



Southeastern Oklahoma State University

Institutional Degree Completion and Academic Plans

2017-2018

Prepared for the Oklahoma State Regents for Higher Education

June 30, 2017

**Southeastern Oklahoma State University
Institutional Degree Completion and Academic Plans for 2017-2018**

Introduction

Southeastern Oklahoma State University is guided by its mission that enables students to reach their highest potential, and develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning. To complement Southeastern’s mission statement, the Office of Academic Affairs, working in collaboration with faculty, developed a *2020 Academic Vision Statement*. President Burrage approved this vision statement as well as the process used to develop it; this process was used by Student Affairs to develop its vision statement. These efforts will serve as the model for other units to develop their respective vision statements during this academic year.

A. The Completion Agenda

- 1. Focus on Readiness.** Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy - 12th Grade Math			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Provide high school students the opportunity to concurrently enroll in College Algebra or Math in the Liberal Arts	Department of Mathematics	Number of concurrent students enrolled in Math courses.	2 enrolled in MATH 1303; 19 enrolled in MATH 1513

High Impact Strategy - Concurrent Enrollment			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Increase numbers of students in rural areas participating in concurrent classes.	Admissions Office, Academic Advising Center, Academic Departments, and Academic Affairs Office	Increased enrollment by concurrent students	Concurrent students enrolled in 29 different courses for a total of 245 course enrollments

High Impact Strategy – Host Events on SE’s Campus for Pre-College Students			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date

Host a Science Olympiad on SE's campus for pre-college students to promote interest in science	Academic Departments (Chemistry, Computer, and Physical Sciences, Biological Sciences, Aviation Sciences Institute) and Academic Affairs Office	Increased student inquiries and enrollment in science or science-related disciplines.	More than 200 middle and high school students from more than 20 schools in Oklahoma and north Texas participated in the Olympiad in Spring 2017
Hosted Aviation Camp for high school students	Aviation Sciences Institute	Increased student inquiries and enrollment in aviation programs	7 students attended the camp in Summer 2017
SE hosted the OSU College of Medicine min-camp for high school students	Academic Departments and OSU College of Medicine	Increased student inquiries and enrollment in science or science-related disciplines	More than 100 students attended the camp on SE's campus in Summer 2017

2. **Transform Remediation.** Every Oklahoma institution will implement transformational models of remedial placement and support through a statewide phased implementation and refinement process.

High Impact Strategy - Co-Requisite Remediation			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Develop model for accelerated and embedded remediation for English, Math, and Biology	Academic Services, Student Support Services, Academic Departments	Increased success rates for freshmen and transfers; increased retention rates; increased success in "next level" courses.	Eliminated remedial Science; replaced remedial English with embedded remediation in ENG 1113; will pilot embedded remediation for MATH 1513 in Fall 2017; retention rates for students in these initiatives surpass those in traditional remediation

High Impact Strategy - Course Placement			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date

Use cut scores on various assessments (Accuplacer, ACT, and departmentally-developed tests) to place students in courses	Academic Services, Academic Departments, and Academic Affairs	Increased success rates for freshmen and transfers; increased retention rates; increased success in “next level” courses.	Students identified for remediation and completed remediation as described above have higher retention rates than those in tradition remediation.
--	---	---	---

High Impact Strategy – Obtain Funding to Support Transformation of Remediation			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Seek permanent funding to support transformation of remediation	Academic Services, Academic Affairs Office, and University Advancement	Receipt of external funding	SE CARES maintains an annual budget of \$10,000; ongoing effort to seek external funding

3. **Build Bridges to Certificates and Degrees.** Develop, implement, or expand a “Program Equivalent Project” that bridges Career Tech course completion to certificate and Associate in Applied Science (AAS) degree completion in the community colleges. Projects may also include college and university partnerships in reverse-transfer initiatives for certificate and associate degree completion.

High Impact Strategy - Reverse Transfer			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Facilitate reverse transfer of academic credit earned at Southeastern to 2-year partner for awarding of associate’s degree when requested by student or identified by Registrar’s Office during general education and graduation checks.	Registrar’s Office	Increased number of students receiving an associate’s degree by reverse transfer after enrolling at Southeastern	Responded to student requests for reverse transfer of credit as well as advised students to reverse transfer credit after a general education or graduation check was completed; total number served not known

High Impact Strategy – Cooperative Agreements/Contracts (2+2 articulation agreements with 2-year partners)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Renewed focus on fostering academic relationships with two-year partners through 2+2 Articulation Agreements	Academic Coordinators at additional locations for program delivery and Academic Affairs Office	Increased number of transfer students from targeted 2-year partners	Since October 2014, 56 new articulation agreements have been developed; existing agreements also were updated.

High Impact Strategy - Prior Learning Assessment			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Use CLEP, departmentally-developed tests for advanced standing, and review of military credit to award academic credit at SE for prior learning.	Academic Services, Registrar's Office, and Academic Department	Increased student satisfaction due to awarding of academic credit for prior learning	Total number of students served not tracked.

4. **Adult Completion.** Further expand and develop Reach Higher or other completion program(s) as a degree and certificate completion effort that involves the entire system of postsecondary education.

High Impact Strategy - Reach Higher or other Initiatives			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Local advertising campaign for Reach Higher	Marketing and Reach Higher Program Coordinator at SE	Increased enrollment in the B.S. in Organizational Leadership	12 majors in Fall 2016

High Impact Strategy – Locally developed Adult Degree Completion Program (B.S. in Liberal and Applied Studies)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Developed B.S. in Liberal and Applied Studies that is highly accessible to adult students	Coordinated by Department of English, Humanities, and Languages	Increased number of majors and graduates for B.S. in Liberal and Applied Studies	79 majors in Fall 2016; 326 graduates between 2013 and Spring 2017; 2 nd largest number of graduates for a degree program

5. **Other Institutional Priority Areas for Degree Completion.**

High Impact Strategy – Think 30			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date

Develop Think 30 Logo for SE	Marketing	Increased numbers of students graduating in 4 years.	Implemented in Spring 2017; TBD
Fact Sheet for Think 30 at SE	Marketing	Increased numbers of students graduating in 4 years.	Implemented in Spring 2017; TBD
Use of Think 30 in Social Media	Marketing and University Communication	Increased numbers of students graduating in 4 years.	Implemented in Spring 2017; TBD

High Impact Strategy - Degree Audit Program			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
A Degree Audit has been implemented and is available to students and faculty advisors. Future plans include adding more functionality for advisors to “drag and drop” transfer or other elective courses to a specific degree program requirement. This will allow for more accuracy in the final degree audit.	Registrar’s Office, Assistant Registrar	Increased usage of the system by students and advisors will provide real-time guidance on degree requirements reducing enrollments in non-degree courses shortening the degree completion time.	Students and advisors are using the Degree Audit system and are inquiring with the Registrar’s Office more often regarding how specific requirements are being met. Students now have more ownership in their degree plan. This increased awareness of their degree requirements have helped them make more informed decisions when enrolling.

High Impact Strategy - Advising			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Implement Think 30 initiative	Academic Advising Center and Academic Department	Increased numbers of students graduating in 4 years.	Implemented in Spring 2017; TBD
Discipline/group-specific College Success Courses	Academic Departments, Academic Advising Center, and Student Affairs	Increased retention of students that complete College Success course	Students that complete the College Success course are retained at a higher rate than those that do not complete the course.

High Impact Strategy – Increase Accessibility of Academic Programming			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Partnership Projects with Native American Tribes	Native American Institute, Academic Departments, and Academic Affairs Office	Increased number of programs and students enrolled in programs	B.A. in Communication— Leadership Option (Choctaw U): 32 students enrolled in fall 2016. M.S. in Native American Leadership (69 majors enrolled in Fall 2016 and 50 graduates to date); Native American Leadership Option for MBA (4 graduates since inception).
Develop online MEd programs to better meet the needs of adult learners.	Academic Departments and Academic Affairs Office	Increased enrollment in MEd programs.	All MEd programs (Curriculum and Instruction, Special Education, School Counseling, and Educational Leadership) have been converted to online delivery and will be available to students in Fall 2017
Develop new undergraduate and graduate academic programs that are highly accessible.	Academic Departments and Academic Affairs Office	Increased student enrollment in these more accessible programs.	Developed M.S. in Native American Leadership (69 majors in Fall 2016), Master of Music Educations (12 majors), Master of Early Intervention and Child Development (created Spring 2017), B.S. in Early Intervention and Child Development (66 majors), and B.S. in Health and Human Performance (12 majors).

A. Summarize academic programs and services in the following areas:

1. Priorities/Programs. List the institution’s academic priorities for the 2017-2018 year and the planned activities that will be used to achieve these priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs and any new academic program requests to be submitted in the 2017-2018 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

a. Priorities/Programs

ACCREDITATION

Regional Accreditation

The Higher Learning Commission (HLC) conducted a comprehensive evaluation visit for continued accreditation at Southeastern in February 2014. In July 2014, Southeastern received formal notification that its accreditation was continued until 2023-2024. SE selected the Open Pathway for the next Reaffirmation of Accreditation Visit. During Fall Semester 2016, HLC completed a Multi-Location Visit to Southeastern; specifically, the peer reviewer visited the University Center of Southern Oklahoma, Ardmore, Oklahoma and the main campus of Grayson College, Denison, Texas. The peer reviewer also visited SE's main campus in Durant, Oklahoma and met with administrators and faculty involved in program delivery at identified locations. Following the review, Southeastern was notified by HLC that *"the patterns of operations at the locations appears to be adequate and no further review or monitoring is necessary."* Currently, SE is preparing the Year-4 Open Pathway Assurance Argument that must be submitted to HLC by May 14, 2018; this is a year four report required of all institutions in the Open Pathway.

Specialized Accreditation

Southeastern is committed to academic excellence and several disciplines hold specialty accreditation. Listed below are current activities regarding specialty accreditation:

- Association to Advance Collegiate Schools of Business (AACSB)—The John Massey School of Business (JMSB) had a continuous improvement review in October 2013 and a Continuous Improvement Review 2 in November 2014. The year of record for the next accreditation review is 2017-2018 and the site visit will occur during Fall Semester 2018.
- National Association of Schools of Music (NASM)—A team completed a visit for continued accreditation in March 2013. The NASM Commission on Accreditation then continued SE's accreditation in good standing for 10 years. The next visit will be in 2023-2024.
- Aviation Accreditation Board International (AABI)—In July 2012, AABI continued accreditation of all four locations (Durant Campus, Tinker Air Force Base, Oklahoma City Community College, and Rose State College) that provide undergraduate aviation programs for five years. AABI completed a reaffirmation visit to Southeastern on March 5-8, 2017. The team visited all four locations used for program delivery. SE received the draft report on April 12, 2017 and submitted our response, including action plans, to the address recommendations and challenges identified in the report. AABI will consider all materials and notify SE of its accreditation status in Summer, 2017.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)—In July 2012, SE was notified that the MA in Clinical Mental Health Counseling was accredited by CACREP for eight years. The next visit will be in 2020.
- National Council for Accreditation of Teacher Education (NCATE)—Teacher Education programs at SE were accredited by NCATE in October 2010. The Council for the Accreditation of Educator Preparation (CAEP) and the Office of Educational Quality and Accountability of Oklahoma completed a site visit to review Southeastern's undergraduate education programs (no graduate programs in education were reviewed) on April 8-11, 2017. Southeastern received the draft report from the CAEP Board of Examiners and corrected errors of fact. Comments made by team members during the exit interview were positive and SE will be notified of its accreditation status in December 2017.

NEW PROGRAM DEVELOPMENT

Master of Early Intervention and Child Development

SE was approved by both RUSO and OSRHE to offer a Master of Early Intervention and Child Development (MEICD). The purpose of this degree is to address state and regionally identified needs for highly qualified personnel in early intervention and child development. Graduates will develop the professional knowledge and skills to provide effective interventions and care to infants, toddlers, and young children as well as to lead and manage early childhood programs. The interventions and childcare practices will be derived from scientifically-based research and experience to be successful in serving young children. Oklahoma's many early childhood centers need highly qualified personnel to provide the young children in their care with quality early learning experiences and early intervention. They also need qualified leaders who are skilled in early intervention, leadership, and management. Finally, the community colleges are in need of instructors to teach the child development courses.

Bachelor of Science in Health and Human Performance

SE was approved by RUSO and OSRHE to offer a Bachelor of Science in Health and Human Performance (BSHHP) in Fall 2016. There has been a growing public interest in health, fitness, strength and conditioning, and wellness in the last few decades. This has resulted in an increase in the number of fitness, rehabilitation, and sports conditioning facilities throughout the country thereby creating an ever-growing demand for exercise physiologists, cardiac rehabilitation specialists, and strength and conditioning coaches. The BSHHP is designed to help address this demand.

INITIATIVE WITH ACADEMIC PARTNERSHIPS

During Fall Semester 2015, SE examined the possibility of collaborating with Academic Partnerships (AP) to develop digital marketing strategies and identify best practices in online learning for the Master of Business Administration (MBA). During Spring 2016, faculty, staff, and administrators worked with AP to prepare for a Summer 2016 initial offering of the MBA. Enrollment has increased significantly in the MBA (FA14 = 61 majors; FA16 = 174 majors; SP16 = 57 majors; SP17 = 240 majors). Given the success of this initial effort, SE is collaborating with AP to market and support the following programs: Master of Education (MEd) in Curriculum and Instruction; MEd in Educational Leadership; MEd in School Counseling; MEd in Special Education; Master of Science (MS) in Native American Leadership; and MS in Sports Administration.

SUSTAIN RECENTLY DEVELOPED ACADEMIC PROGRAMS AND INITIATIVES

Choctaw University was a collaborative effort by the Office of the Academic Affairs and Native American Institute at SE and the Choctaw Nation of Oklahoma. Students enrolled in the Executive Leadership Training Program of the Choctaw Nation have the option to enroll in targeted courses for university credit.

The Bachelor of General Studies (BGS) was modified into **the Bachelor of Science in Liberal and Applied Studies (BSLAS)** to support Choctaw U and better meet the needs of our students. The BSLAS allows students to design a course of study that suits their individual educational goals. It empowers students to have more control over the college academic experience, and, because of the broad-based curriculum, allows them to exercise creativity and innovation as they plan for their own careers. In Fall 2016, BSLAS had 79 majors.

The **Bachelor of Science in Organizational Leadership (BSOL)** is not completed by as many students as the BSLAS. In Fall 2016, there only were 6 majors enrolled in the program. However, this degree program provides adult learners with another degree option that is highly accessible.

The **Bachelor of Science in Early Intervention and Child Development (BSEICD)** was designed to address the state and regionally-identified needs for highly qualified personnel in early intervention programs. This new degree prepares candidates to become more effective child care providers; the knowledge and skills obtained by program graduates are aligned with the expectations of the National Association of for the Education of Young Children. This new program is off to a successful start; number of majors has increased from 8 in Fall 2013 to 66 in Fall 2016.

The **M.S. in Native American Leadership (MSNAL)** is offered 100% on line and interest in the program has exceeded our expectations. In Fall 2015, the MSNAL had 81 majors; the number of majors dropped to 69 in Fall 2016.

2. **Technology** (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc., especially noting new, different, and innovative uses of technology)

- a. **Current Status**

The **Center for Instructional Development and Technology (CIDT)** is the primary source for online support. Faculty, staff, and students are able to get technical assistance, training, and other support such as course development assistance. CIDT employs a full time instructional designer who is also the director, a full time instructional technologist, and six student workers. CIDT staff serves students and instructors in online classes by responding to help tickets, answering live chat questions, taking phone calls, and meeting in person. CIDT maintains hours of 7:00 AM to 12:30 AM on weekdays and 9:30am-12:30am on weekends.

CIDT has developed and facilitates resource courses including a “BlackBoard Overview,” to prepare students to navigate BlackBoard and use its various features, and “Basics of Language Training” (BOLT), which provides self-paced modules in grammar and format. A separate Online Orientation has also been developed for graduate students. The Orientation contains training on basic technology skills, Blackboard navigation, the library, study skills, and program specific information.

CIDT has been moved out of Information Technology (IT) and into Academics and plays a larger role in course development as well as discussions of academic freedom and intellectual property. Responsibilities continue to include maintenance of Blackboard, technical support, creation of course shells, creating and inserting course banners, loading students into classes,

training faculty on technology and teaching strategies, and instructional design. Responsibilities have increased to include creation of a greater volume of video and infographic content, managing the graduate online orientation, inserting surveys and collecting data in graduate courses, providing a schedule and reminders of goals for course creation, emailing graduate newsletters from the orientation, planning the MBA networking reception, and regular consultation with instructional designers at Academic Partnerships.

The BlackBoard Learning Management System (LMS) was first implemented at SE in Spring 2002 and approximately 1,150 were enrolled in the 74 courses using BlackBoard. By 2015-2016, virtually every course offered by SE uses BlackBoard (>1,000 sections). In addition to accessing course materials, BlackBoard is used by faculty and students for various other activities including library orientation, BOLT courses, voting for the Student Government Association, and communicating with organizations such as Faculty Senate, Student Support Services, and hiring committees.

CIDT Services include the following:

- Manage BlackBoard
 - Maintenance / Updates / Patches / Troubleshooting
 - Create Course Shells
 - Insert templates and banners
 - Enroll Instructors
 - Enroll Students
- Technical Support
 - Training
 - In person, written, visual, and video instructions
 - Provided in person via walk-ins, appointment, phone, or conference call
 - Sent via email, website, and course instructor guides, and provided to instructors to use in course content
 - Troubleshooting
 - Appointments
 - Walk-ins
 - Email
 - Technical Support Request Form
 - My Live Chat
 - Phone (including Google Voice for afterhours support)
- Instructional Design
 - Course mapping
 - Consulting
 - Creating video content
 - Creating infographics
 - Review of syllabi
 - Informal course review

- Entering settings such as due dates
- Formatting tools such as rubrics
- ADA Compliance
 - Closed captioning or transcripts for videos
 - Readable Documents
 - Assistance with Bb settings to allow increased time
- Online Resources
 - CIDT Website
 - Technology Central Course
 - BOLT Course
 - Blackboard Overview Course
 - Graduate Online Student Orientation
 - Periodic emails
- Trainings
 - Crash Course – Instructors new to Bb, or those desiring to improve their proficiency may schedule a personalized crash course in which they can sit with the instructional designer for hands on demonstrations of BlackBoard features.
 - Collaborative Sessions – Faculty may schedule time to sit with the instructional designer to work together on course development.
 - Faculty Workshops – Targeted training on specific tools are offered at scheduled times for any faculty or staff.
 - Drop-In Training - faculty and staff may drop in and get on demand training for a variety of subjects from various Southeastern faculty and staff and occasionally outside vendors.

CIDT has provided intensified assistance to the MBA as they have made changes to their program and partnered with Academic Partnerships. Services provided from CIDT to the MBA include the following:

- Development of Common Program Elements list
- Development of an MBA Orientation course
- Creation of a custom course template
- Creation of a new schedule for course creation involving course review.
- Creation and administration of surveys to gather data from MBA courses.
- Planning of an MBA Networking Reception - an opportunity for online students to come to campus and meet other students, faculty, and staff.

CIDT Staff include the following positions:

- Director/Instructional Designer
 - Consults with Faculty and Administration
 - Conducts Training
 - Builds Course Templates
 - Manages the Online Orientation

- Assists Faculty in Creating Course Content
- Manages Student Workers
- Chairs the Distance Education Council
- Instructional Technologist
 - Maintains Blackboard
 - Installs patches and updates
 - Resolves technical errors
 - Builds course shells
 - Copies courses
 - Merges courses
 - Enrolls users
 - Works with third parties
 - Manages building blocks and LTI links
 - Serves on the Learning Technologies Committee
- 6 Student Workers
 - Manage My Live Chat
 - Answer help request forms
 - Enter Blackboard settings
 - Format rubrics
 - Create visual instructions
 - Create infographics
 - Record and edit instructor videos
 - Write closed captioning for videos
 - Insert videos in courses
 - Create course banners
 - Add banners to courses
 - Restore archived courses
 - Copy courses
 - Enroll instructors in courses

Online Student Support

To better serve our students, SE has partnered with “*Smarthinking*” to provide on-demand student support via the internet. This 24/7 service is available to all students whenever they need assistance; it is especially useful to our online and non-traditional students whose schedules preclude them from using our face-to-face tutoring on campus. Last year, students engaged in 251 live sessions, 85 interactions with the writing lab, and submitted 46 questions. To *Smarthinking*. These 382 sessions totaled more than 238 of hours of service.

Title III Grant (Project GRAD)

SE was awarded a USDOE Strengthening Institution's Program grant in FY 2014 and funds have been used to enhance and upgrade both academic and institutional environment. Listed below is a partial listing of Project GRAD (Generating Retention through Advisement and Digital Technology) activities:

- Installation of wiring and Wi-Fi
- Upgraded technology in the Henry G. Bennett Memorial Library
- Implementation of a document imaging system
- Integration of Respondus, Big Blue Button, Lynda.com, and other technology/software to assist registration, student tracking, and academic test integrity
- Provided a new disk array for virtual infrastructure, media, and IETV systems, and
- Purchased upgrades to administrative systems including Degree Audit and Live Forms Add-on for Docubase.

b. Future Plans

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

The newly developed vision states for both Academic Affairs and Student Affairs will be used to guide future actions in both areas. Individual units in both areas are developing action plans to operationalize the key initiatives established and accomplish the identified goals (both vision statements are included as attachments).

Southeastern will continue and expand its use of technology to sustain and grow course and program offerings at off-campus locations as well as to improve on-campus programming in Durant. In December 2013, HLC granted Southeastern the ability to offer up to 100% of its programs by distance education after reviewing our *Distance Delivery Confirmation Form: Confirmation of Institutional Eligibility for Distance Delivery Approval*. However, it is not the intent or goal of Southeastern to offer 100% of our academic programming by distance education; this classification was an artifact of the change in definition for distance education by the Department of Education and the HLC. Southeastern will strategically use distance education to provide greater educational opportunities that better serve students in our service area and deliver distinctive programs to students outside our service area. SE was notified by the National Council for State Authorization Reciprocity Agreements that it was accepted as an institutional participant in the SARA (State Authorization Reciprocity Agreement) initiative. Distance education provides the ability to serve students at multiple sites simultaneously so that sufficient numbers can be achieved to be more cost-effective. Further, anchor and adjunct faculty at off-campus locations can deliver courses to the main campus to strengthen programmatic offerings. This has the potential to provide a greater array of courses without substantially increasing the overall cost.

3. Academic Efficiencies

Academic Efficiencies - faculty sharing, partnership collaboration, course redesign, program downsizing or deletion, etc., that have direct impact on budget, cost savings, efficiencies, the academic enterprise and describe how those decisions were made.

a. Current Status

Southeastern has explicitly committed in the scope and function of its mission statement to “Share human, academic, and technological resources with schools, industries, and public agencies through economic development, partnerships, and outreach activities.” Southeastern has been successful in maintaining our historic partnerships as well as fostering and creating new collaborative efforts with both old and new partners; such activities often result in academic efficiencies. Listed below are several notable examples.

Off-Campus Activities

In addition to its main campus, SE delivers academic programs to eight other locations in Oklahoma and two in Texas. SE has anchor faculty at the University Center of Southern Oklahoma in Ardmore, SE-McCurtain County Campus in Idabel, SE at EOSC McAlester Campus, and additional locations in the Oklahoma City metropolitan area (Rose State College, Tinker Air Force Base, and Oklahoma City Community College). Anchor faculty not only deliver courses at their respective off-campus sites, they also deliver courses to the main campus via the internet or IETV. The Aviation Sciences Institute couples the use of anchor faculty and adjuncts to deliver both undergraduate and graduate aviation programs at Tinker Air Force Base, Oklahoma City Community College, and Rose State College. Collectively, students enrolled exclusively in online courses and at off-campus locations accounted for about one third of the total student credit hour production last year.

Distance education via IETV and/or the internet provides efficiencies for both synchronous and asynchronous delivery of courses and programs to sites and/or individuals that might not otherwise be served. Faculty have invested much effort to transition from face-to-face to these other modes of delivery; additionally, several IETV courses have been converted to internet courses. Table 1 lists the numbers of unique faculty, courses, and total sections of courses offered in year. Southeastern will continue to use the model of anchor faculty, on-site adjunct instructors, and distance education to meet the needs of students at off-campus locations.

Table 1. Numbers of faculty/instructors and courses/sections offered by Southeastern in 2016-2017 via IETV and internet.

Delivery Mode	Faculty/Instructors	Courses	Sections
IETV	22	45	148
Internet	146	311	668

The cohort model has been used to deliver the various options of the M.Ed. degree at off-campus sites; these efforts include use of anchor faculty, on-site adjunct instructors, and distance education. It is important to note that all MEd programs have been converted to online programs as part of the initiative with AP.

2+2 Articulation Agreements

Another efficiency that greatly benefits students has been the development and maintenance of up-to-date 2+2 program articulation agreements with two-year colleges. Currently, SE has customized articulation guides for students at 13 schools in Oklahoma and 4 in Texas (Table 2).

Table 2. Two-year colleges with 2+2 agreements with Southeastern by state.

Oklahoma	Texas
Carl Albert State College	Collin County Community College
Eastern Oklahoma State College	Grayson County College
Murray State College	North Central Texas College
Northeastern Oklahoma A&M College	Paris Junior College
Oklahoma City Community College	
Oklahoma State University—Okmulgee	
Oklahoma State University—OKC	
Rose State College	
Seminole State College	
Tulsa Community College	
Connors State College	
Redlands Community College	
Northern Oklahoma College	

A good example of 2+2 articulation agreements is those developed for the B.S. in Early Intervention and Child Development; the program is delivered online. This program was initially offered at the University Center of Southern Oklahoma in Ardmore. Subsequently, new 2+2 agreements have been developed for Carl Albert State College, Rose State College, Eastern Oklahoma State College, Murray State College, Connors State College, Northeastern Oklahoma A&M College, Northern Oklahoma College, and Seminole State College in Oklahoma, and Grayson College, North Central Texas College in Texas.

Degree Completion

SE participates in the Reach Higher initiative that allows working adults an opportunity to earn a B.S. in Organizational Leadership (BSOL). SE also offers a Bachelor of Science in Liberal and Applied Studies (BSLAS; formerly the BGS) that may be used as a degree completion program. During the last five years, the BSLAS has consistently ranked in the top three programs

for number of graduates. Each year, SE attempts to contact former students that stopped out to inform them about the both of these degree programs. A similar campaign was made to contact graduate students that stopped out before completing their master's degree.

Other Efficiencies

- The SOSU/ECU Nursing project showcases the collaborative effort of two universities to better serve students in the region. Students are able to receive a Bachelor of Science in Nursing on SE's campus because of this unique partnership.
- SE and Murray State College entered into a unique agreement and one Vice President for Business Affairs serves both institutions.

SE continues to use a 4-day work-week during summers. This initiative provides cost savings to the University, faculty, staff, and students without sacrificing academic quality.

b. Future Plans

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

SE is examining ways to offer existing and new academic programming at additional locations and/or using online delivery to increase accessibility without sacrificing quality or rigor. With approximately one third of the credit hours being generated last year by students enrolled at additional locations or exclusively online, this type of programming appears to be growing in demand. Please note that courses and programs are carefully reviewed to ensure that academic quality is not negatively impacted by either the mode of delivery or the delivery location. Such considerations will ultimately lead to increases in number, diversity, and availability (greater flexibility in scheduling) of programs to students throughout our service area.

4. Learning Site Activity Report

Please respond to the following questions as a learning site:

- a.** Include the number of courses sent to and received from other institutions, including only electronic courses. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division courses.

Faculty have invested much time and energy in the conversion of f-2-f to distance education courses in the last few years (see Table 1). A limited number of new courses are also being developed with a distance education mode of delivery. SE sent 39 undergraduate courses (140 sections) to off-campus locations via IETV from Summer 2016 to Spring 2017 (Table 3). Unique section numbers were assigned to each off-campus location to monitor enrollment trends. About 770 students (duplicated headcount) were enrolled in these courses.

Table 3. Number of undergraduate courses and student enrollment for IETV courses delivered by SE to other institutions and off-campus locations in 2016-2017.

Course Prefix	Number of Courses (sections)			Headcount*		
	Lower Division	Upper Division	Total	Lower Division	Upper Division	Total
CHTW	4(14)	1(1)	5(15)	69	1	70
CJ	1(2)	4(9)	5(11)	25	60	85
EDUC	2(15)		2(18)	76		76
ELED		2(12)	2(12)		55	55
MNGT		2(5)	2(5)		40	40
PSY		9(49)	9(49)		261	261
SOC	1(2)	7(17)	8(19)	13	112	125
SPED	1(4)	5(10)	6(9)	33	25	58
TOTAL	9(37)	30(103)	39(140)	216	554	770

**Headcount = total number of students enrolled; individuals may be counted more than once.*

Additionally, Southeastern sent 6 graduate courses (8 sections) to off-campus locations via IETV from Summer 2016 to Spring 2017 (Table 4). Unique section numbers were assigned to each off-campus location to monitor enrollment trends for graduate courses; 31 students (duplicated headcount) were enrolled in these courses.

Table 4. Number of graduate level IETV courses and student enrollment for courses delivered by SE to other institutions and off-campus locations in 2016-2017.

Course Prefix	Number of Courses (sections)	Headcount*
EDAD	6(8)	56
Total	6(8)	56

**Headcount = total number of students enrolled; individuals may be counted more than once.*

Overall, the downward trend in use of IETV to deliver programming to off-campus sites has stabilized at about 40 courses; 5 years ago, 81 unique courses were delivered. There has been a concomitant increase in online courses used to serve off-campus locations; however, the rate of increase has appeared to slow down. SE offered 226 internet courses (561 sections) to undergraduates last academic year (Table 5); number courses is slightly higher than the last two years (172 and 200 courses, respectively). The number of sections has decreased from last year because unique section numbers are no longer assigned to each off-campus location to monitor enrollment trends except for the University Center of Southern Oklahoma. The duplicated headcount for internet courses was 9,670 students.

Table 5. Number of undergraduate courses and student enrollment for web-based courses delivered by Southeastern to other institutions and off-campus locations in 2016-2017.

Course Prefix	Number of Courses (sections)			Headcount*		
	Lower Division	Upper Division	Total	Lower Division	Upper Division	Total
ACCT	2(4)	8(11)	10(15)	101	109	210
ART	3(4)	2(3)	5(6)	47	41	88
BIM	1(3)	1(5)	2(8)	53	126	179
BIOL	3(15)		3(15)	352		352
BLAW		1(6)	1(6)		106	106
BUS	2(7)	2(8)	4(15)	311	187	498
CIS	4(10)	12(20)	16(30)	209	236	445
CJ	1(2)	10(15)	11(17)	52	248	300
COMM	4(12)	7(11)	11(23)	163	148	311
CS	1(1)	2(3)	3(4)	7	18	25
CONS		1(1)	1(1)		18	18
ECON	2(9)		2(9)	263		263
EDUC	1(4)	3(29)	4(33)	40	289	329
EICD	1(2)	7(15)	8(17)	28	254	282
ELED		2(2)	2(2)		28	28
ENG	3(10)	7(26)	10(36)	155	323	478
FIN	1(2)	8(14)	9(16)	21	133	154
FREN	1(1)		1(1)	7		7
GEOG	1(3)	2(3)	3(6)	93	29	122
HIST	1(1)		1(1)	12		12
HPER	1(6)	19(54)	20(60)	176	898	1074
HUM	2(7)		2(7)	146		146
LEAD		1(5)	1(5)		54	54
MATH	4(10)	2(7)	6(17)	146	86	232
MKT		12(25)	12(25)		440	440

MNGT		16(40)	16(40)		950	950
MUS	3(6)	1(3)	4(9)	210	21	231
NS	3(3)	4(4)	7(7)	52	60	112
ORGL		5(11)	5(11)		55	55
PHIL	1(2)		1(2)	43		43
POSC	1(3)		1(3)	104		104
PSCI	3(6)		3(6)	130		130
PSY	2(5)	16(41)	18(46)	122	619	741
SFTY	2(5)	2(9)	4(14)	91	151	242
SOC	1(5)	9(11)	10(16)	189	304	493
SPAN	2(5)		2(5)	76		76
SPED	1(9)		1(9)	95		95
STAT	1(1)		1(1)	13		13
THTR	4(12)	1(4)	5(16)	191	41	232
TOTAL	63(175)	163(386)	226(561)	3672	5972	9670

**Headcount = total number of students enrolled; individuals may be counted more than once.*

Southeastern offered 85 internet courses (107 sections) at the graduate level last academic year (Table 6). The number of sections has decreased from last year because unique section numbers are no longer assigned to each off-campus location to monitor enrollment trends, except for the University Center of Southern Oklahoma. The duplicated headcount for internet courses was 2,123 students.

Table 6. Number of graduate level web-based courses and student enrollment for courses delivered by Southeastern to other institutions and off-campus locations 2016-2017.

Course Prefix	Number of Courses (sections)	Headcount*
ACCT	1(1)	88
AVIA	10(10)	138
BIM	1(1)	19
BUS	2(2)	141
COUN	3(3)	64
ECON	1(1)	30
EDAD	6(8)	47

ENG	1(1)	7
EDUC	5(5)	40
ENTR	1(1)	16
FIN	2(2)	142
HIS	1(1)	4
HPER	13(15)	196
LEAD	1(2)	2
MATH	1(1)	1
MKT	3(3)	166
MNGT	4(4)	257
MUS	6(6)	49
NAL	12(28)	471
SFTY	11(12)	245
TOTAL	85(107)	2123

**Headcount = total number of students enrolled; individuals may be counted more than once.*

In years prior to 2015-2016, SE received nursing courses via IETV from East Central University as part of the collaborative effort to provide students an opportunity to achieve a B.S. in Nursing on SE's campus. However, these courses are now being provided face-to-face on SE's campus. SE also received courses from off-campus locations that were delivered by our anchor faculty or adjunct instructors at these sites. Since these courses were delivered by Southeastern faculty, they were included in Tables 3, 4, 5 and 6.

b. Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.

Southeastern utilizes a variety of methods to identify and meet the needs of employers and students. These techniques include but are not limited to the following:

- Use of Academic Partners to market SE's online MBA program
- Collaboration with community college partners
- Market studies
- Competitor Assessment for Southeastern completed by McGuire and Associates
- Discipline-specific advisory councils
- Interactions with high school and community college counselors
- Discussions with local governmental officials and area State legislators
- Interactions with the Native American tribes including but not limited to Choctaw, Chickasaw, Cheyenne-Arapaho, and Osage

- Examination of current enrollment trends and patterns
- Review of publications regarding job market trends (high vs. low demand degree)
- Contact by federal government regarding potential contract work (e.g., cohort development for aviation programs in Oklahoma City area)
- Job fairs hosted on campus

c. Describe in detail planned changes in locations to send or receive courses and programs (i.e. branch campuses or off-campus locations, etc.).

SE Outreach Model expects that expenditures for program delivery are offset by on-site revenues. SE uses a combination of fulltime anchor faculty at the off-campus locations, distance education modes of delivery from the main campus, and the hiring of on-site adjunct faculty to deliver these programs in a cost-effective manner. SE is authorized to deliver degree programs at eight off-campus locations in Oklahoma and two locations in Texas. SE was accepted into the notification program to establish additional locations in the United States by HLC in July 2013. Once an additional location is approved by RUSO and OSRHE, SE is able to notify HLC of the change during the Institutional Update each year instead of the formal application process.

Southeastern does not have any plans to develop new additional locations at this time. Our current plans are to sustain and grow programming at 8 locations in Oklahoma and 2 locations in Texas.

C. Provide the institution's 2017, 2018, 2019 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2017: Undergraduate Headcount: 3,150
- Fall 2017: Graduate (if applicable) Headcount: 600
- 2017 Annual FTE: 3,060

- Fall 2018: Undergraduate Headcount: 3,165
- Fall 2018: Graduate (if applicable) Headcount: 630
- 2018 Annual FTE: 3,075

- Fall 2019: Undergraduate Headcount: 3,180
- Fall 2019: Graduate (if applicable) Headcount: 660
- 2019 Annual FTE: 3,090



VISION STATEMENT

VISION—*Southeastern will be a leader and innovator in higher education.*

Strong academic and student life programs with a solid liberal arts and sciences foundation will characterize the University. Areas such as diversity, globalization, uniqueness, and cultural richness will be distinctive features of the institution.

MAJOR INITIATIVES

- Promote student enrichment experiences
- Expand beyond our regional image
- Optimize the learning environment
- Enhance collaboration and partnerships

FIVE STRATEGIC GOALS

Academic Excellence

Southeastern will have validated academic programs, based on a strong liberal arts and sciences core, which meet the changing demands of the 21st century through the recruitment and retention of highly qualified, diverse faculty that stays current in their field through active scholarship.

- Program validation will be through external accreditations, competitions, nation benchmarking, assessment, and other types of recognition.
- The faculty, staff, and administration will work with the student body to enhance Southeastern's strengths of connectedness and familial relationships by emphasizing personal attention to the individual needs of all parties.
- Academic excellence will facilitate the recruitment of a well-qualified student body and the acquisition of external resources.
- Seventy-five percent of all courses taught and credit hours produced within each school will be taught by full-time faculty.
- Faculty, staff, administration and students will work to create an educational culture that supports civic engagement through community based problem solving.

Diversity and Cultural Competence

Southeastern will have established a nurturing environment and programming that attracts, actively recruits, and retains a university community of faculty, staff, and students with diverse national, ethnic, and racial backgrounds

Facilities

Southeastern will have made major progress in developing a “state of the art” campus to meet the teaching/learning goals of the university.

Funding

Southeastern will double its resources from private funding sources, grants and contracts, and collaboration/partnerships with external constituents. Moreover, Southeastern's academic programs and their support areas will be the principal driving force for the allocation of resources to deliver all programs at a level which encourages national recognition.

Recruitment and Retention

Southeastern will increase its enrollment to 5000 by optimizing recruitment/retention strategies and by expanding its mission beyond its traditional service area through alternative delivery formats and new delivery sites.



Southeastern Oklahoma State University

2020 Academic Affairs Vision Statement

Approved – December 2015

VISION

Southeastern will offer our students an evolving array of both traditional and distinctive academic programs that prepare them for meaningful careers, lives, and service in a rapidly changing world.

VALUES

In pursuing our vision, The Division of Academic Affairs at Southeastern Oklahoma State University is guided by a shared collection of values. Specifically, we value:

- A commitment to excellence and engagement in teaching and learning
- Intellectual curiosity, diversity of thought, and analytical thinking
- Service
- The ability to critique and communicate ideas
- Leadership and responsible citizenship
- Integrity, ethical values, and personal accountability
- Rigorous programming in traditional areas such as the Sciences, Education, Arts, and Humanities
- Innovative and distinctive programs such as Aviation, Business, Safety, Counseling, and Native American Leadership
- Effective use of distance learning to expand the reach of our programs
- Being good stewards of our human and physical resources
- Creating affordable opportunities in higher education for those we serve

KEY INITIATIVES

1. Encourage External Fund Raising
2. Enhance General Education
3. Strengthen the Liberal Arts Foundation of all Programs
4. Encourage Responsible Citizenship
5. Seek Beneficial Accreditation and Reaccreditation
6. Promote Student Mentoring

GOALS

1. By 2018, establish a culture of encouraging, recognizing, and rewarding teaching excellence.
2. Increase enrollment by 20% in each of our unique programs by 2020.
3. Increase third semester retention rate to the national average within five years.
4. By 2020, achieve positive enrollment growth on the Durant Campus
5. Create five new distinctive programs that have a positive effect on enrollment by 2020.



Southeastern Oklahoma State University

Student Affairs Vision Statement

Approved - June 2016

VISION

We will cultivate personal growth, academic achievement, and create an environment where students develop as responsible citizens.

VALUES

As a division of the University, Student Affairs values:

1. Resiliency – We adapt and learn from challenging events.
2. Diversity – We create an environment of respect and appreciation.
3. Integrity – We uphold the ethical principles of our profession.
4. Inclusion – We intentionally build a community where all students feel welcomed, supported, and celebrated.
5. Critical Thinking – We engage in disciplined thinking that is clear, rational, and informed by evidence.
6. Student Centeredness – We keep students at the center of the programs we host, the policies we write and the decisions we make.
7. Responsible Citizenship – We believe in developing leaders who are accountable and responsible community members.

KEY INITIATIVES

8. Develop and strengthen external resources and partnerships.
9. Create and promote intentional mentoring opportunities.
10. Promote opportunities for all students to be involved in the University community.
11. Develop new processes and services to meet students' needs.
12. Integrate federal and state compliance into routine operations.
13. Foster responsible citizenship.

GOALS

1. By 2020, establish a culture of encouraging, recognizing and rewarding innovation.
2. By 2020, develop division-wide initiatives that expose students to:
 - Cultural Diversity
 - Service Learning/Volunteerism
 - Personal Responsibility
 - New Technology Implementation
 - Mentoring
3. By 2018, compliance process and completion deadlines will be identified and formalized into a programming and reporting plan.
4. Increase division resource through identifying and strengthening partnerships, fundraising, and grantsmanship by 2020.
5. Redefine student involvement by creatively engaging students in a relevant way by 2018.

Mission Statement



**Southeastern Oklahoma
State University**

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.

Scope and Function

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.

Consistent with Southeastern's mission and regional focus the University concentrates on achieving the following objectives:

For students, Southeastern will:

- Provide an opportunity to succeed through a challenging, learner-centered academic environment.
- Offer an undergraduate foundation in the liberal arts and sciences, with an emphasis on integrating critical thinking, communication skills and appropriate technological applications into the curriculum across all disciplines.
- Provide a general education program that familiarizes students with major areas of scholarship.
- Provide professional, academic and career-oriented undergraduate and graduate programs to meet the changing needs of the workforce.
- Provide an environment for non-academic experiences, which fosters the development of personality, social living and effective citizenship.
- Present a system of governance that provides reliable information and, as appropriate, involves the students in the decision-making process.
- Actively recruit traditionally under-represented students and offer scholarship programs to attract students of various socio-economic and academic levels.

For the faculty and staff, Southeastern will:

- Provide opportunities for professional development.
- Use assessment to improve student learning and effective teaching.
- Adhere to well-defined organizational structures, policies, and procedures.
- Adapt to a changing higher education environment.
- Administer a system of shared governance that provides dependable information to the institution's constituencies.
- Nurture a campus community responsive to the needs of a diverse population.

For the region, Southeastern will:

- Provide in-service instruction for educators and other professionals needed to make Southeastern competitive in national and world markets.
- Continue its historical preparation of quality educators for Oklahoma.
- Provide advanced graduate studies and research in areas of particular strength and need for the region and the state of Oklahoma.
- Provide opportunities for global awareness.
- Share human, academic, and technological resources with schools, industries, and public agencies through economic development, partnerships, and outreach activities.
- Serve as a cultural, artistic, and information center.