other assessment tools used by specialty-accredited programs, the Institutional Assessment Committee and the Director of Assessment have been asked to develop a less expensive but efficient and transparent process to engage faculty and staff in assessment. Different types of software (e.g., Sedona) and processes used by peer institutions are being examined to find the best fit for Southeastern.

The second goal of the strategic vision is **Diversity and Cultural Competence**. Southeastern's student population is approximately 30% Native American, and a majority of our graduates are first-generation students. Southeastern instantiates the values of diversity and cultural competence through our services tailored to the needs of our diverse student population and through curricular offerings that encompass a range of cultures.

Details regarding evidence of promoting diversity and cultural competence can be found in previous chapters. Listed below are the activities, reports and documents that help guide performance in achieving diversity and cultural competence.

- [Native November](#)
- [General Education Program Goals and Outcomes](#)
- [Common Data Set](#)
- [Preliminary Enrollment Report](#)
- [Grants Programs](#) (e.g., [TRiO](#) and [Title III](#))
- [Student Affairs Vision Statement](#)

The five goals identified in the Student Affairs Vision Statement provide examples of Southeastern's commitment to promoting greater engagement by students and the campus community in issues of cultural diversity:

Foster Responsible Citizenship—Student Affairs expanded its programming to provide students with opportunities to explore and practice responsible citizenship. This year, Southeastern hosted question and answer sessions with U.S. Senator James Lankford and U.S. Congressman Markwayne Mullin. In response to the growing online student population, these sessions were made available to our on-line campus communities for the first time.

A new working group has been developed to create an ongoing program of education for sexual assault prevention and bystander intervention. Additionally, students participated in the [Martin Luther King, Jr. Day of Service](#); [alcohol and drug abuse programming](#); and discussions about campus expression. All of these programs included reflection and action planning time for participants.

Programming is in the works for a Voter Registration Campaign, Election Watches and a forum on Immigration Law and Public Policy.

Increase Division Resources (partnerships, fundraising, and grantsmanship)—Three grant programs--[Upward Bound Math Science](#), [Upward Bound](#), and [Texoma Upward Bound](#)--that serve high-risk populations were submitted for continued funding during the 2017 grant competition cycle and all received an additional 5 years of funding.

Three other grant proposals (Department of Justice, Violence Against Women Act Grant, Veteran's Upward Bound Program Grant, Ronald E. McNair Post-Baccalaureate Achievement Grant) were submitted but did not receive funding. This was the first time Southeastern submitted each of these grant requests; we will use the comments provided by the reviewers to improve each proposal and resubmit during the next funding cycle. Southeastern also is developing a fundraising proposal for a Women's Leadership Summit for student leaders.

Creatively Engage Students—The effort focused on an increased use of social media and included an aggressive Twitter, Instagram and Facebook presence for Student Activities, Residence Life and Student Health and Wellness. This presence was used as a platform for student engagement and inclusion. All lectureships, panels, and University-wide programs were streamed live on the web; this allowed our online students and those at outreach locations to participate.

Formalize Compliance Process—The overall effort for this goal was to increase efficiency in compliance reporting. The process included the identification of the major reporting requirements, lead individual to submit the report, data/information needed and whom to contact, and deadline for submission. Formalized reporting processes have been established for the Behavioral Assessment Team, [Drug and Alcohol Abuse Prevention Program](#) to meet Title IV guidelines, and [Clery Reporting and the Annual Security Report](#) in conjunction with the Office of Compliance and Safety. On-going annual training for the Campus Security Authorities, Hearing Officers and Student Affairs staff are also integrated into our programs.

These five categories of initiatives within the Student Affairs division demonstrate some of the ways in which Southeastern actively promotes the diversity and cultural competence area of its strategic vision.

The third goal of the strategic vision concerns **Facilities**. Details and further evidence regarding developing a “state-of-the-art” campus can be found in this and previous chapters. The importance of well-maintained facilities and current technology to meet the teaching and learning goals of Southeastern is reflected in Southeastern's budgeting priorities and actions. Listed below are the reports and documents that help guide performance in achieving this goal.

The three primary documents that relate to facilities improvement include:

- [Campus Master Plan](#)
- [Long-Range Capital Planning FY17-FY21](#)
- [Current and Pending Projects](#)

One of the most critical elements of operational planning is the use Enterprise Resource Planning (ERP) software. Undertaking a change in an institution's ERP is a monumental task in terms of time, personnel resources, and financial commitment. Southeastern hired a consultant (Brown, Hendrix, & Associates) to complete an assessment of Southeastern's extant information technology operations and make recommendations for improvement. Various areas reviewed during this process included IT

staffing, existing infrastructure, service level, security of the infrastructure, and opportunities to strengthen service with instructional technology. Southeastern also has hired the same consultant to assist with the transition from Jenzabar Poise to Ellucian Colleague, which will begin in the summer of 2018.

- [General Informational Technology Operations Assessment](#)

The fourth goal of the strategic vision is **Funding**. Details and further evidence regarding Southeastern's funding challenges, opportunities, and goals can be found in this chapter and previous chapters that discuss the level of funding and its allocation. In an attempt to better track operational expenditures and operational performance, Southeastern now distributes departmental funds on a semester basis as opposed to an annual basis. This allows budget directors to more closely monitor their expenditures and compare them with desired outcomes. Listed below are the reports and documents that help guide performance towards this goal. It is important to note that because of the efforts in the last four years, there has been marked improvement in the institution's CFI (most recent = 3.1; low in last four years = 0.7) and reserve fund (most recent = \$4,767,632; low in last four years = \$715,809). Documents and reports demonstrating this transformation are the following:

- [University Budget](#)
- [Monthly Financial Report](#)
- [Real-Time Budget Balance in Campus Connect](#)
- [Monthly Sources and Uses of Funds Report Summary](#)
- [Monthly Reserve Balance Comparison between FY17 and FY18](#)
- [Independent Audit Report](#)

To benefit the University, the Southeastern Foundation provides private funding, scholarships, and other assistance. The contributions and gifts of donors, when coupled with the wise stewardship of these resources, positively impacts both individual students and the university as a whole on a daily basis. Since 2014, 16 major gifts (\$50,000 or more) and 22 new, endowed scholarships have been received by the Southeastern Foundation. One other major initiative, the Presidential Partners program, has yielded over \$100,000 per year for each of the last four years; these unrestricted funds have been used for activities such as scholarships, study abroad programs, faculty and staff professional development, and new student recruitment activities. Additional details about the Southeastern Foundation can be found in the [Report Summary for May 2018](#).

The last goal of the strategic vision is **Recruitment and Retention of Students**. A comprehensive examination of retention and graduation was completed by the [Retention and Graduation Task Force](#). As described previously, the retention and graduation rates are improving, but we have not yet achieved our goals of 66% 1st-3rd retention and a 35% 6-year graduation rate. Each semester, the Registrar's Office prepares a list of previously enrolled students that have not pre-enrolled for the pending semester. This proactive approach has contributed to the increased retention and persistence of our students.

The cost of attendance impacts retention and graduation of financially-challenged students and Southeastern's enrollment may be negatively impacted by significant increases relative to our competitors. ([Tuition Study](#)). Southeastern revised its institutional scholarship program in 2016 to emphasize academically-prepared students. For new freshman, most one-year awards were eliminated so that more four-year scholarships could be created. For transfer students, scholarships were eliminated for those without an associate's degree to fund additional scholarships transfers with an associate's degree.

Details regarding other evidence of promoting the **Recruitment and Retention of Students** can be found in the previous chapters where these topics are discussed. Listed below are the activities, reports and documents that help guide performance in the recruitment and retention of students.

- [Preliminary Enrollment Report](#)
- [Enrollment Funnel Report](#)
- [Enrollment Snapshot](#)
- [Pre-Enrollment Summary Fall 18](#)
- [Pre-Enrollment Summary Summer 18](#)

Among the tools used to assess our performance as an institution as a whole are strategic planning documents, financial documents, and student satisfaction surveys. For academic assessment, individual departments produce assessment plans and assessment reports for each of their programs once a year; data is collected on an ongoing basis. Academic departments and programs are also evaluated through factors including number of majors, number of graduates, student credit hour production and by documents that are created for accreditation purposes. Southeastern is also required to submit an annual [Degree Completion and Academic Plan](#) to the Oklahoma State Regents for Higher Education.

One example of this continual commitment is our recent efforts in improving our first-to-third semester retention rates. Knowing that a significant portion of the student population is first-generation and low-income, demographics with historically low retention rates, we have focused efforts on helping more of these students remain in school. Since those in developmental courses had lower retention rates, the institution has made the transition to accelerated and real-time remediation ([SE Cares](#)). This has increased retention rates and success in corresponding coursework for this population. Likewise, retention data was used to prioritize expanding the Honors Program and offering housing scholarships to students participating in marching band. In an attempt to address overall flat retention rates, the institution implemented mandatory monthly grade reports in first-year classes. As mentioned in 4.C., the first-to-third semester retention rate has climbed above sixty percent for three out of the past four years. Previously, it had not been above sixty percent in the past 10 years.

As demonstrated through its mission, integrity, assessment, and budgeting structures, Southeastern is committed to continued institutional improvement and adaptation to ever-changing external factors. The institution is constantly monitoring performance and applying that knowledge.

Sources

- 2.A 2017 Audit
- 2.A FY18 Grants Listing
- 2.B Annual Security and Fire Safety Report, 2017
- 3.A POARs Examples
- 3.B MLK Day of Service
- 3.B New General Education Goals and Outcomes
- 3.D Learning Center Section I - Annual Assessment Report 2016-2017
- 3.D SE CARES Program Report
- 3.D Upward Bound summary 2018
- 3.E Native November Poster 2017
- 4.A SE AABI Letter 2017

- 4.A SE AACSB Letter 2015
- 4.A SE CACREP Letter 2013
- 4.A SE CAEP Letter 2017
- 4.A SE NASM Letter 2014
- 4.B Noel Levitz Survey
- 4.C 2013 Retention and Graduation Task Report
- 5.A SE Vision Statement
- 5.D 2017-2018 CDS
- 5.D All Low Productivity Programs 2018
- 5.D Compilation of Program Reviews
- 5.D Drug and Alcohol Prevention Program
- 5.D Enrollment Snapshot Fall Sumer 18
- 5.D Financial Management Reports Period Ending March 31, 2018
- 5.D FUNNEL REPORT 5-11-2018
- 5.D FY2018 SE Budget
- 5.D General Informational Technology Operations Assessment Proposal -BHA
- 5.D Grant Funded Programs' Websites
- 5.D Long-Range Capital Planning FY17 - FY21
- 5.D Master Plan for RUSO
- 5.D McGuire and Associates Southeastern Scan v1
- 5.D Monthly Reserve Balance FY17 - FY18
- 5.D Monthly Sources and Uses Update March 18
- 5.D Operational Budget in Campus Connect
- 5.D Pending Projects January 2018 For Budget
- 5.D Pre-Enrollment Summary Fall 2018
- 5.D Pre-Enrollment Summary Summer 2018
- 5.D SE Assessment Plan 6-30-2016
- 5.D SE Foundation Report 5-1-2018
- 5.D SE Institutional Degree Completion and Academic Plans 6-30-2017
- 5.D Spring 2018 Preliminary Enrollment Report
- 5.D Student Affairs Vision Statement

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

As an established institution, founded over 100 years ago, Southeastern has ample experience and policies in place to guarantee stability in administration, governance, and finances. Since our Comprehensive Evaluation in 2014, the state of Oklahoma has drastically reduced its funding to public higher education, and demographic changes have led to declining enrollments at many state institutions. However, Southeastern has responded to these developments in a proactive manner, realigning its resources to current opportunities to serve students, while increasing efficiency in administrative and academic functions.

- Southeastern has strengthened its financial position in the last 4 years by cutting expenses and increasing revenue. This fiscal year, Southeastern has been able to replace and create new positions in high demand areas, provide a stipend to all employees, and release an additional \$300,000 to fund one-time operational needs across campus.
- The administration, faculty, staff and students have worked collegially and transparently to improve the University's fulfillment
- Southeastern has used key performance indicators to guide its actions (e.g., benchmarks for retention, graduation, and enrollment).
- Southeastern has worked judiciously to increase efficiencies and operations to improve performance, promote sustainability, and deliver quality programs to students, staff, and faculty.

Through a robust process of shared governance with input from multiple constituencies, Southeastern has expanded its online and graduate programs while maintaining its commitment to face-to-face undergraduate students. The institution therefore finds itself in a much stronger financial position than four years ago, and plans to continue to adapt to the changing environment in higher education while building upon our historical strengths.

Sources

There are no sources.