

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

Durant, Oklahoma



A Self-Study Report for Continued Accreditation

submitted to

The Higher Learning Commission

A Commission of the North Central Association

January 3, 2014

Welcome from President Larry Minks

It is my pleasure to welcome you to Southeastern Oklahoma State University. I want to take this opportunity to thank you for your service to our institution. We believe that participation in the HLC self-study process is one of the most important self-examination processes we can engage in as an institution of higher learning. This self-study is the result of the work of our entire campus community. I believe you will find two guiding principles that characterize our self-study process. First, we have attempted to illustrate that we are a mature institution. In our opinion a mature institution is one that is able to recognize what it does well, what it needs to improve upon, and plans/implements initiatives that clearly address identified challenges. Throughout the self-study you will find examples of clearly defined challenges and where possible we have shared our progress as well as our plans for addressing these challenges in the future.

Secondly, we have attempted to design a self-study process that is more useful to our institution than a primarily compliance based process. Our philosophy has been that the best self-study processes are those that achieve a greater institution purpose (than compliance alone). With this in mind, we have designed the self-study process with a goal of using the information we gain as one of the key information sources for our next five year institutional planning cycle.

It is my sincere hope that you will find that our self-study process has been successful in providing an honest self-examination of Southeastern and has been effective in clearly identifying those things that we currently do well, those things we do adequately, as well as those challenges we must face in the future. We anticipate your help in shaping the future of our institution as we engage with you during the visit and you share your experiences and insight regarding our work.

Again I want to thank you for your commitment to help us become a more effective institution and your commitment as peer reviewers to advance of higher education. We look forward to your visit to our campus. Please do not hesitate to contact me if I may be of assistance

Sincerely,

President Larry Minks

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INTRODUCTION

A Brief History of Southeastern

Southeastern Oklahoma State University has a century-long history, with roots as a teacher's college. Southeastern Normal School was founded on March 6, 1909 to educate teachers for a 12-county region in the southeastern corner of the new state of Oklahoma. The school provided an additional six years of education to students who had completed the 8th grade in their local communities; graduates were awarded lifetime teaching certifications. In 1921, the school was renamed Southeastern State Teachers College and began awarding 4-year Bachelor of Arts in Education and Bachelor of Science in Education degrees to high school graduates. In 1939, the college was expanded to offer bachelor's degrees in subjects other than education, and the college was again renamed, this time as Southeastern State College. The college began offering Master's degrees in Teaching in 1954.

In 1968, the Oklahoma State Regents for Higher Education designated Southeastern as an "Area Community College" and the college further expanded its offerings into technological and business fields. In the early 1970's, in response to the Regent's request that all publicly funded institutions of higher education in the state review and redefine their missions, Southeastern further expanded its course offerings and increased the number of master's degrees offered. In 1974, the college was renamed Southeastern Oklahoma State University. In 1996, the University began offering the Master of Business Administration, and in 2009 the University celebrated its centennial. The following links provide the authorizing legislation from the State of Oklahoma regarding Southeastern Oklahoma State University and the specific role played by the Board of Regents of the Regional University System of Oklahoma (formerly known as the Board of Regents of Oklahoma Colleges):

- [Oklahoma Constitution Article XIII-B, Section 1](#)
- [Oklahoma Constitution Article XIII-B, Section 2](#)
- [Oklahoma Statute Title 70, Section 3510](#)
- [Oklahoma Statute Title 70, Section 3505](#)
- [Oklahoma Statute Title 70, Section 3514](#)

Response to HLC Concerns of the 2003 Self Study

During the last comprehensive evaluation visit in 2003 by the Higher Learning Commission, the team raised concerns that required Commission follow-up as well as provided feedback for institutional follow-up in the assurance and advancement sections. The two items requiring Commission follow-up were: (1) a monitoring report concerning general education and its assessment (**Attach Monitoring Report**) and, (2) a progress report concerning the assessment of Student Affairs, Academic Support Services, and the library (**Attach Progress Report**). Both reports were submitted on June 30, 2007 and Southeastern was notified on July 11, 2007 that both reports were accepted and no further action was required until the next comprehensive evaluation

visit scheduled for 2013-14 ([Attach HLC Letters](#)). The self-study documents that assessment activities outlined in the monitoring and progress reports have been continued and highlights are summarized below; additional details are provided in context of the pertinent criteria and core components. In 2012, Southeastern invested in Taskstream, an assessment management system, and began the migration to this more integrated electronic approach. Taskstream will be fully implemented by the end of the 2013-14 academic year for both academic and non-academic units; it was timed to coincide with our transition to the “Pathways” accreditation process following the comprehensive visit. Also highlighted below are the concerns identified by the team that required institutional follow-up and those provided as advice.

HLC Follow-up: Monitoring Report for General Education

The assessment plan submitted as part of the monitoring report included a two-tiered assessment of the general education program, one at the university-wide level and the other at the department level ([Attach Assessment Plan](#)). One component of the university-wide assessment is the use of six ACT CAAP tests. The second university-wide assessment is the ACT College Outcomes Surveys. The results of both assessments are linked to one or more specific student learning outcomes of general education. At the department level, course-embedded assessments are completed for applicable student learning outcomes. This instrument provides macro-view of the general education program and its assessment. All results are compiled into a general education assessment report that is reviewed by the General Education Council.

HLC Follow-up: Progress Report for Student Affairs, Academic Support Services, and Library

Three primary units, Student Affairs, Academic Support Services, and the Henry G. Bennett Memorial Library, were required to submit progress reports; these individual reports were compiled into a single document submitted to the Commission. Each area has continued and refined activities outlined in the progress report which was submitted in 2007 ([Attach Link for Supporting Documents](#)). For example, assessment plan for the library is based, at least in part, on the Association of College and Research Libraries Standards. The current Director of the Henry G. Bennett Memorial Library is actively involved in assessment and has served as chairperson for the State Assessment Committee of the Oklahoma Council of Academic Library Directors. Academic Support Services is now located in the Student Affairs unit (it previously was in Academic Affairs) and has used assessment results to improve the academic advising efforts, restructure the college success course, and reform remedial (leveling) courses to better prepare students for credit-bearing college coursework. Numerous units within Student Affairs have embraced the assessment plans originally presented in the progress report and have been collecting and analyzing data to improve programming in their areas.

SE Follow-up: Student Involvement in Self-Study Process (Assurance)

The self-study coordinator, working with the Vice President of Student Affairs and the Student Government Association (SGA), identified students to serve on each of the major chapters of the self-study ([Link: Self-Study Report Chapter Subcommittees](#)). Further, students were specifically invited to comment on the self-study report and the self-study coordinator met with the SGA to listen to student concerns and answer questions. Lastly, students were invited to respond to the institutional survey regarding Southeastern's Mission and Scope and Function statements; 207 undergraduate and 38 graduate students completed the survey.

SE Follow-up: Only 55% of Respondents knew that the Mission had been revised (Assurance)

The self-study subcommittee that prepared the chapter regarding Criterion 1—Mission conducted a mission survey of faculty, students, staff, and alumni (see [Self-Study Survey](#)). The vast majority of faculty and staff have a medium to high awareness of the mission (>90%), how it relates to their jobs, roles, and functions (>86%), and its suitability for the Southeastern (>87%).

SE Follow-up: Critical Mass of Faculty, Budget, and Related Topics (Assurance)

The team provided several inter-related items in the assurance and advancement sections regarding numbers of faculty and the need for the prioritization of allocating resources (e.g., *critical mass of faculty of full-time faculty in some program areas, strategic alignment of full-time faculty positions and other resources, prioritizing programs and allocate resources in the context of those priorities*). This inter-related set of budgetary issues was not unique to Southeastern a decade ago; many public institutions of higher education were facing this similar challenge due to the changing revenues streams resulting from the economic downturn. Now, ten years later, many of these issues are present because of the more recent economic conditions faced at the local, state, and federal level.

In fall 2003, the two programs (Economics and Psychology) had a majority of student credit hours and course sections taught by adjunct instructors. Subsequently, the Economics program was deleted in 2003-2004 due to low productivity. Over the past decade the percentage of student credit hours and sections taught by adjuncts has increased and in fall 2012 four programs (Art, Aviation, English, and Psychology) had majority of their student credit hours taught by adjuncts. The results of the self-study survey also revealed faculty concern with the increased use of adjunct faculty and the current numbers of full-time faculty. For example, 65% of the faculty responses agreed with the statement *"The department relies too heavily on adjunct instructors,"* and 77% disagreed with the statement *"In the last decade, sufficient new faculty have been hired (replacements or new faculty lines) to guarantee the integrity of our programs."*

Economic conditions were challenging in 2003 and in some respects, they remain challenging today. The state allocation comprised 61% of Southeastern's budget in 2003; it now comprises 41%. Although enrollment has fluctuated and semester credit hour (SCH) production hit over a 20-year high in 2009-2010 at 105,047, SCH in 2003-

04 was 97,306 compared to 83,676 in 2012-2013. Even with these challenges, Southeastern has continued to fill faculty positions, obtain new specialty accreditation (Association to Advance Collegiate Schools of Business—all business programs; Council for Accreditation of Counseling and Related Educational Programs for the M.A. in Clinical Mental Health Counseling), maintain other specialty accreditations (Aviation Accreditation Board International, National Council for Accreditation of Teacher Education, National Association of Schools of Music), improve its reserve balance and financial ratios, and developed a comprehensive faculty and staff development program.

Without doubt, there is concurrence between administration and faculty that certain units would benefit from additional fulltime faculty and a new process has been developed to more strategically align faculty resources. Previously, faculty vacancies were automatically reassigned to the unit; they now go into a pool of vacancies for University so that they can be more strategically and efficiently allocated to high-need areas. Each year, the Office of Academic Affairs provides departments with dashboard data (e.g., semester credit hours produced per faculty member, level of adjunct use, reassigned faculty time, and number of majors, number of graduates). Departments then use this information, coupled with specialized accreditation needs, unique role played by the department, development of new outreach strategies, and other parameters of their choosing to make the case for a new faculty member to the Dean of Instruction. The Dean then prioritizes all new faculty requests and submits it to the Vice President for Academic Affairs (VPAA). The Assistant Vice President for Academic Affairs—Institutional Research and Support reviews the information and collects other data and submits all the material to the VPAA. The VPAA then submits the prioritized list to the President and Executive Team for development of the budget. The number of faculty vacancies filled is then based on the projected budget for the next fiscal year.

Such a fundamental shift in hiring faculty, when coupled with the “critical-mass challenge” mentioned above, has caused some concern among the faculty. For example, 78% of the faculty disagreed with the survey statement *“There are sufficient numbers of full-time faculty to guarantee the integrity of our programs.”* However, a review of assessment data presented by departments during annual program outcomes assessment reports and periodic program reviews do not contain evidence of decreased levels of student achievement. Faculty also have concerns with replacement and retention of faculty (additional details provided in subsequent chapters). However, the new method of faculty replacement should allow the “critical-mass challenge” to be better addressed even during times of unpredictable economic conditions and state allocations. Without doubt, both faculty and administration will continue to monitor this issue; additional details can be found in subsequent chapters of the self-study report.

SE Follow-up: Concerns regarding the Diversity of Faculty and Staff (Assurance)

Southeastern has made significant strides in the recruitment and procurement of a more diversified Professional Staff (Table I-1). The Office of Equity, Diversity, and Compliance, working closely with the Office of Human Resources have implemented “best hiring” practices for the Departments to follow when hiring new faculty and staff. These practices have resulted in a drastic change in the number of diverse professional

staff the institution has been able to hire in the last decade. For example, in the last decade, the University has increased the number of African American professional staff by 100% (from 8 to 16) and the number of Hispanic professional staff by 350% (from 2 to 9). However, it is interesting to note that Native American professional staff has decreased by 52% (from 65 to 31) during this same time. This may be attributed an increase in job opportunities with Native American businesses/enterprises in the region.

Table I-1. A comparison of staff diversity between 2003-04 and 2012-13 (FTF = fulltime faculty; PTF = part-time/adjunct faculty)

Ethnicity	2003-04		2011-12		Net Change	% Net Change
	Number	%	Number	%		
White (non-Hispanic)	314	79	358	84	44	14%
Native American/Alaska Native	65	16	31	7	-34	-52%
Asian	6	2	9	2	3	50%
Hispanic/Latino	2	<1	9	2	7	350%
Black/African American	8	2	16	4	8	100%
Native Hawaiian/Pacific Island.	0	NA	0	NA	0	NA
2 or more races	0	NA	0	NA	0	NA
Non-resident Alien	0	NA	0	NA	0	NA
Total	395		423		28	7%

Attracting and retaining a more diverse faculty continues to be a challenge for Southeastern. The efforts of the Office of Equity, Diversity, and Compliance and Human Resources have increased the level of awareness and specific efforts of academic departments to recruit and retain faculty of color ([link to Diversity Fact Sheet](#)); however, such efforts have not yielded tangible results (Table I-2). This may be attributed to an increase in job opportunities with Native American businesses/enterprises in the region. Also, there has been a noticeable increase in the numbers of faculty that listed two or more races. Southeastern will continue to work on new strategies to address this challenge; the increased numbers of students of color may provide greater opportunities to recruit a more diverse faculty in the future. The Native American Center for Student Success ([link NACSS website](#)) and Choctaw U (see Mission Chapter; [link to press release](#)) are two examples of Southeastern’s commitment to continue its long and successful history of providing higher education opportunities for Native Americans.

Table I-2. A comparison of faculty diversity between 2003-2004 and 2012-2013 (FTF = fulltime faculty; PTF = part-time/adjunct faculty)

Ethnicity	2003-04			2012-13		
	FTF	PTF	Total (%)	FTF	PTF	Total (%)
White (non-Hispanic)	132	54	186 (83)	113	88	201(86)
Native American/Alaska Native	13	13	26 (12)	4	9	13 (6)
Asian	2	2	4 (2)	3	2	5 (2)
Hispanic/Latino	1	0	1 (<1)	1	1	2 (1)
Black/African American	1	0	1 (<1)	0	2	2 (1)

Native Hawaiian/Pacific Island.	0	0	0 (0)	0	0	0 (0)
2 or more races	1	0	1 (<1)	6	4	10 (4)
Non-resident Alien	3	1	4 (2)	0	2	2 (1)
Total	153	70	223	127	88	235

SE Follow-up: Physical Facilities are Unwelcoming to Persons with Disabilities (Assurance)

Southeastern has taken numerous steps to make campus facilities more welcoming to individuals with disabilities; all new constructions and renovations comply with ADA standards (please see [University Master Plan—Action Plan 3](#)). The institutional survey asked faculty, staff, and students about “*campus accessibility to individuals with disabilities*” and the overwhelming majority (88%) responded that the conditions had greatly improved (30%) or improved (58%) since 2003.

SE Follow-up: Training, Evaluation, and Feedback for Part-time/Adjunct Faculty (Assurance; Advancement)

The hiring, training, and evaluation of part-time and adjunct faculty members has been the responsibility of the individual academic departments because of the diversity of specialized needs (e.g., musical performance instruction for specific instruments, certifications/licensures needed for aviation and safety courses, real-world experience of dealing with boards, state agencies, and parents in school administration courses). However, the self-study process revealed too much variation in the processes used by the academic departments (Table I-3).

Table I-3. Types of training and assistance provided by academic departments to part-time/adjunct faculty.

Academic Department	Meeting with Chair or another Professor	Blackboard Training	Department Handbook	Department Specific Discussions
Biological Sciences	X	X		X
Chem, Comp, & Phys. Sci.	X			
Art, Comm., & Theatre				
Eng., Hum., & Languages	X	X		X
Music	X		X	X
Mathematics				
Occup. Safety & Health	X			X
Social Sciences				
Aviation Sciences Inst.				
Aviation Management	X	X		X
Aviation Flight				
Management & Marketing	X	X		X
Accounting & Finance	X	X		X
Educational Instr. & Leader	X			X
Health, Phys. Ed. & Rec.*				
Behavioral Sciences		X**		X***

*No formal training because adjuncts are very familiar with the program

**Blackboard training for Criminal Justice adjuncts

***Quality Matters required for Psychology Adjuncts teaching online

Further, greater efficiencies could be achieved by providing a centralized training for institution-wide processes such as the use of Blackboard (learning management system), Taskstream (assessment management system), campus connect (portal to personal and campus information), and Quality Matters (training for distance education). Given the increased numbers of adjuncts and the potential for increased efficiency, the Vice President of Academic Affairs has requested the Dean of Instruction to develop a centralized plan to train, evaluate, and provide feedback to part-time/adjunct faculty to supplement the discipline-specific processes used by each academic department. This plan is scheduled to be piloted in spring 2014 and implemented for 2014.

SE Follow-up: Comprehensive Enrollment Management Plan with Special Attention to Students of Color (Assurance)

A comprehensive enrollment management plan has been developed ([Link Enrollment Management Plan](#)) and it has yielded positive results regarding the enrollment of students of color (Table I-4). Using data from Fall 2003 and Fall 2012, the percentage of students of color relative to the entire student population has increased from 29% (1,208 students of color out of 4,124 total students) to 38% (1,561 students of color out of 4,102 total students), respectively. Over the last ten years, percentage of Hispanic students has increased by 118% (from 79 to 172), percentage of African American students by 58% (from 188 to 297), percentage of Asian students by 48% (from 69 to 102), and percentage of Native American students by 12% (from 869 to 973). During the same time, the percentage of White (non-Hispanic) students has decreased by 13% (from 2,916 to 2,541).

Table I-4. Change in student diversity between fall semester 2003 and 2012.

Ethnicity	Fall 2003		Fall 2012		Net Change	% Net Change
	Number	%	Number	%		
White (non-Hispanic)	2916	70.7	2541	61.9	-375	-13%
Native American/Alaska Native	869	21.1	973	23.7	104	12%
Asian	69	1.7	102	2.5	33	48%
Hispanic/Latino	79	1.9	172	4.2	93	118%
Black/African American	188	4.6	297	7.2	297	12%
Native Hawaiian/Pacific Islander	3	<0.1	17	0.4	14	467%
2 or more races	0	NA	0	NA	NA	NA
Total	4124		4102			

SE Follow-up: Deferred Maintenance of Physical Facilities (Assurance)

Southeastern has worked continuously to improve many facilities on campus since the last comprehensive visit. Southeastern's master plan ([link to Master Plan](#)) documents the progress to date including the completion of 60 projects totaling \$71.6 million. Four new facilities have been added to the campus including new classroom facilities,

athletic/convocation arena, student housing, and a new student union. Many other projects have addressed ADA and safety issues. Many of facility upgrades also include network infrastructure and information technology upgrades.

The Director of the Physical Plant and Director of Environmental Health and Safety are charged with assessing each facility to update the Deferred Maintenance Report. This report identifies the current condition of the facility and the cost estimates to resolve any safety, security, or deterioration issues, such as electrical, mechanical, plumbing, exterior and interior painting, ceiling replacement and flooring. The objective is to improve our existing facilities to support the teaching/learning goals of the University. The Durant Campus has 60 facilities that total 927,935 sq. ft. with a replacement value of \$165,048,643. The McCurtain County Branch Campus has five facilities that total 60,752 sq. ft. with a replacement value of \$13,860,130. Table I-5 reflects budgets for fiscal years 2011, 2012 and 2013.

Table I-5. Annual budget specifically allocated for deferred maintenance and safety compliance for the last three fiscal years.

Fiscal Year	Building	Safety	Total
2011	\$348,627	\$113,770	\$462,397
2012	\$441,780	\$120,883	\$562,663
2013	\$485,739	\$203,340	\$690,078
3-year Total	\$1,276,146	\$437,993	\$1,715,138

SE Follow-up: Comprehensive System for Documenting Complaints and Resolutions in the area of Opportunity and Affirmative Action (Assurance)

A comprehensive data system was put into place to document all formal grievances (Staff, Faculty, ADA, Title IX EEOC & OCR claims), sexual harassment, and appeals in 1999. Most recently, in February 2013, a webpage ([Link EthicsPoint Website](#)) was developed that provides the different avenues and procedures to report complaints and grievances. In October 2011 ([Attach EthicsPoint Letter](#)), the Board of Regents of the Regional University System of Oklahoma established EthicsPoint, a comprehensive and confidential reporting tool to help all employees in the system work together to address fraud, abuse, and other misconduct in the workplace. The link to EthicsPoint is on Southeastern’s homepage; therefore, not only employees but non-employees such as students, alumni, and community members, also have the ability to report concerns. Concerns may be submitted to EthicsPoint online or by calling a toll-free number. In fall 2011, Southeastern also starting using Maxient software ([Link to Maxient website](#)) in an effort to enhance the equitability and efficiency of student conduct processes. During the initial implementation, it was used primarily for student conduct issues; however, Maxient is now being integrated into other areas on campus.

SE Follow-up: University has not named an ADA Compliance Officer (Assurance)

The Director of Human Resources was assigned the duties of the ADA compliance officer after the visit in 2003. In October, 2012, the duties of this office were reassigned to the Director of Diversity and Special Assistant to the President; the Special Assistant to the President now has responsibility for Equity, Diversity, and Compliance, serves as the Affirmative Action Officer, and is the Title IX Coordinator.

SE Follow-up: Personnel Files should be Centralized (Assurance)

The Office of Human Resources manages a basic set of personnel files for all employees. Each category of employee requires a standardized format of records.

Employees are categorized by:

- Full-time Faculty and Staff
- Adjunct Faculty and Part-time Staff
- Graduate Assistant/Resident Assistant
- Student

Additional files required specifically for faculty are maintained by the Office of Academic Affairs. These additional records include information related to faculty credentials, faculty rank, tenure, faculty salary calculation, faculty hiring, faculty grievances and appeals, and records for academic accreditation.

SE Follow-Up: Separate Affirmative Action/Equal Opportunity from Human Resources (Assurance; Advancement)

In 2008, a new direct report to the President was appointed as the Special Assistant to the President and Director of Institutional Diversity. Additional responsibility of the Affirmative Action Officer was added in 2009 and the Title IX Coordinator was added in 2011. The University President has placed even greater emphasis on the strategic goal of diversity and cultural competence by adding equality as a guiding principle. In 2012, the area was renamed as the Office of Equity, Compliance, and Diversity to more closely mirror its function and scope. Responsibility combines managing diversity, affirmative action and equal opportunity, harassment and complaint handling, and compliance related to disability and non-discrimination policies.

SE Follow-up: Institutional Research Office (Advancement)

The primary responsibility for institutional research is assigned to the Assistant Vice President for Academic Affairs: Institutional Research and Support, and Dean of Graduate Studies. The University's transition Taskstream has been coordinated by the Assistant Dean for Distance Education and Assessment Management System Coordinator. University-wide assessment and accreditation (both regional and specialty) are under the oversight of Assistant Vice President for Academic Affairs: Student Learning and Accreditation. Five other professional staff (two in Academic Affairs, one in Student Affairs, and two in Information Technology), also support institutional research efforts.

SE Follow-up: Master of Technology (Advancement)

The Master of Technology has been streamlined to provide graduate school opportunities to students in the Biological Sciences. With the deletion of the Information Systems option in fall 2013, all other options within the program have been either suspended or deleted. The transition to a Master of Science program has been impeded by the lack of institutional resources. The Master of Technology is completing program review this academic year and the information and recommendations gained from this process will be used to strengthen the program.

SE Follow-up: Strategic Plan for Information Technology (Advancement)

Strategic technology initiatives are a part of many projects on campus including building and renovation projects, computer replacements, network enhancements, energy savings, distance learning, and routine maintenance of existing solutions. Each year, the Information Technology departments submit a technology plan to the state of Oklahoma ([Attach most recent report](#)). Technology projects cover a vast range of areas including enhanced online enrollment functions, improved software and hardware capability, increased bandwidth to campus users, website(s), increase information security, ADA accommodations, and efforts to facilitate distance learning (IETV & Online). The major technology projects accomplished for the last ten years may be viewed at ([Attach IT Summary from Dan](#)).

SE Follow-up: Merger of Academic Departments/Administrative Offices (Advancement)

Several mergers and reorganizations have occurred since the visit in 2003 including:

- Department of Behavioral Sciences was formed when Department of Psychology and Counseling merged with Department of Sociology.
- Department of Fine Arts was formed by merging the departments of Music and Art.
- Department of Art, Communication and Theater was formed by the merger of Art programs with the Department of Communication and Theater; Music was designated as a department.
- The Department of Chemistry, Computer, and Physical Sciences was formed by the merger of the departments of Physical Sciences with the Department of Computer Science and Technology.
- In November, 2012, the position of Dean of Instruction was created when the deans of the academic schools (Arts and Sciences, Education and Behavioral Sciences, John Massey School of Business) were eliminated. This provided a unique opportunity to recapture resources and use them for other functions. For example, university employees received stipends the last two years, an additional \$40,000 was allocated for faculty development in 2013-2014, and the Southeastern tuition waiver benefit was expanded to include eligible dependents.

SE Follow-up: Encourage and Support Faculty and Staff Development (Advancement)

In 2013-2014, a new initiative was created to promote professional development of faculty and \$40,000 was allocated to fund the program. Faculty are invited to submit proposals for professional development and the funds are awarded on a competitive basis two time per year.

In 2008, Southeastern initiated the “Southeastern Leadership Development” (SOLD) program which offers professional development opportunities to all faculty and staff several times a year. Many SOLD opportunities are hosted on campus and lead by Southeastern personnel. The program offers access to several professional development opportunities in a manner that leverages resources and helps reduce travel expenses.

The SOLD Program began unofficially in 2008 with Lunch ‘n Learn seminars in personal growth covering topics such as Nutrition and Diabetes, Stress, Resolutions, and Meditation. In October that year, SOLD had its first professional leadership development seminar entitled “The Unmade Leader” with Rhett Laubach. Rhett’s motivational seminar included discussion of innate leadership traits that we may already possess, and answered the important question “Are Leaders born or made?”

The committee began the Centennial year dedicated to providing personal, career, and community and civic leadership development presentations and workshops designed to meet the development needs of faculty and staff. SOLD provided professional workshops presented by Charlie Babb, General Counsel for the Regional University System of Oklahoma on Legal Issues of the Faculty and Supervisors, Respectful Workplace, and Record Retention. In the area of community and civic growth, guest speakers included Lisa Billy who discussed the importance of valuing culture and Tommy Kramer who provided us with updates on the Durant Community. In January 2010, the first level or course of the SOLD program was announced.

The SOLD Ambassador program is designed to enhance skills and to promote involvement, encouragement, and excitement about the University. The program consists of required core courses that focus on the basic functions of all faculty and staff and elective courses selected by individuals focusing on ways that participants can enhance personal, career, and community/civic growth opportunities. There are currently 50 faculty/staff members enrolled in this program and several participants complete the program each year and receive their certification.

Leadership SE is an extension of the SOLD Ambassador program designed to provide perspective, knowledge, and techniques necessary to perform more effectively in the workplace and to enhance leadership and supervisory skills. The program consists of core courses on functions of the supervisory process and electives in the areas of personal, career, and community and civic growth. Core courses include financial fundamentals, Pro-Card, DPS, travel and leave reports, performance appraisals, workers comp, and insurance. Elective courses will vary each semester but are designed to promote civic engagement, teamwork, and camaraderie.

SE Follow-up: External and Internal Communications (Advancement)

There has been a significant change in the standardization and use of our University Logo and directives have been issued to uniform signatures with campus e-mails. The Strategic Marketing Team ([attach Marketing Plan](#)) was charged with creating a “Graphic Standards” document that outlines uses of University Logo’s and colors ([LINK website](#)). Each Department is expected to adhere to the established guidelines that clearly identify the correct use of the University Logo and provides access to the Logo for electronic reproduction. There has also been an effort to unify all campus e-mail signatures with a standard “best practices” method. This was put into action in the 2011-2012 insure all campus personnel email signatures were uniform and correct in their format.

These items have been implemented but issues do exist in both areas. Internally and externally we have people identifying Southeastern as SEOSU, SOSU, SE etc.... this can be confusing to all parties. Also, there has been some inconsistency with the implementation of uniform campus e-mail signatures.

Chapter Summary

Southeastern embraced the findings and recommendations of the HLC team in 2003 and significant progress has been made in the areas of diversity, accessibility, documenting complaints, technology upgrades, institutional branding/communications, professional development, and streamlining reporting structures within academic and administrative operations. Areas that remain a challenge include reliance on adjunct faculty instructors in some programs and implementing centralized processes for the development and evaluation of part-time and adjunct faculty. Based on the findings of the self-study report, Southeastern has already implemented plans to address both of these challenges.

CRITERION ONE—MISSION

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

Introduction

Southeastern articulates its mission through online media ([website](#)), written documents, strategic planning, budgeting priorities, outdoor signage, and daily operations. The faculty, staff, students, and administration believe that the university's mission is clearly presented to all its constituents. Southeastern's mission serves as a guide through the challenges of an uncertain future allowing the university to capitalize on opportunities presented while at the same time embracing the need for strategic planning.

Southeastern's 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.

Southeastern's Scope and Function Statement

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:

- 1. Provide an opportunity to succeed through a challenging, learner-centered academic environment.*
- 2. 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.*
- 3. Provide a general education program that familiarizes students with major areas of scholarship.*
- 4. Provide professional, academic and career-oriented undergraduate and graduate programs to meet the changing needs of the workforce.*

5. *Provide an environment for non-academic experiences, which fosters the development of personality, social living, and effective citizenship.*
6. *Present a system of governance that provides reliable information and, as appropriate, involves the students in the decision-making process.*
7. *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:

1. *Provide opportunities for professional development.*
2. *Use assessment to improve student learning and effective teaching.*
3. *Adhere to well-defined organizational structures, policies, and procedures.*
4. *Adapt to a changing higher education environment.*
5. *Administer a system of shared governance that provides dependable information to the institution's constituencies.*

For the region Southeastern will:

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

Southeastern is committed to fulfilling the obligations outlined in its Mission, and Scope and Function statements to all constituencies. It has demonstrated this commitment by providing students with the opportunity to succeed through a challenging, learner-centered academic environment that will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning.

Core Components

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

Subcomponents

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.)

The mission of Southeastern has evolved since it was founded as a state normal school in 1909. It was originally designated to serve a 12-county region including: Atoka, Bryan, Carter, Choctaw, Latimer, LeFlore, Love, Marshall, McCurtain, McIntosh, Pittsburg, and Pushmataha. Southeastern initially offered a two-year program to educate teachers for public schools in Oklahoma. Currently, Southeastern is a senior regional state university that operates under the auspices of the Oklahoma State Regents for Higher Education (OSRHE) and the Regional University System of Oklahoma (RUSO). OSRHE is the coordinating board for all the public institutions of higher education in the state. This includes 25 colleges and universities, 10 constituent agencies, and two higher education centers. RUSO specifically serves as the coordinating board for the six regional institutions of higher education in Oklahoma, including Southeastern. Public, four-year institutions, except for the University of Oklahoma and Oklahoma State University, are restricted to offering academic program within a designated service area unless otherwise approved by OSRHE. Each institution's president initialed/signed a map that delineated the agreed upon service area for each school (<http://www.okhighered.org/state-system/policy-procedures/four-year-service-area-map.jpg>).

On May 29, 2001, the President of Southeastern convened a committee of faculty, students, administrators, alumni, and community leaders to review the mission, scope, and function of Southeastern. The committee assessed the old mission statement, reviewed mission statements from other entities (e.g., public universities, private universities, and private businesses), reflected on The Higher Learning Commission's criteria for accreditation, and considered Southeastern's strategic plan. The committee then drafted a new mission statement. The new mission statement was forwarded to the Faculty Senate, Student Government Association, and the Southeastern Staff Association for review and then submitted to the President for his consideration. The current mission, scope, and function statement listed above was approved by RUSO on April 12, 2002. The mission, scope, and function statement is published in the current University catalog ([Catalog Link](#)) and on the Southeastern website ([Mission Link](#)).

During Spring Semester 2012 semester, the Self-Study Subcommittee for Criterion 1 developed a Mission Statement Survey instrument using Survey Monkey ([Mission Survey Link](#)). The survey was administered to faculty, staff, undergraduate students, graduate students, and alumni during the fall 2012 semester. Over 600 individuals responded to the survey including 81 faculty, 66 staff, 206 undergraduate students, 38 graduate students, and 237 alumni (Table 1-1). Please note that numbers may vary among the different questions because all individuals did not respond to all questions. Question 4 of the survey "*How would you rate the following?*" The question had three parts which dealt with individual awareness of the mission statement, the significance of the mission statement to individual jobs, (roles or functions), and the suitability of the mission statement as it relates to the purpose and mission of Southeastern.

As might be predicted, faculty and staff had the greatest awareness of the mission statement (>90% responded in the high or medium categories; Table XX). The majority of undergraduate (66%) and graduate (64%) students also had a high or medium

awareness of the mission. It is somewhat concerning that 43% of alumni responding had a low awareness of Southeastern mission.

Table 1-1. Responses by faculty, staff, undergraduate students, graduate students, and alumni to survey questions regarding Southeastern’s mission.

Survey Parameter	Group	% of Responses			Count
		High	Medium	Low	
Your awareness of SE’s mission statement	Faculty	46	44	10	81
	Staff	50	44	6	66
	Undergraduate	23	43	34	206
	Graduate	32	32	37	38
	Alumni	24	33	43	237
	Composite	30	39	31	644
The significance of SE’s mission statement to your job, role, or function	Faculty	49	38	14	80
	Staff	45	45	11	65
	Undergraduate	26	47	27	206
	Graduate	26	32	42	38
	Alumni	26	31	43	230
	Composite	31	39	30	633
The suitability of the mission statement in relation to mission and purpose of SE	Faculty	53	35	12	81
	Staff	49	40	11	65
	Undergraduate	29	44	27	204
	Graduate	33	33	33	36
	Alumni	32	36	33	231
	Composite	36	38	26	632

Similarly, faculty and staff understood the significance of the relationship between the institutional mission and their specific role/function (>87% responded in the high or medium categories; Table 1-1). The majority of undergraduate (66%) and graduate (64%) students as well as alumni (57%) also understood the significance; however, over 40% of the graduate students and alumni responded in the low category to this item. The vast majority of the faculty (88%) and staff (89%) rated the suitability of the mission statement in relation to the mission and purpose as either high or medium (i.e., high level of congruence between what is stated in the mission and what the mission should be). Undergraduate (73%) and graduate students (66%), and alumni (68%) also rated this relationship between theory and practice as either high or medium.

A separate self-study survey was administered to faculty and staff by the self-study committee and several elements pertained to the mission ([Self-Study Survey Link](#)). Composite results of this survey indicated that the mission is clear and understood by the faculty (57% agree to completely agree), administration (61%), and professional and support staff (58%); for all three groups, less than 5% of the respondents completely disagreed. A majority of the respondents also believed that the mission guides operations at the University-level (54%) and department/unit level (61%); these numbers increase 64% and 72% when those responding “*I do not know*” were removed.

In the Mission Statement Survey, several questions surveyed academic programs and student support services. In each case, individuals were asked to respond to a question

and instructed to answer in the following format: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, or Not Applicable. Faculty and staff/administrators indicated that Southeastern provides learning environment to students which includes academic excellence, personal attention, rigorous programs, extra-curricular opportunities, and career preparation as outlined in the University Mission; all these elements contribute to developing students as responsible citizens (Table 1-2). This belief is reinforced by the high regard that both undergraduate and graduate students have for the learning experience provided by Southeastern.

Table 1-2. Percentage of respondents (Strongly Agree + Agree) that indicated Southeastern is effective in providing the following parameters to students.

Parameter	Undergraduate Students	Graduate Students	Faculty	Staff & Administrators
Environment of academic excellence	86	79	68	70
Personal attention to students	79	92	91	71
Challenging academic programs	87	92	70	59
Extra-curricular opportunities	68	58	74	57
Career preparation for students	71	71	70	65
Responsible citizenship	76	68	68	62

Southeastern also articulates specific objectives for different constituencies in its Scope and Function Statement. Data in Table 1-2 clearly indicates that these objectives are being achieved, both from those providing (i.e., faculty, staff, and administrators) and those receiving (i.e., undergraduate and graduate students) the experiences.

The educational emphasis of Southeastern is two-fold. Because approximately 90% of Southeastern’s students are undergraduates, the first emphasis is to provide an array of quality undergraduate programs typically found at a regional university. The second emphasis is to deliver a targeted set of quality graduate programs that best serve the needs of the region. Southeastern provides a broad array of undergraduate and selected graduate academic programs that prepare students to adapt to the ever-changing environment in education, business, and industry. The University’s 40 undergraduate and 12 graduate programs address the regional needs while maintaining alignment with the mission statement. The vast majority of students responded that Southeastern was effective in providing both undergraduate and graduate programs; although slightly less, a majority of faculty (73%) and staff/administrators (74%) concurred with the opinion of the students.

Students served on many of the university-wide standing committees and councils (e.g., Graduate Council, General Education Council, Academic Appeals Committee) as well as chapter committees during the preparation of the Self-Study Report. Undergraduate students had a higher response than graduate students regarding their input in governance (Table 1-3). This may be due, at least in part, to a very active Student Government Association.

Table 1-3. Percentage of respondents (Strongly Agree + Agree) that indicated Southeastern is meeting the objectives for students listed in in the Scope and Function Statement.

Parameter	Undergraduate Students	Graduate Students	Faculty	Staff & Administrators
Learning-centered environment	89	90	77	72
Foundation in liberal arts & sciences	86	79	76	76
Diverse general education program	86	82	78	73
Undergraduate & graduate programs	86	82	73	74
Non-academic experiences	70	65	68	58
Student input in governance	64	55	58	58
Recruiting a diverse student body	77	68	64	65

Since Southeastern is a public institution, it is committed to meeting the needs of all students who are seeking a university degree. One of the focuses of the University is serving students who demonstrate success in diverse ways. Admission to the University is based on one or more of the following: ACT or SAT scores, class rank, or grade-point average. This allows Southeastern to provide educational opportunities to students from diverse backgrounds and varied educational experiences.

Most of Southeastern’s students come from Oklahoma and Texas. During the last five fall semesters (from fall 2008 to fall 2012), Oklahoma students represented an average of 74% of the student population, and Texas students represented an average of 20.2% of the student population. In that same period, students from other states represented an average of 3.3% of the student population and international students represented 2.4% of the student population. It should be noted that the number of international students enrolled tripled during that same time period. In the fall 2012 semester, international students represented 44 different countries. The ethnic diversity of the fall 2012 (first-time) freshmen class is listed below in Table 1-4. The diversity of the freshmen class mirrors the diversity of all students enrolled at Southeastern during fall 2012 (Table I-4 in the preceding chapter).

Table 1-4. Ethnicity of the Fall 2012 Freshmen Class.

Ethnicity	% of Fall 2012 Freshmen Class
White/non-Hispanic	52.2%
Black/African American	8.3%
Native American/Alaska Native	31.2%
Asian	0.7%
Hispanic/Latino	4.0%
Native Hawaiian/Pacific Islander	0.2%
International/Non-U.S.	3.5%

Southeastern consistently ranks in the top ten nationwide for the number of Native American graduates in recent years (see Table 1-. This is not surprising since Southeastern is located in the capitol of the Choctaw Nation of Oklahoma, Durant, Oklahoma. Furthermore, the University has collaborated with both the Choctaw and Chickasaw Nations in a variety of projects over the years, and houses on campus the

Native American Center for Student Success which oversees the Native American Excellence in Education program.

1.B. The mission is articulated publicly.

Subcomponents

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.

The institutional mission (and Scope and Function Statement) is widely available to Southeastern's constituencies in a variety of electronic forms such as University website (www.se.edu/about/mission) and the online catalog ([Catalog link](#)) as well as the printed catalog and other public documents (examples are provided in the resource room). Similarly, Southeastern's plan for the future is detailed in Vision 2015 and is available on the website (<http://www.se.edu/president/vision/>) and numerous printed documents. Over 69% of the respondents of the self-study survey ([Self-study Survey Link](#)) thought (agreed, strongly agreed, or completely agreed) that the mission was widely available to the public.

Other means of articulating the vision and mission statements include the printed statements on a small trifold card distributed to faculty and staff at the State of the University Address each fall and at other events on campus, including alumni events. Each office and employee on campus also has been provided with a hard copy of the mission and vision statement. The University continually evaluates other opportunities to communicate our mission and vision—some examples are:

- including the mission statement in all University publications;
- providing the mission statement at the main entrance of each building; and
- disseminating the mission via communication by Alumni Relations.

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

Subcomponents

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.

Southeastern is committed to its role in a multicultural society; over 74% of faculty and staff believe that this function is found in the Mission and Scope and Function ([Self-Study Survey Link](#)). Further, Vision 2015 ([Vision 2015 link](#)) states that “areas such as diversity, globalization, uniqueness, and cultural richness will be distinctive features of the institution” and one of its five strategic goals is diversity and cultural competence which states, “By 2015, Southeastern will have established a nurturing environment and programming that attracts, actively recruits and retains a community of faculty, staff, and students with diverse national, ethnic and racial backgrounds.”

Over 65% of each group of respondents of the Mission Survey ([Mission Survey Link](#)) indicated that Southeastern is effective in serving as a cultural, artistic, and information center; less than 9% of each group disagreed while the remainder were neutral.

According to *Diverse Issues in Higher Education* ([link](#)), Southeastern is among the top schools in the nation for producing Native American graduates of baccalaureate programs. Table 1-5 lists the undergraduate degree programs at Southeastern that were ranked in the top 10 in the nation in producing Native American graduates during the last four years of reporting. During this time, an average of 170 Native American undergraduate students graduated from Southeastern per year. For the last three reporting years, Southeastern was ranked number one in the nation in for Occupational Safety and Health graduates; similarly, Education has been ranked in the top four from 2010-2013.

Table 1-5. Southeastern undergraduate degree programs ranked in the top 10 producers of Native American graduates in the nation by *Diverse Issues in Higher Education* (first number is national ranking followed by number of graduates).

SE Degree	Year							
	2010		2011		2012		2013	
	Rank	#	Rank	#	Rank	#	Rank	#
Occupational Safety & Health			1	31	1	24	1	31
Education	2	44	2	40	4	35	2	31
Psychology	8	8	3	14	4	14	2	15
Biology	6	10	7	8	9	10	4	12
Communication			9	5	2	13	2	11
General Studies			5	20	8	16	3	23
Recreation			8	5	5	9	8	5
Finance			7	3			3	4
Homeland Security			10	6				
Transportation and Moving					3	3		
Marketing					7	3		
English							6	5
History							6	3
Comp. Sci. & Comp. Inf. Syst.							10	3
All Disciplines Combined	7	171	6	170	10	165	6	174

Southeastern has also been recognized by *Diverse Issues in Higher Education* for the numbers of graduates from several master’s programs (Table 1-6). The M.S. in Occupational Safety and Health has been ranked top producer in the nation of Native American graduates the last four years.

Table 1-6. Southeastern graduate degree programs ranked in the top 10 producers of Native American graduates in the nation by *Diverse Issues in Higher Education* (first number is national ranking followed by the number of graduates).

SE Degree	Year							
	2010		2011		2012		2013	
	Rank	#	Rank	#	Rank	#	Rank	#
Occupational Safety & Health	1	5	1	6	1	6	1	5
Engineering			2	3	2	3		
Psychology	4	5			7	3		
Education	8	18	14	9	20	9	13	9

The University’s efforts have not gone unnoticed nationally. In its 2011-2012 special college issue, *Winds of Change* ([link](#)) rated Southeastern second in the nation in two categories: “Top 5 Colleges for American Indians by percent of Bachelor’s degrees” (4-year weighted average of 23.9%), and “Top 5 Colleges for American Indians by percent of full-time undergraduates” (27.1%).

Southeastern created the Native American Center for Student Success (NACSS; <http://homepages.se.edu/native-american-center/>) in an effort to increase retention of Native American students; the NACSS coordinates its activities with the Academic Advising and Outreach Center (AAOC). The NACSS specifically assists Native American students who are entering or continuing their education at the Southeastern. The initial assessment for a new freshmen Native American student begins with the completion of a fact sheet that captures data regarding the need for financial and/or tribal information. Students are then assigned a Native American Retention Specialist who works with the student to develop an individualized student success plan. The NACSS works as a resource to assist students to retention and graduation. In fall 2012, Southeastern opened the new Center for Student Success focusing on student retention. The NACSS, AAOC and the Learning Center are housed in this facility and serve to benefit all students. This renovation and expansion project was funded by the University in conjunction with a Title III grant (<http://homepages.se.edu/native-american-center/connect-2-complete>).

Beginning in 2008, the University’s focus on equity and diversity expanded with the creation of the Office of Equity, Compliance and Diversity (OECD). The renamed office more closely mirrors its function and scope. Responsibility combines managing diversity, affirmative action and equal opportunity, harassment and complaint handling, and compliance related to disability and non-discrimination policies. The OECD (<http://homepages.se.edu/equity-compliance-diversity>) is a unit of the Office of the President which promotes, integrates, and transfers equity and diversity principles to

promote a welcoming and nurturing environment and advance the mission of Southeastern. The growth and expansion of the role of this office further demonstrates alignment to our stated mission and vision. Special attention has been given to policy creation, compliance, training, and planning. A full summary of the University's Diversity Statement has been compiled by the OECD ([Diversity Inventory link](#)).

The University mission also states that we will nurture a campus community responsive to the needs of a diverse population. Examples include:

Orientation for Native American Community—The purpose of this course is to provide an opportunity for freshmen Native American students to learn, practice, and adopt specific strategies to support their success in college. Class time is spent in a variety of activities, including lectures, exercises, and group discussions of issues relevant to student achievement. Assessment of individual success is determined by periodic testing in relation to areas of time management, study skills, note taking, organizational skills, knowledge of campus, and tribal resources. Additionally, each student is asked to complete a course evaluation at the conclusion of the course.

Faculty Development—The Connect2Complete grant mentioned above has provided a professional development series to faculty and staff addressing Native American learning styles, Native American culture and history, tribal government, and current issues of Indian education. This grant provides faculty and staff development each semester in the form of guest speakers and/or field trips to culturally relevant sites in the area. Dr. Betsy Barefoot has conducted a full day of workshops on enhancing the first-year experience for students as part of the professional development series.

The Southeastern Organization Leadership Development Program—this program is designed to enhance the skills of the people who play a critical role in the development of Southeastern (<http://homepages.se.edu/sold/>). Between 2011-2013, 13 of the 47 programs focused on diversity and cultural competency issues, including Diversity Head to Head, Women in Academia, Disability Etiquette, Contributing Factors to Different Learning Environments for Native American Students, and Understanding Critical Issues in Communication.

Southeastern's Mission promises that the University will provide opportunities for global awareness and serve as a cultural, artistic and information center. Southeastern provides opportunities for cultural awareness and understanding for its students. Students are provided with opportunities to experience and learn about other cultures on campus and around the world. These opportunities include on campus concerts and events, the Music Department's tour in Europe and the Choctaw Language Program. Southeastern hosts an annual Musical Arts Series and musicians from around the world perform for the campus and the surrounding community (<http://www.se.edu/musical-arts-series/>). Recent composers include the Mariachi Espuelas de Plata from Dallas-Fort Worth, Corrado Greco from Milan, and Hugues Leclere from Paris. The series is free for all attendees; the Musical Arts Series will celebrate their 40th year at Southeastern.

The University Chorale's tour of Europe allowed Southeastern students to experience various cultures and visit the sights of many famous composers such as Beethoven, Brahms, Schubert, and Strauss.

(<http://homepages.se.edu/music/2013/01/20/southeastern-chorale-completes-successful-tour-of-europe/>). They performed in Budapest, Vienna, and Prague as well as in Eisenstadt where Joseph Haydn performed during the Classical period. The Chorale concluded their tour with a visit to the Terezin Concentration camp, which is noted for the number of musicians and artist that passed through.

Southeastern also has a Choctaw Language Program, in which students can complete a minor in Choctaw language. Students learn the Choctaw language and culture in courses taught by Choctaw language instructors. Students can become proficient in speaking, reading, and writing the Choctaw language and will be able to use these skills in everyday situations (<http://www.se.edu/academics/courses/chtw/>).

The Dean of Students sponsors cultural recognition activities including Black History Month, Native November, and Carnival of Cultures (<http://homepages.se.edu/student-life/student-life-programs/multicultural-student-office/>).

The activities described above and results of the mission survey listed below clearly demonstrate that Southeastern understands the relationship between its mission and the diversity of society and provide evidence that these theoretical concepts are an integral component of the daily activity of our faculty, staff, and students.

- 71% of respondents indicated that Southeastern is effective at fostering cultural opportunities in the region.
- 69% of the respondents indicated that Southeastern is effective in recruiting a diverse student population.
- 51% of the respondents indicated that Southeastern is effective in nurturing a campus responsive to a diverse population.
- 48% of the respondents indicated that Southeastern is effective in providing opportunities for global awareness (34% were neutral in their response).
- 67% of the respondents indicated that Southeastern is effective in serving as a cultural, artistic, and information center.
- 83% of the respondents indicated that Southeastern is effective at providing personal attention to students.

As reported in the introductory chapter, Southeastern has made marked strides in increases the numbers of staff and students of color on our campus (see Tables I-1 and I-4 in the previous chapter). Even though Southeastern has not been as successful in attracting and retaining faculty of color, the level of attention and protocols in place for advertising, recruiting, and attracting a more diverse faculty are in place. Initiatives to address the deficiency have included: search committee training that addresses equity in hiring; vita banks of minority faculty; and minority candidate relationship building with feeder institutions. The number of applicants charted through the Office of Human Resources shows an increase in applicant pools who classify themselves from

underrepresented categories. Continuing vigilance in this area continues to be a priority.

Great strides have been made in the University's attention to serving students, faculty and staff with disabilities (www.se.edu/ada/). The ADA Compliance Committee works to meet the needs of our students and to achieve equal education opportunities and full participation for students with disabilities. Over 87% of the faculty and staff responding to the self-study survey believed that campus accessibility to individuals with disabilities has improved since 2003. The list of projects in the Master Plan ([Master Plan link](#)) provides the level of commitment of Southeastern to make the campus more accessible.

Southeastern is committed to providing equal employment opportunities for individuals with disabilities (<http://homepages.se.edu/hr/files/2012/01/Services-for-Fac-Staff-WEB1.pdf/>). This commitment can be demonstrated through University policy and practice.

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

Subcomponents

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.

Southeastern is a public, state-supported regional institution that contributes to the public good through its educational programs and extensive interaction with the community. A key component of the mission statement says, "Students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning." According to a University mission statement survey conducted in 2013, 72% of the respondents "agree or strongly agree" that Southeastern is effective in fostering cultural opportunities in the region (Table 1-7). The same survey indicates that 62% of respondents "agree or strongly agree" that Southeastern is effective at fostering economic growth. Additionally, 82% of the faculty and staff respondents agreed to completely agreed that the mission reflects Southeastern's role in serving the public good. In the University's mission statement survey, 68% of the respondents "agreed or strongly agreed" that Southeastern is effective in serving as a cultural, artistic and information center for the region.

Southeastern's scope and function clearly state the University's commitment to providing in-service instruction for educators and other professionals, providing

advanced graduate studies and research, and in sharing human, academic, and technological resources with schools, industries, and public agencies through economic development, partnerships, and outreach activities. Some examples of how Southeastern achieves this commitment are given below:

Table 1-7. Percentage of respondents (Strongly Agree + Agree) that indicated Southeastern is effective in providing the following parameters to the region.

Parameter	Undergrad. Students	Graduate Students	Faculty	Staff & Admin.	Alumni
Providing in-service instruction	73	61	59	53	61
Preparing quality educators	76	73	68	62	73
Providing advanced graduate studies & research	63	73	42	50	61
Providing opportunities for global awareness	63	51	36	39	50
Sharing resources with different constituencies	61	57	46	56	55
Serving as a cultural, artistic, and information center	70	65	73	68	65

Access to Educational Programs—The University utilizes not only traditional face-to-face instruction, but delivery methods such as online, instructional television, and hybrid forms to reach a student population that spans two states and eight locations. This includes the main campus in Durant; the Southeastern-McCurtain County branch campus; University Center of Southern Oklahoma in Ardmore; Eastern Oklahoma State College-McAlester campus; Tinker Air Force Base, Oklahoma City Community College, and Rose State College; and Grayson College in Denison, Texas. Southeastern was recently approved to expand its outreach program to the Grayson College South Campus in Van Alstyne, Texas, to meet the needs of students and the community in that location of high growth. By utilizing a variety of delivery methods, educational and cultural opportunities are provided to students and the public that are not otherwise readily available in those locations.

Bachelor of Science in Liberal and Applied Studies—This degree program permits 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. This degree program is intended, primarily, for those students who have accumulated a considerable amount of credit hours but have not decided on a particular major field or for students desiring a liberal arts degree with an emphasis in one of five areas (Arts, Humanities, Applied Sciences, Behavioral Sciences, or Applied Behavioral Sciences). The flexibility the program offers will help these students to obtain a baccalaureate degree without a considerable loss of

time and academic credit. The traditional “major” is replaced with a “general studies concentration” that involves five of seven different possible areas of study. The primary focus of the degree is to provide a strong liberal arts background.

Reach Higher—The Bachelor of Science in Organizational Leadership (BSOL), offered by Southeastern through the Oklahoma State Regents for Higher Education - Oklahoma's Adult Degree Completion Program, is one of nine regional institutions providing working adults with previously earned college credit the opportunity to finish a degree that is flexible, affordable, and useful in most businesses and industries in the State of Oklahoma. In addition to the Common Core Courses (27-30 hours) offered by all nine institutions simultaneously, each institution has an area of specific instruction whereby BSOL majors can strengthen base of knowledge with additional competencies. Southeastern's area of concentration is Communication. To date, nearly two dozen BSOL majors are currently enrolled with the goal to complete a degree in a timely manner. Through the Reach Higher program, Southeastern assists them in achieving that goal.

Choctaw U—In 2012, The Choctaw Nation of Oklahoma and Southeastern partnered to create Choctaw U, a Harvard University-based program. This serves the citizens and industry employees, offering them the opportunity to earn credit hours at Southeastern, while completing Choctaw U courses that are focused on leadership, communication, and business.

Internships and Services—Students in the John Massey School of Business gain valuable experience while providing services through internships at local banks and other businesses. In the University's Teacher Education division, mentoring and student teacher programs provide similar benefits to students and employers. Students in the School of Business also provide citizens with free service through the Volunteer Income Tax Assistance program.

Henry G. Bennett Memorial Library—Southeastern's library serves as a valuable resource for the public. The print collection is accessible to the general public, as well as the Evert Tigner Shakespearean Collection, Albert H. Brigance Curriculum and Assessment Center, and Native American Collection. Researchers may also view government documents and University archives. Throughout the year, the Library hosts special events that are open to the public, including author book signing, traveling exhibits, U.S. census workshops, and grant-writing workshops. The resources for the Southeastern Center for Funding Research, which emphasizes non-profit agencies, is also housed in the Library.

Public Access to Other Facilities, Services—The campus bookstore and University Printing Services operations are available to the public. Athletic facilities may be utilized for recreational activities. University facilities are also available for such functions as weddings, receptions, meetings of businesses and service organizations.

Summer Academies—Southeastern offers a number of summer enrichment academies/camps through such auspices as the Oklahoma State Regents for Higher Education, Trio, Upward Bound, and Continuing Education. Opportunities are available in such diverse areas as business, science/math, theater, and athletics. Upward Bound is a federal program that assists high school student in developing the academic skills to graduate from high school and continue in higher education. Upward Bound is a college-based program that combines academic instruction, tutoring, college preparation, and cultural awareness to provide participants a solid foundation for secondary and postsecondary success. The program provides services throughout the school year to each student in their home school and weekly/bi-weekly after school meetings. In addition, the students will meet once a semester on the campus of Southeastern. During the summer, eligible students are given the opportunity to participate in a residential program. The students reside in a residential hall on Southeastern's campus and attend classes to improve their academic skills or obtain college credit. The experience prepares them to succeed in a college environment after they graduate from high school. Some students will be eligible to earn from 6 to 13 credit hours when they complete the program. Each summer, The Massey School of Business offers the Chickasaw Summer Leadership Academy to teach Chickasaw youth the basics of starting and operating a business.

Continuing Education—The Office of Continuing Education works closely with academic departments, off-campus workshop organizations and presenters to bring to the community and students various types of face-to-face workshops, conferences and online classes that provide continuing education units (CEUs) for various professions. In 2013, Southeastern was approved by the following organizations to provide CEUs:

- State of Oklahoma Office of Professional Counselor Licensing (LPC);
- Oklahoma Board of Licensed Alcohol and Drug Counselors (LADC);
- Texas State Board of Social Workers Examiners;
- Texas Certification Board of Addiction Professionals (ADAC);
- Texas State Board of Examiners of Professional Counselors (LPC);
- National Board for Certified Counselors (NBCC).

Continuing Education also offers enrichment, cultural, and recreational classes and experiences to the community. Examples include computer and other technology-related classes, dance, photography, and aquatics.

Oklahoma Small Business Development Center (OSBDC)—Southeastern serves as the home office for the OSBDC. Since 1984, the OSBDC has grown to become the state's most comprehensive business assistance network and has helped more than 150,000 Oklahomans realize their dream. By combining state, federal, and university support, the OSBDC has significantly impacted Oklahoma's economy through business start-ups, expansions, and sustainability. It is the mission of the OSBDC to ensure that all Oklahomans have access to professional and confidential business counseling, educational workshops, and continuing support throughout their business ventures.

The Southeastern Center for Regional Competitiveness (CRC)—To succeed in economic development in rural Oklahoma with limited resources, collaboration and partnerships are essential. The Southeastern Center for Regional Competitiveness serves as a catalyst for two regional collaborations. Oklahoma Southeast (OKSE), currently in its 13th year, is a regional 24-county volunteer economic development group. National site consultants visit the region each year to ascertain regional assets and incentives. The Texoma Regional Consortium (TRC), a project undertaken in 2004 and a unique two-state coalition began, with a simple thesis, “Labor sheds are not identified by state, county, city, or other boundaries, but by how far workers are willing to drive.”

As stated in the University’s Scope and Function, “The major emphasis at Southeastern continues to be a quality undergraduate education. The University offers 40 baccalaureate programs that prepare students for a changing society. In addition, 12 graduate programs are provided to serve the needs of the region.”

Southeastern’s responsibility in emphasizing its educational responsibilities is demonstrated by its budgetary decisions: Academics and student services received 61% of the University’s \$44.6 million Educational and General I budget in fiscal year 2013. Increases were made in mandatory costs, scholarships, and salary increases. This reflects support and commitment to the teaching and learning environment. Despite difficult economic times and declining state allocations, Southeastern continues to develop innovative programs through partnerships and collaborations. Recent examples include the development of Choctaw U program and the expansion of academic programs with Grayson College in Van Alstyne, Texas. Southeastern’s commitment to its academic mission is further reflected by its numerous specialty accreditations including: The Association to Advance Collegiate Schools of Business International, Aviation Accreditation Board International, Council for Accreditation of Counseling and Related Educational Programs, National Association of Schools of Music, and Council for the Accreditation of Educator Preparation (National Council for Accreditation of Teacher Education).

In the mission survey, 80% of respondents “agree or strongly agree” that Southeastern is effective in providing undergraduate and graduate programs. In the same survey, 80% again “agreed or strongly agree” that Southeastern provides a diverse general education program.

Southeastern faculty, staff and students are involved in numerous projects to help inform, excite, and delight the community around them. From Shakespeare to manual labor, they work diligently to strengthen bonds and build new relationships throughout the community. Southeastern has been listed on the President’s Higher Education Community Service Honor Roll numerous times for its extensive involvement in community service. This recognition is through The Corporation for National and Community Service and the U.S. Department of Education. Table 1-8 provides self-reported data regarding community engagement and service provided by faculty, staff, and students at Southeastern. These numbers clearly reflect the high level of commitment of our campus family to improving the lives of others. The “Unity in the

Community” ([Website Link](#)) campaign initiated in 2012-13 was one of the initiatives that resulted from the Southeastern Professional Development Program.

Table 1-8. Community engagement and service provided by the faculty, staff, and students of Southeastern during the last three academic years.

Group	Number of Participants			Hours Served			Individuals Served		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Faculty	128	45	81	8,758	2,087	2,607	28,065	22,527	40,886
Staff	93	28	78	1,569	1,487	1,264			
Students	317	342	754	19,540	16,791	3,633			
Total	538	415	913	29,867	20,545	7,504			

Provided below are some of the cultural opportunities and community service provided by the Southeastern family.

The nationally-renowned **Oklahoma Shakespearean Festival** has presented plays, dramas, musicals, and comedies that draw audiences from all across the country for over 25 years. The OSF also has a children’s theatre workshop in the summer to train young people in the art of acting, singing, and dancing.

Families Feeding Families is an organization that provides hot meals to families in need. It was founded by Ms. Tish Burkhalter, her husband Brian and their children with the support of the community in 2003. Ms. Burkhalter is a 2010 graduate of Southeastern and was one of the two recipients of the 2009 Frank Newman Leadership Award for her efforts. This national award is given to individuals that demonstrate outstanding civic leadership. Southeastern students, faculty, and staff go on-site to serve meals, offer encouragement, and clean the kitchen and dining areas. In addition, the Student Government Association conducts a food drive each year and donates it to Families Feeding Families.

Relay for Life is an event sponsored by the American Cancer Society that the University is heavily involved with, walking in the relay and raising funds.

Special Olympics is another area where more than 100 faculty, staff and students volunteer their time. For over 25 years, area schools gather annually for a day of fun and games for the special needs students who attend their schools. Volunteers set up for the activities and then cheer on the children.

The Crisis Control Center/Domestic Violence is an organization that the counseling students are involved with. The students hold bake sales, raffles, and do other activities to raise money to help stamp out domestic violence. Each year faculty, staff, and students participate in “Take Back the Night,” which starts with a walk that begins at the University and ends at the courthouse to promote the fight against domestic violence.

Dr. Martin Luther King, Jr. Day of Service is a time anyone on campus can volunteer to help with projects to benefit this and other communities around us. They visit local

classrooms and read books to the children to educate them about who Dr. King was and what he did for our country. They share their career choices with the students and let them know how Southeastern can help them with these careers. Throughout the years, they have done many service projects on this day.

The President's Leadership Class has a service record dating back to 2001 of their involvement with the community. They have participated in the Durant Trash Off day several times, which is a day set aside each year to help in beautification efforts for the city. The PLC also participates in Relay for Life; the "Take Back the Night Walk" with the Crisis Center; tutors children in area schools; and assists at the CASA homeless shelter. Each year, the group participates in the "Journey to Healing" Golf tournament. They have a program called "Adopt a Grandparent," that allows them go into the homes of elderly citizens and assist them with tasks that they cannot do on their own. The PLC offers assistance wherever it is needed, be it at the rodeo, the nursing home, churches, or even at the curriculum contest.

True Blue Ambassadors is a student group that volunteers its time to provide campus tours to visitors and assist at a wide variety of campus events.

Lambda Chi Alpha students volunteer in the community doing painting and other service projects to help the people of Durant.

Student-athletes volunteer their time to complete numerous service projects in the community. This includes clean-up, painting, and other general maintenance work.

Kappa Delta Pi has worked with the Department of Social Services to provide Christmas for a few families that otherwise would have to do without. They also visit the public schools to promote reading with "Literacy Alive."

The purpose of the **Southeastern Staff Association** is to encourage staff members to establish and achieve a variety of goals. Twice a year, the Association holds a luncheon in which members are asked donate money or goods to benefit a need in the community. These needs have consisted of water for the firemen, fans for the elderly, food drives for Families Feeding Families, items bought or money donated to help the Pregnancy Center and The Village, and many other areas.

The Southeastern Music, Theatre, and Arts departments offer a wide variety of cultural and enrichment events. Throughout the year, they present musical performances that range from opera, pop, bluegrass, country, jazz, and instrumental to vocal. A comprehensive musical arts series brings in an array of performers from across the country. The Theater students present award-winning plays, and the art department hosts numerous exhibits.

Numerous **Southeastern faculty and staff** volunteer their time to visit area schools and community organizations to share educational experiences in such areas as science, history, business, and the arts.

As the second-largest employer in Bryan County, Southeastern has huge impact on the local and regional economy. For example, Southeastern received about \$43 million in state funding in fiscal year 2011 and generated operational expenditures of \$89 million that resulted in a total regional economic (output) impact of \$124 million (http://www.okstatechamber.com/additional/researchfdn/OKPublicHigherEd_EconomicSocialImpacts3_19_13.pdf). A major project for the past two years has been an economic development summit as part of the *Making Place Matter* program by OSRHE. This represents a collaborative partnership involving Denison (Texas) Development Corporation, Southern Workforce Board, Texoma Workforce Solutions, Grayson College, Durant ISD, Denison ISD,, Choctaw Nation of Oklahoma, Chickasaw Nation, Southern Oklahoma Development Agency, Oklahoma Department of Commerce, Southeastern's Center for Regional Economic Development, area legislators, and the Oklahoma Small Business Development Center. Chancellor Glen D. Johnson of OSRHE was the keynote speaker for the summit this year hosted on Southeastern's campus (<http://homepages.se.edu/news/2013/economic-summit-features-13-speakers-on-wide-variety-of-topics/>).

Discussion

After careful review and reflection, the campus community and our constituents concurred that Southeastern's Mission and associated Scope and Function statements are appropriate, clearly presented to the public, and guide institutional operations. Faculty and staff demonstrate a high level of commitment to the mission through their daily actions, as well as institutional processes such as hiring practices, professional development, attention to students, and strategic planning.

The evidence provided demonstrates the manner by which Southeastern fulfills its commitments to all constituents. It should be noted that a portion of the programs described above are dependent on at least partial funding from external sources. Maintaining such programs is critical to the continued success of reaching the needs of both internal and external constituencies. Furthermore, some community agencies, also experiencing funding shortfalls, request assistance from the University. Southeastern must be diligent to ensure that all requests for assistance are consistent with the institutional mission and vision for the future. The continuing trend of reduced state allocations and the concomitant expectation of increased accountability will continue to be challenges in the future. Southeastern must strengthen its case for state support, continue to pursue grants and private funding, and increase its efficiency to better prepare itself to meet future challenges.

CRITERION TWO. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

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

Introduction

The mission, scope and function, and Vision 2015 clearly identify Southeastern's commitments to students, faculty, staff, and the region. At the forefront is our dedication to provide a student-centered learning environment that allows students the reach their highest potential. Without integrity, university these documents are merely words on paper. Trust is not given but earned through ethical and responsible conduct in all facets of Southeastern such as interaction in the classroom, employment decisions, stewardship of financial, physical, and human resources, and actions taken by the governing and coordinating boards. As one of the regional institutions in the Oklahoma, Southeastern is under the oversight of the coordinating board (OSRHE) of all public institutions of higher education in the state and the governing board of the six regional institutions in the state (RUSO). Collectively, these two entities establish the regulatory framework, set admission and academic standards, and determine management policy. The University, in turn, is delegated the authority to set and implement university policies, including those to ensure that academic freedom, integrity, ethical and responsible conduct and transparency. These policies were developed in accordance with the concept of shared governance and input from the impacted constituencies. The University is dedicated to clearly and completely communicating its policies, and the development of new policies, through official publications and websites to both internal and external constituencies.

Core Components

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

Integrity in the academic community involves many units and cuts across a variety of contexts. It may refer to how consistent the University holds to established academic or personnel policies, its adherence to processes in place for appeals and grievances, the myriad of compliance issues that impact every institutional unit, or the soundness of its financial statements. Integrity is important in all of these domains and this chapter will provide evidence of the university's attention to its integrity across all contexts.

Academic Integrity

The coordinating board for all public institutions in Oklahoma (OSRHE), has specific academic polices to ensure academic integrity ([Link OSRHE website](#)). All new programs and courses, as well as all program modifications (e.g., curricular change, deletion, suspension) must be approved by OSRHE. Southeastern's policies are aligned with OSRHE policy. The following flow chart (Figure 2-1) provides an overview

this process. The curricular change process starts with department faculty for both undergraduate and graduate courses and programs. The department chair must indicate on the curricular change forms the type/level of involvement of departmental faculty ([Link to Academic Forms website](#)).

Once a change to the undergraduate curriculum has been approved at the department level, it is forwarded to the Dean of Instruction (prior to the institutional reorganization, it was forwarded to the dean of the pertinent academic school). If the Dean does not approve the proposed change, the Dean meets with the department faculty and chair to address concerns. After review and approval, the Dean of Instruction then forwards the proposed change in one of the following manners.

- If the change pertains specifically to the general education program, it is forwarded to the General Education Council ([link to website for GEC](#)) for review and approval before being sent to the Curriculum Committee ([link to website for CC](#)).
- If the change pertains specifically to teacher education programs, it is forwarded to the Teacher Education Council ([link to website for TEC](#)) for review and approval before being sent to the Curriculum Committee.
- If the change pertains to both general education and teacher education, it is first forwarded to the General Education Council and then the Teacher Education Council before being forwarded to the Curriculum Committee.
- If the change does not pertain to either general education or teacher education, the proposed change is submitted directly to the Curriculum Committee.

The Curriculum Committee then reviews the proposed change. If it approves the request, it is forwarded to the Academic Council ([link to website for AC](#)). If the Curriculum Committee does not approve the request, a conference committee is convened to work out a compromise ([link to website for conference committee](#)); the conference committee is comprised of an equal number of members of the originating committee and Curriculum Committee. If a compromise is reached, it must be approved by all pertinent parties before going to the Academic Council.

For changes to the graduate curriculum, once it has been approved at the department level, it is forwarded to the Dean of Instruction. If the Dean does not approve the proposed change, the Dean meets with the department faculty and chair to address concerns. After review and approval, the Dean of Instruction then forwards the proposed change in one of the following manners.

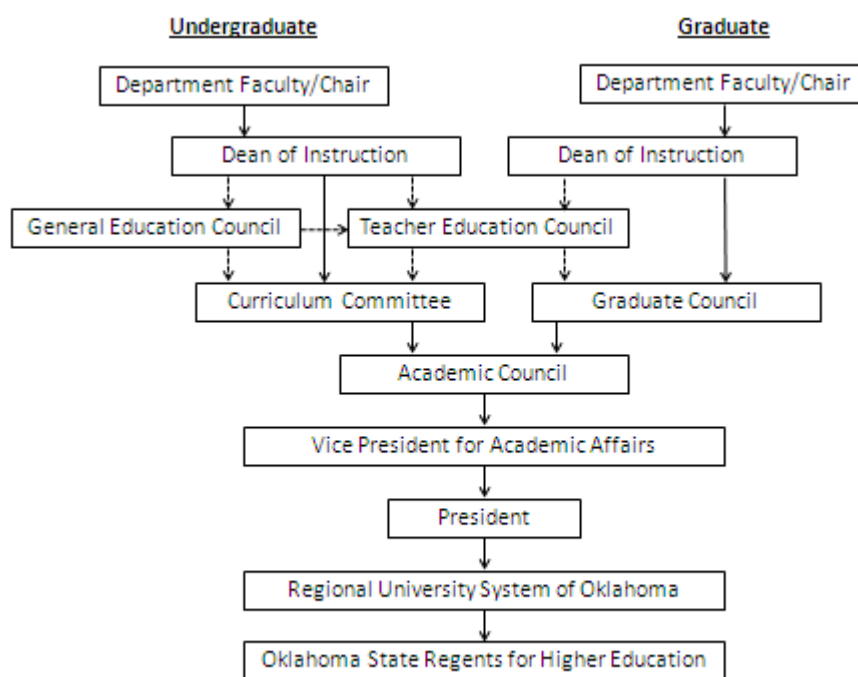
- If the change pertains specifically to teacher education programs, it is forwarded to the Teacher Education Council for review and approval before being sent to the Graduate Council ([link to website for GC](#)).
- If the change does not pertain to teacher education, the proposed change is submitted directly to the Graduate Council.

The Graduate Council then reviews the proposed change. If it approves the request, it is forwarded to the Academic Council ([link to website for AC](#)).

The Academic Council acts on all proposed changes to both the undergraduate and graduate curriculum. If it approves the proposed change, the request is then forwarded to the Vice President for Academic Affairs. Similar to other levels, if the Academic Council does not approve the request, a conference committee is convened with the originating committee to develop a compromise. The compromise then must be approved by all pertinent parties.

The next step in the process varies dependent on the type of change requested. Course modifications (e.g., title change, content change, change of pre-requisites) are recorded by the Office of Academic Affairs so that the website and catalog can be updated. If the requested change is a new course, modification of a program, or a new program, the Vice President of Academic Affairs prepares a recommendation to the President for inclusion in materials submitted to the RUSO Board of Regents for consideration; if approved, it is then submitted to the OSRHE for consideration.

Figure 2-1. Flow chart of the typical curricular change process (dashed arrows indicate that the pathway only applies to changes that involve specific programs).



In addition to the oversight by various institutional committees/councils, every academic program must either complete program review every five years or maintain specialty accreditation ([Table/link to program review/specialty accreditation cycle](#)). Departmental faculty complete a self-study report for the program; the Office of Academic Affairs provide support for the process. External consultants are invited to campus to evaluate the programs and make recommendations. The self-study report, consultant recommendations, and department responses to recommendations are reviewed by the Organized Research and Program Review Committee (ORPRC; [link to website for ORPRC](#)). The ORPRC then submits its review to the Dean of Instruction. The Dean

then forwards all information to the Vice President for Academic Affairs who prepares a memorandum of understanding regarding the conclusions and recommendations of the self-study process.

Academic Excellence is one of five strategic goals of Southeastern ([link Vision 2015](#)) and external validation through specialty accreditations is one mechanism to demonstrate the commitment. The maintenance/reaffirmation process of specialty accreditation may be used in lieu of program review. Numerous undergraduate and graduate programs currently hold or will be seeking specialty accreditation including:

- all undergraduate and graduate teacher education programs are accredited by Council for the Accreditation of Educator Preparation (formerly National Council for Accreditation of Teacher Education);
- all undergraduate and graduate business programs in the John Massey School of Business are accredited by the Association to Advance Collegiate Schools of Business, International;
- all undergraduate aviation programs are accredited by the Aviation Accreditation Board International (AABI);
- all undergraduate programs in music are accredited by the National Association of Schools of Music;
- the M.A. in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs,
- the B.S. in Occupational Safety and Health is preparing to seek Accreditation Board for Engineering and Technology accreditation; and
- the M.S. in Aerospace Administration and Logistics is preparing to seek AABI accreditation.

If an undergraduate student feels that he/she did not receive the grade that they deserve, or wish to appeal another academic action, they can submit an appeal to the Academic Appeals Committee ([link to AAC](#)). Most of the appeals from students are requests to change D, F or I to withdrawals (Table 2-1). There are also some appeals for grade changes, reinstatement after being on probation, immediate reinstatement after first suspension, and admission. At times, students make bad choices that impact their academic record and Southeastern provides two types of academic forgiveness to help mitigate the negative consequences of those choices—Academic Renewal and Academic Forgiveness ([see link for policy](#)).

Table 2-1. Actions of the Academic Appeals Committee for last the 5 years.

Academic Year	Number of meetings	Grade → W		Grade Change		Reinstatement		Admission	
		Granted	Denied	Granted	Denied	Granted	Denied	Granted	Denied
2008-2009	5	20	12	3	2	11	2	1	0
2009-2010	6	32	11	1	0	4	2	1	1
2010-2011	6	50	15	0	2	5	2	1	0
2011-2012	4	27	20	0	4	8	7	3	0
2012-2013	4	27	2	3	9	17	3	1	0

Graduate students submit their academic appeals to the Graduate Council ([link to GC](#)). The Graduate Council can hear appeals for grades, reinstatement and extension of the time limit to finish the graduate degree. Table 2-2 summarizes graduate appeals addressed for the past five years.

Table 2-2. Summary of academic appeals submitted to the Graduate Council regarding for last the 5 years.

Academic Year	Grade Appeal		Extension		Admission		Reinstatement	
	Granted	Denied	Granted	Denied	Granted	Denied	Granted	Denied
2008-2009	2	2	2	1	0	0	0	0
2009-2010	2	3	10	1	4	1	0	2
2010-2011	1	1	1	0	0	0	1	0
2011-2012	0	1	1	0	0	0	0	0
2012-2013	4	1	0	0	0	1	0	2

Another mechanism to ensure academic integrity is the course syllabus; all classes are required to have a syllabus distributed on the first day of class. The syllabus should include what is expected of the student, class schedule and grading policy at a minimum ([link to syllabus website](#)). All professors and instructors are required to submit their syllabi to the Dean of Instruction before the semester begins.

Two well-established programs help protect academic integrity for transfer students. First, the course equivalency project of OSRHE provides students ready access to the set of courses that are transferable among Oklahoma public colleges and universities as well as some in-state private institutions. (<http://www.okhighered.org/transfer-students/course-transfer.shtml>). The second program that assists transfer students is the 2 + 2 articulation agreements that Southeastern maintains with two-year colleges in the region. Southeastern has customized articulation guides for students at nine schools in Oklahoma and four schools in Texas (<http://www.se.edu/2plus2/>). These guides promote efficiency by helping students avoid enrolling in courses not needed for their degree at Southeastern.

The Distance Education Council (DEC; [link to DEC on website](#); previously the Online Learning Council and Distance Learning Council) is involved in the integrity of the online and blended courses. The function of the DEC is to provide leadership in evaluating, reviewing, and assessing, and developing the online learning philosophy and curriculum. Prior to 2012, professors/instructors teaching online had to complete a training course (and pass) to ensure that they understood how to effectively develop a class online. Two types of in-house certifications were available, one for course design and development (94 faculty certified) and the other for instruction using courses designed/developed by others (12 faculty certified). The in-house certifications were based on the standards used by the Southern Regional Education Board.

To further improve the quality of distance education offerings, Southeastern Southeastern subscribed to Quality Matters in September 2012 and became an

Oklahoma Affiliate Institution (<https://sites.google.com/site/oklahomaaquality/>). Faculty members wishing to design or teach in the online environment must be certified either through the in-house process or Quality Matters. To date, Southeastern has 39 individuals who have received the initial Quality Matters certification and an additional 19 faculty members were completing the certification process during fall semester 2013. Four faculty members have completed the Peer Reviewer certification from Quality Matters. In addition, one faculty member is completing the 3rd level of certification (Trainer) and will be able to conduct training sessions for our faculty. Initially, the members of the DEC and the Director of Distance Education would review online courses by logging into learning management system (Blackboard) for the course. This provided them with access to the all aspects of the course. Subsequently, this responsibility has been shifted to the department chair and/or his/her designee. The department chair does an annual Online Assessment Report in which the online course is evaluated to ensure that objectives and standards are being met. The online class is compared to the face-to-face class if available.

The integrity of academic records is under the oversight of the Office of the Registrar. The Office of the Registrar follows the FERPA guidelines on the release of records/transcripts; students that wish to provide others access to their academic records must sign a release form ([link to release form](#)). The records are also maintained in accordance with the Oklahoma Department of Libraries disposition schedule for academic records. The Office of the Registrar is also responsible to make sure the student has maintained the minimum GPA to remain enrolled at the university. During the last, or next to last, semester that the student plans to graduate, the Office of the Registrar will complete a graduation check to ensure that the student has met all of the requirements for graduation. As part of the process, the student's advisor for the major must submit a graduation clearance letter stipulating what must be completed during the remaining semesters; a similar clearance letter is prepared for the minor or second major.

Students are given a student handbook when they enroll at Southeastern; it is also available on the website at <http://homepages.se.edu/student-life/files/2009/10/student-handbook.pdf>. This is on the Student Life page which is two clicks from the Southeastern's homepage. The handbook has a section on academic dishonesty and the consequences of academic dishonesty.

Integrity in Business Affairs

The Vice President for Business Affairs has primary oversight for numerous units that are responsible for both the fiscal and physical operations of the institution ([link organizational chart](#)). The mission and vision of the Division of Business Affairs are aligned with the institutional mission and vision (www.se.edu/buisness-affairs/). The division is committed to excellence as it works to support and enhance the goals of Southeastern. The division also has developed a six point statement of ethics that guides its operations including integrity, respect, diligence, reliability, discretion, and competence (www.se.edu/business-affairs/ethics/).

The Office of Finance is in the Business Affairs unit and its mission is to support the instruction, research, and public service missions of the University by providing efficient, effective and professional service to the students, faculty, and staff of the University. It provides diligent efforts and dependable financial services to the campus community through professional expertise, developing practical procedures and processes, promoting efficient systems, maintaining sound financial records, and seeking continuous improvements. It also safeguards the University financial assets by ensuring adherence to university, state, and federal policies.

Also in Business Affairs are the auxiliary functions at Southeastern; an auxiliary enterprise is generally defined as a self-supporting activity that provides charged fees for services to students, faculty and/or staff. Any changes in the fee structure must be approved by both the RUSO and OSRHE. The fees relate to, but are not necessarily equal to, the cost of the service. Auxiliary operations at Southeastern follow the processes and procedures outlined in Auxiliary Budget of the Redbook—Financial and Business Handbook (Chapter 4.3.3; [link to website](#)). The Auxiliary Budget is included in the annual budget so that funds to operate such activities (auxiliary enterprises) may be allocated in lump sum for expenditure through a dedicated account.

The University upholds the integrity of its financial reporting and controls and its overall operations through its internal audit function, annual independent external audits and regulatory oversight. Results of these are reported directly to the President and ultimately to the Board of Regents of RUSO.

- **External Financial Statement Audit**—The Board of Regents of RUSO selects an independent accounting firm to complete the annual audit of Southeastern’s financial statements from those firms that meet the required qualifications and submitted a bid to complete the services. An annual audit is conducted in such a manner that is 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. Specific procedures for audits are prescribed by the State of Oklahoma (70 O.S. § 3909). The audits are filed in accordance with Section 212A of Title 74 of the Oklahoma Statutes ([link to audits](#)).
- **External Audits of Federal Student Financial Aid (Title IV)**— External audits are performed by an independent audit firm to ensure compliance with the administration of financial aid; audits are conducted using standards generally accepted in the U.S. (*Government Auditing Standards*, issued by the Comptroller of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*). The audit team performs rigorous testing of compliance with federal regulations, adherence to policies and procedures, and compliance with internal controls to ensure Southeastern is following federal and internal guidelines to maintain proper internal control over Title IV administration. Once audits are reviewed and approved by the RUSO Board, the audit is submitted to the U.S. Department of Education (USDOE). The USDOE completed its most recent onsite Title IV review in June 2013; this

was the first in over 18 years. As of December 2013, the Final Program Review Determination Letter has not been received. In November 2013, Southeastern received Provisional Certification to participate in Title IV, HEA programs through September 30, 2016 ([link to letter](#)). During Fall 2013, the President named a Title IV Compliance Taskforce to oversee all areas of Title IV Compliance and Student Consumer Information ([link to charge](#)). The results of the external audits of Federal Financial Aid and the finding of the most recent USDOE Title IV review are available in the resource room.

- **Internal Audits:** The Office of Finance is responsible for institutional oversight of the internal audit function to ensure adherence to internal controls and external policies and regulations ([link to Chapter 2.7 Internal Audit Activity Charter of the RUSO Policy Manual](#)). The mission of the internal audit function is to provide independent, objective assurance and consulting services designed to add value and improve RUSO operations. The internal audit assists the RUSO Board to evaluate and improve the effectiveness of risk management, control, and governance processes at Southeastern and other regional universities. The RUSO Board hires the internal auditors and its Executive Director has direct responsibility over all internal audits (70 O.S. § 3909 [D]; 74 O.S. § 228) to ensure they are conducted in accordance with the standards for the professional practice of internal auditing developed by the Institute of Internal Auditors.
- **Monitoring Emerging Accounting Standards**—Southeastern’s Director of Finance/Controller monitors all proposed and implemented changes to accounting standards and principles and assesses their impact on the institution. Management is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs.
- **Operating Budget**—Chapter 2 of the RUSO Policy Manual ([link to RUSO manual](#)) concerns the fiscal operations of the institutions under its oversight. The operational budget is presented annually to the RUSO Board for approval. The 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 and 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.
- **Grants**—All grants and contracts and their associated extramural-source dollars are managed by the Office of Finance. The grant proposal process may result in a grant, gift, or contract. The proposal is reviewed by the Research and Sponsored Program Manager; budgets, receipts, expenses, reporting and closing requirements are examined in order to ensure compliance with GAAP and OMB. Federal grants are audited annually by external audit firm appointed by the RUSO board.

- **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 the betterment of the University, its students, and faculty, as well as assisting in enhancing the educational advancement of our citizens (www.se.edu/foundation/). The Southeastern Foundation is administered by the Office of University Advancement; it is governed by an independent Board of Trustees exclusively for charitable and/or educational purposes for the benefit of Southeastern. Annual audits of the Southeastern Foundation are conducted by Certified Public Accountants. The Executive Board for the Southeastern Foundation approves the audit firm to conduct the annual audit. Director of Finance/Controller and Foundation Accountant at Southeastern oversee the annual audit.

Integrity with Personnel

Loyalty Oath and Oath of Office:

Upon hire and/or appointment, all university employees regardless of functional area (e.g., administrator, professional staff, support staff, faculty, board member) take and subscribe to the Loyalty Oath required of state employees and state officials, as per Oklahoma State Statute 51 O.S. Sec 36.2A ([link to website](#)). The oath is “I do solemnly swear (or affirm) that I will support the Constitution and the laws of the United States of America and the Constitution and the laws of the State of Oklahoma, and that I will faithfully discharge, according to the best of my ability, the duties of my office or employment during such time as I am . . . (example: an employee of Southeastern Oklahoma State University).”

RUSO board members are required to take and subscribe to the Oath of Office as per Oklahoma Constitution. The oath is “I . . . do solemnly swear (or affirm) that I will support, obey, and defend the Constitution of the United States, and the Constitution of the State of Oklahoma, and that I will not, knowingly, receive, directly or indirectly, any money or other valuable thing, for the performance or nonperformance of any act or duty pertaining to my office, other than the compensation allowed by law; I further swear (or affirm) that I will faithfully discharge my duties as . . . to the best of my ability.” This requirement is described in the RUSO Policy Manual ([link to RUSO Policy Manual](#)).

The Academic Policies and Procedures Manual ([link to APPM](#)) and the Staff Employee Handbook ([link to SEH](#)) include policies and procedures on conduct, due process, and nondiscrimination, equal opportunity and affirmative action as stated below. This information also is included in all employee payroll and benefit signup materials and presentations, new faculty and new staff orientations and presentations, and in all open position screening committee packets and training sessions.

Included in both manuals mentioned in the preceding paragraph also is the following nondiscrimination, equal opportunity, and affirmative action policy.

To indicate institutional compliance with the various laws and regulations that require a Nondiscrimination, Equal Opportunity and Affirmative Action Policy, the following statement is intended to reflect that Southeastern Oklahoma State University shall, in all manner and respects, continue to be an Equal Opportunity Employer, and offer programs of Equal Educational Opportunity. This institution, in compliance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and other federal laws and regulations does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, genetics, or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services.

It is the policy of Southeastern Oklahoma State University to take every available opportunity to ensure that each applicant who is offered a position at the University shall have been selected solely on the basis of qualification, merit, and professional capability alone.

It is further the policy of the University to be in voluntary compliance with any and all statutes, regulations, and executive orders which deal with equal opportunity and nondiscrimination, regardless of whether such statutes, regulations, or executive orders be of federal or state origin.

The University subscribes to the fullest extent the principle of the dignity of all persons and of their labors. In order to insure complete equal opportunity, the University shall actively recruit applicants for positions from all segments of the population locally and nationally.

The policy and procedures manuals for faculty and staff also clearly define the process by which faculty, administration, and/or staff can file grievances and appeals. As stated in the faculty and staff grievance policies, the University recognizes the right of faculty and all staff members *"to express their grievances and seek a resolution concerning work-related disagreements that arise between the University and its employees. The purpose of the grievance policy is to provide an avenue for the resolution of informal and formal grievances without fear of coercion, discrimination, or reprisal because of exercising rights under university policy."* This statement is found in Chapter 4.4.6 Faculty Grievance Policy of the APPM [[link](#)] and Chapter 13.1 Employee Complaints [[link](#)]).

There is an open door policy for faculty and staff to discuss their work-related disagreements with an immediate supervisor, next level supervisor, and appropriate vice president for their unit ([link to Organizational Chart](#)). When a complaint/grievance cannot be resolved informally, these policies provide the individual with the opportunity to seek formal resolution when he/she believes he/she has been discriminated against on the basis of a protected category, or when he/she believes that *"a violation of policy has occurred concerning working conditions, employment practices, individual rights, academic freedom, or due process."* University policy also guarantees that faculty and staff members have to freedom to exercise their right to grieve formally, *"without fear of*

coercion, discrimination or reprisal because of exercising rights under University policy."
The pertinent committee (different for faculty and staff) is convened to hear the formal complaint/grievance and make a finding. Over the past five years, there have been four formal grievances reported and acted upon, three which were faculty grievances and one was a staff grievance.

In 2012-13, the Office of Academic Affairs and the Executive Committee of the Faculty Senate revised the tenure and promotion process ([link to APPM](#)) including the process for appeals. Previously, the Faculty Appellate Committee (this committee is required by RUSO policy; [link website](#)) 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, two separate committees were formed, the Faculty Appellate Committee (FAC) and the Faculty Grievance Committee (FGC). The FAC hears procedural due process appeals for the tenure/promotion process as well as acts as the appellate committee on the dismissal of tenured faculty. The FGC will hear and make recommendations regarding grievances submitted by faculty.

Certain issues are excluded from these grievance policies because they are addressed in another written policy or because they are items for appeal rather than grievance, or they are budget deliberation matters and not subject to the grievance policies. Examples include denial of promotion/tenure not related to due process, salary increases, job classification, fringe benefits, and non-renewal of non-tenure track appointments. Please note that if the formal complaint/grievance implicates, at least in part, possible violation of laws, statutes, executive orders, regulations, and/or policies, that pertain to, but are not limited to, Discrimination, Equal Opportunity, Affirmative Action, Title IX, ADA, Retaliation, and Harassment, it will be submitted to the appropriate campus entity for investigation.

In November of 2011, the Board of Regents of RUSO established EthicsPoint (<https://secure.ethicspoint.com/domain/media/en/gui/30756/index.html>), 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 other. 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 toll-free number. As of March 2013, there have been **XX** of reports for Southeastern and **XX** reported investigations have resulted in improved written policies. The general counsel for RUSO, or designee, investigates the report and submits the findings to the RUSO Board. The overall impact of the informal and formal grievance procedures and the EthicsPoint reporting system is that Southeastern is a better place to learn and to work.

Follows Fair and Ethical Policies and Processes

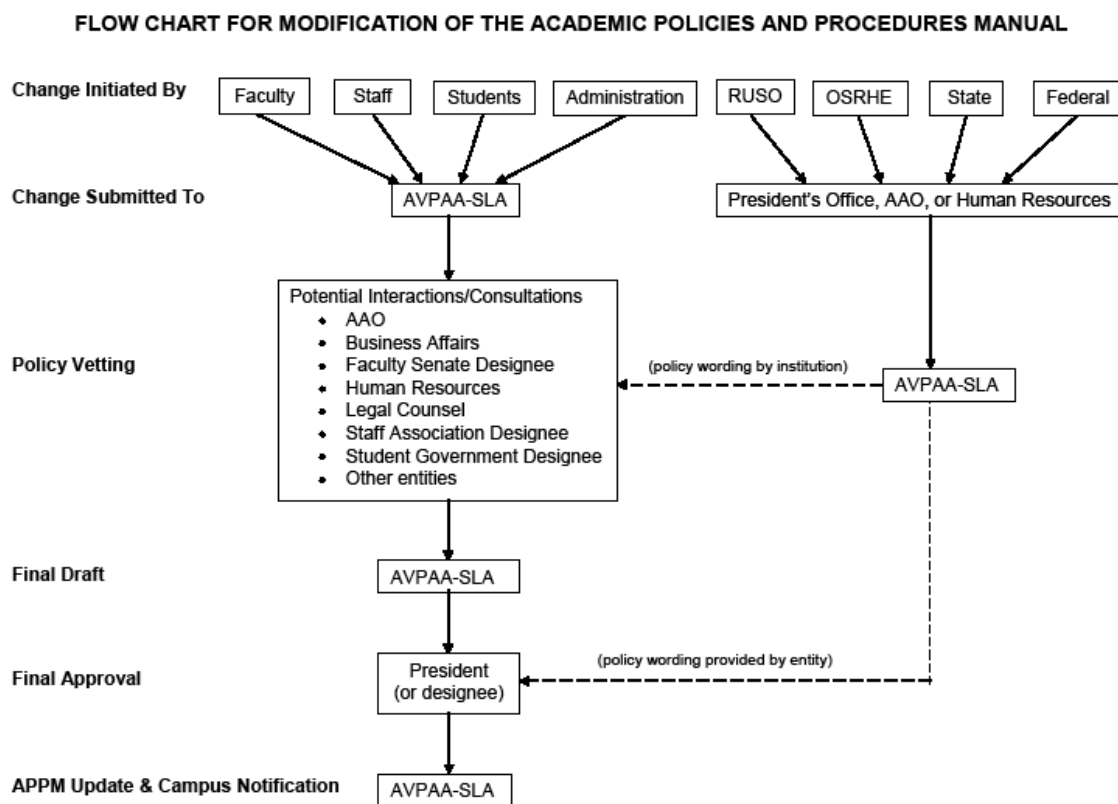
Fair, ethical, and legally compliant policies and procedures reflect the high standards of professional conduct and solid core values of Southeastern, and are the foundation for

the operational and managerial principles for the University, for the Oklahoma State Regents for Higher Education (OSRHE) and administrative staff, and for the Board of Regents for the Regional University Systems of Oklahoma (RUSO) and administrative staff. These handbooks are the OSRHE Policy and Procedures Manual, which includes the State Regents' Ethics Policy 2.10 (www.okhighered.org/state-system/policy-procedures/); the RUSO Policy Manual (www.ruso.edu/PolicyManual.aspx), which includes Section 1.6 Goals of: 1) Leadership that “encourages the practice of moral and ethical integrity in all institutional and Board activities”, 2) Effectiveness wherein the board “will promote effectiveness for the institutions it governs”, 3) Excellence by steadfastly encouraging the pursuit of excellence”, and 4) Accountability whereby “the Board, vested by law with ultimate accountability for the supervision, management and control of the universities it governs, will: provide for internal and external auditing as well as other financial reporting; review regional and specialized accrediting reports; evaluate results of individual academic program reviews; and analyze institutional reports and take appropriate action.”; and the SE Academic Policies and Procedures Manual for faculty (www.se.edu/academic-affairs/policies-and-procedures/), and the SE Administrative, Professional and Support Staff Employee Handbook (www.homepages.se.edu/hr/files/2013/04/Employee-Handbook.pdf).

Policies and procedures are reviewed and updated on a regular basis and are communicated, interpreted and applied objectively and consistently. 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 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, and in the development of new policies and procedures. The RUSO board seeks input annually from the six institutions it governs on policy and procedure updates and additional new policies and procedures for consideration and review. The OSRHE staff and advisory committees review and revise policies as needed to reflect current practice.

The Faculty Senate and Office of Academic Affairs initiated a collaborative effort to complete and comprehensive review to update of the Academic Policies and Procedures Manual (APPM) two years ago; this still is a work in progress. Specifically, the Assistant Vice President for Academic Affairs—Student Learning and Accreditation (AVPAA—SLA) and the Personnel Policies Committee of the Faculty Senate complete the initial review and recommended changes to the APPM; these are then submitted to the VPAA and Faculty Senate for review. The first task was to develop a more defined method to update the manual and the following flow chart (Figure 3-1) summarizes the process and work on the first three chapters. Virtually all of the second year was devoted to working on the policy regarding the tenure and promotion process; the revised policy was implemented for use for the 2013-14 academic year. The emphasis for 2013-2014 will be to review the post-tenure review policy and update other chapters.

Figure 3-1. Process used to modify the Academic Policies & Procedures Manual.



Oklahoma Ethics Commission and Personal Financial Disclosure:

The Oklahoma Ethics Commission is a constitutional state agency that promulgates rules and of ethical conduct and provides assistance in monitoring personal financial disclosure of state officials and employees, as well as campaign financing and political and official conduct (<http://www.ok.gov/oec/>). The Ethics Commission requires state personal financial reporting annually by state officers and certain state employees. For Southeastern, the president, vice presidents, dean of instruction and director of finance/controller are required to file a Statement of Financial Interest or Statement of No Change by May 15th for the previous calendar year.

Integrity is incorporated in all operations and functions of Southeastern. Question 13 of the HLC Self-Study Survey ([Survey link](#)) asked whether Southeastern acts with integrity and is ethical and responsible. Survey results reflect that overall the majority of faculty and staff feel that Southeastern acts with integrity and is ethical and responsible in its conduct in the areas of financial matters, academic matters, personnel matters, auxiliary functions and in the development of policies and processes (Table 2-3). When examining just faculty responses, there is less agreement for financial matters (51% agree to completely agree vs. 70% for administrators and staff), personnel matters (52% vs. 58%), and the development of policies and processes (54% vs. 70%).

These differences in perception will warrant further investigation to determine the cause because a review of primary data clearly indicates that Southeastern acts with integrity in these areas. For example, the independent external auditors reported no findings, identified no material weaknesses, found no significant deficiencies, and issued unqualified reports for all audits reviewed through 2008. Additionally, no findings have been report by the Oklahoma Ethics Commission in its review of personal financial disclosure documents submitted by the required administrators.

Table 2-3. Percent of responses to the HLC Self-Study Survey regarding whether Southeastern acts with integrity and is ethical and responsible in its conduct in the areas indicated (ADST = administrator and staff; FAC = faculty).

Operational Area	Percentage of Respondents											
	Completely Agree		Strongly Agree		Agree		Weakly Disagree		Completely Disagree		I do not know	
	ADST	FAC	ADST	FAC	ADST	FAC	ADST	FAC	ADST	FAC	ADST	FAC
Financial Matters	13	9	21	14	36	28	11	32	2	5	17	12
Academic Matters	11	12	15	17	43	45	8	22	4	3	29	2
Personnel Matters	9	6	17	11	32	35	23	25	6	17	13	6
Auxiliary Functions	8	2	13	9	43	37	8	9	2	3	26	40
Policy/Process Develop.	8	3	15	9	47	42	11	25	4	11	25	11

For personnel matters, the Vice President for Academic Affairs has agreed with the recommendation of the tenure/promotion committee (comprised exclusively of faculty) in 56 of 60 (93%) reviews during the last four years. In three of the remaining four cases, the Vice President disagreed with the committee's recommendation and in the last instance the applicant withdrew the portfolio before the Vice President submitted the recommendation to the President. Given that not all the recommendations by the committee were unanimous, this high level of concurrence between faculty and administration suggests a high level of integrity. In a very limited number of instances, Southeastern has been required to address findings resulting from faculty complaints to the Office of Civil Rights; in all cases, Southeastern responded quickly and effectively to address concerns.

Faculty concern with the development and policies and processes may stem from the previous academic structure at Southeastern. In some cases, faculty expressed concern that the deans of the three academic schools (Arts and Letters, John Massey School of Business, and Education and Behavioral Sciences) did not consistently follow policies and processes. However, the recent appointment of the Dean of Instruction and the elimination of academic deans, should address these concerns. The Dean regularly meets with all department chairs; this has increased consistency in the flow of information in both directions. As mentioned previously and related to the development of policies and processes, the Office of Academic Affairs has been working with the Faculty Senate to update the APPM and the development of a specific process to should also address faculty concern in this area ([link manual](#)).

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.

Southeastern presents itself clearly and completely to its students and the public. This is done in a variety of ways. Almost everything that the students or public would like to know about the institution is on Southeastern webpages. Additionally, the University Catalog is available in both hardcopy (resource room) and electronic ([link to website](#)) forms. Question 14 of the HLC Self-Study Survey ([link to SSS](#)) asked whether Southeastern presents itself clearly and completely to students and the public. The overwhelming majority of respondents indicated that Southeastern is transparent regarding its program offerings and requirements, employees, costs and the relationships it holds with regional and specialty accrediting bodies (Table 2-4).

Table 2-4. Percent of all responses that Southeastern presents itself clearly and completely to students and the public in the following areas.

Survey topics	Percentage of Respondents					
	Completely Agree	Strongly Agree	Agree	Weakly Disagree	Completely Disagree	N.A. to my area
Programs offered	16%	22%	44%	12%	2%	4%
Program Requirements	13%	26%	46%	9%	1%	6%
Employees	11%	23%	43%	19%	1%	4%
Cost to Students	16%	20%	45%	9%	3%	8%
Institutional Control	8%	15%	44%	14%	4%	15%
Accreditation Relationships	11%	20%	51%	9%	1%	8%

Program Offered and Their Requirements

The Southeastern website provides a wealth of information targeted for prospective students, current students, and the general public. On Southeastern’s homepage there is a link to Academics; from this site, an individual can connect to the following information:

- Undergraduate Majors and Degree Programs (<http://www.se.edu/academics/degrees/>)
- School and Department Web Sites (<http://www.se.edu/academics/schools-and-departments/>)
- General Education requirements (<http://www.se.edu/general-education/courses/>)
- Class schedules (<http://www.se.edu/academics/class-schedules/>)
- Academic Calendar (<http://www.se.edu/registrar/calendar/>)
- Graduation information(<http://www.se.edu/academics/graduation/graduation-requirements/>)
- Course descriptions (<http://www.se.edu/academics/courses/>), and
- General Academic Information (<http://www.se.edu/academics/general-information/>) that explains things like what student classification is, how the course numbering system is, the student's right to privacy)

There also is a direct link from Southeastern's homepage to Admission/Scholarships where individuals can find information regarding admission requirements (<http://www.se.edu/future-students/admission-requirements/>). A prospective student can apply online or print out an application and submit it electronically or through the mail. There are also similar links from the homepage for future students (<http://www.se.edu/future-students/>) and current students (<http://www.se.edu/current-students/>). The current academic catalog (2013-2015) is available online (<http://www.se.edu/academics/catalogs/>); previous catalogs back to the 2000-2002 also are also available at this site. Therefore, students have access to the program requirements when they started their program. Paper copies of current and previous catalogs are maintained by the Office of the Registrar and the Henry G. Bennett Memorial Library. Departmental websites also provide students with academic information. The departmental websites do vary, but most have degree program checklists and list the faculty in the department. Lastly, there is a direct link from Southeastern's homepage for Parents; this page provides answers to FAQs of parents (<http://www.se.edu/future-students/parents-faqs/>).

Southeastern's website is not the only source of information; numerous brochures and handouts are produced by the Enrollment Management unit (includes the Office of Recruitment) to provide information to student and parents (hard copies of documents are available in the resource room). When prospective students have a campus tour they receive informational handouts that include topics such as scholarship opportunities, estimated costs, majors and degrees available, admission requirements, and important deadlines. In addition, numerous prospective high school students visit campus for a variety of events including SE Live, Honors Day, Sneak Preview, and College Fair; similar informational brochures and handouts are provided to participants. Transfer students also are provided pertinent handouts during their campus visits. In the summer before freshmen enter school they attend an orientation session (Camp SE) in which they also receive handout material and during the admissions process, new students are given the Student Financial Aid Handbook. Students receive a degree requirement sheets and a Guide for First Year Students during enrollment. Southeastern recruiters visit numerous high schools and community colleges in the region (Table 2-5); during these visits, the recruiters clearly and completely represent Southeastern to prospective students and the general public.

Besides information for the prospective student there is information on the webpage for policies and procedures that the current or prospective students may need. For example, from the individuals can navigate to a Grades link ([link](#)) from the Academics page ([link](#)) to find information about the following topics (this same information is available in the University Catalog).

- Admission Requirements (<http://www.se.edu/future-students/admission-requirements/>),
- Grade Calculation (<http://www.se.edu/academics/grades/grade-point/>)
- Academic Forgiveness Policy (<http://www.se.edu/academics/grades/academic-forgiveness/>)
- Appeal of Assigned Grade (<http://www.se.edu/academics/grades/grade-appeal/>),

- Retention, Probation and Readmission (<http://www.se.edu/academics/grades/retention-probation-and-readmission-policies/>), and the
- Academic Advising and Outreach Center (<http://homepages.se.edu/advising-center/>).

Table 2-5. Summary of the number of visits by University recruiters.

Recruitment Year	High School Fairs	High School Visits	Visits/Fairs to 2-year Institutions
2008-2009	27	138	34
2009-2010	74	257	35
2010-2011	54	149	48
2011-2012	75	163	27
2012-2013	45	62	8

Southeastern’s website provides current (<http://www.se.edu/current-students/>) and future (<http://www.se.edu/future-students/>) students with a wealth of information regarding student services and other aspects of student life. For current students, in addition to direct access to Blackboard (learning management system), Campus Connect (student information system), student e-mail, Smarthinking (online tutoring), and the SE Alert System, other links are categorized into four areas: Life on Campus; Campus Resources; Student Services; and Student Organizations. For future students, links are arranged into four categories including: Explore; Visit; Apply; and Succeed.

Southeastern provides students the expected cost of attendance for the main campus and each of its additional locations (<http://www.se.edu/future-students/expected-cost/durant/>) and a net price calculator on its website. Southeastern also provides information about financial aid (<http://www.se.edu/financial-aid/>) and scholarships (<http://www.se.edu/future-students/scholarships/>) that are available to students.

Faculty and Staff

Information about faculty and professional staff is available on the Southeastern’s website and to a lesser extent, the University Catalog. Most departmental websites list the faculty in the department. Many faculty maintain personal websites that have additional information such as office hours and classes that they are teaching that semester. There is also a Faculty and Staff link on Southeastern’s homepage (www.se.edu/directory/) in which you can obtain contact information for the faculty and staff of the university. The University Catalog lists the year of initial employment, academic rank, academic degrees, and graduate faculty status of all full-time faculty.

Control

Southeastern and the five other regional universities in Oklahoma are governed by RUSO (www.ruso.edu/) and there is a direct link to its website Southeastern’s homepage. The RUSO Board has a policy manual that the universities must follow

(<http://www.ruso.edu/LinkClick.aspx?fileticket=YHiPrigGqLg%3d&tabid=849>). The role of the RUSO Board also is described on page iv of the University Catalog. In addition to the RUSO Board, the coordinating board for all public institutions of higher education in Oklahoma is OSRHE (www.okhighered.org/).

Accreditation Relationships

Information about accreditation relationships is readily available on Southeastern's webpages. On the homepage, there is an icon for the Higher Learning Commission that provides a direct link to the *Statement of Affiliation Status* on the Commission's website. The first page of the University Catalog ([link](#)) also indicates that Southeastern is accredited by the Higher Learning Commission. On the John Massey School of Business homepage there is an icon for the AACSB accreditation. On the School of Education and Behavioral Sciences homepage there is a description of the National Council for Accreditation of Teacher Education (NCATE) accreditation. On the Master of Arts in Clinical Mental Health and Counseling homepage there is a description of the CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation. The Department of Music has a Department of Music Student Handbook (which is available online on the department website) in which it states that the program is accredited by the National Association of Schools of Music. On the Aviation webpage there is a link telling that aviation programs are accredited by the Aviation Accreditation Board International.

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.

Subcomponents

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.

Southeastern is under the control of both coordinating board (OSRHE) and 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 (www.okhighered.org/state-system/). 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 Regent's staff. The public interest is of central concern of the coordinating board and the staggered terms of membership provide both stability and opportunity for change. The primary functions of OSRHE are to:

- 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 (www.ruso.edu/PolicyManual.aspx; formerly known as the Board of Regents of Oklahoma Colleges) is a constitutional board and its powers and duties were written in the Oklahoma Constitution (adopted at election held 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 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 ([link](#)). 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 officer, the President of each institution, assume responsibility for making recommendations to the OSRHE (coordinating board) regarding possible changes in function, program of study, standards of education, and budgetary needs for both general operation and capital improvements.

Questions 15 and 16 of the HLC Self-Study Survey ([link](#)) asked respondents to rate if RUSO and OSRHE made decisions that were in the best interest of the institutions under its oversight, respectively. For RUSO, 56% of the responses were agree to completely agree; it was slightly higher for OSRHE at 58% (Table 2.6). Given that multiple institutions are under the oversight of each entity, it was surprising that the percent agreement was so high. Funding is always of concern, especially given the economic downturns since the last comprehensive visit. The differences in state allocation among the different categories of schools (e.g., doctoral granting, regional universities, 2-year schools) may be reflected in the level of disagreement that OSRHE acts in the best interest of the institutions.

Table 2.6 Percent of respondents that believe RUSO and OSRHE act in the best interest of institutions under their oversight.

Board	Percentage of Respondents					
	Completely Agree	Strongly Agree	Agree	Weakly Disagree	Completely Disagree	N.A. to my area
RUSO	6%	4%	46%	23%	8%	13%
OSRHE	3%	7%	48%	21%	7%	14%

The RUSO Policy Manual ([link](#)) identifies 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 preservation and enhancement of the six regional universities under its oversight.

- **Leadership**—The Board provides leadership that clearly articulates the benefits of the regional university system as a whole and its constituent members. For example, it provides summary statistics of “*What the Regional University System of Oklahoma does for the state of Oklahoma*” ([link to RUSO website](#)). The RUSO website also provides individual institutions the ability to highlight its activities ([link SE highlight](#)). The RUSO Board plays a critical role in the selection and retention of the chief executive officer at each institution, as well as fostering their growth as leaders.

- **Effectiveness**—The Board promotes effectiveness of institutions by providing practical and workable policies. For example, the Board created an anonymous tip line (EthicsPoint) to help identify when established policies were not working or not being followed. The Board encourages the recruitment and retention of highly qualified faculty by serving as the last step of the tenure process. The RUSO Board also is charged with fostering goodwill and understanding with the public, state legislature, the executive branch of the State of Oklahoma, and the Higher Education System.
- **Excellence**—The Board vigorously promotes and defends the unique role and mission of the regional universities. The Board is charged with ensuring students success in an international, multicultural society, and being sensitive to the changing environment and willing to address such changes through its actions.
- **Accountability**—The Board is vested by law with ultimate accountability for the supervision, management, and control of the regional universities. It has the fiduciary responsibility of the system to provide for both internal and external auditing as well as other financial reporting. It also plays a critical role in the review of regional and specialized accrediting reports, as well as institutional reports, and take appropriate action as warranted.

In the regular open meetings, the RUSO Board carries out its responsibilities which are to: determine management policy; employ personnel as well as duties; enter into contracts for necessary services; maintain custody of records; maintain property titles; and assure general responsibility for operations of the institutions. Meetings are held at the RUSO administration office and at one of the six regional universities each year; special meetings may be called as necessary. A majority of the members constitute a quorum, and meetings follow parliamentary procedures and/or Board policy. Southeastern's President prepares an agenda in coordination with the Board Chair and submits the following reports to the RUSO Board: accreditation reports, new programs and changes in courses of study, travel expenses, financial records, enrollment, employment and financial budget. In addition, the President (or designee) may submit *"recommendations for Board action for matters relating to a standing committee function to the appropriate committee chair."* The standing committee will then address the matter and report findings and proposals to the Board. Standing committees include the following: Academic Affairs; Audit and Finance; Building; Personnel; Policy and Procedures; System Advancement; and Special Committees (assigned as needed). Meeting agendas and minutes are available for public viewing and advance notice is displayed in prominent public view at the Board office in accordance with the Open Meetings Act; the notice is posted on the its webpage (www.ruso.edu/Agendas.aspx). Meetings are open to the public as mandated by Oklahoma law, and minutes are maintained of all transactions.

An example of the RUSO Board working with the University presidents was in the drafting of the RUSO (which also thereby becomes regional university) Sexual Harassment Policy, additions of the Sexual Violence sections, as well as the new Sexual Relations Policy. Our president selected certain administrators to review and

send feedback, he then collected and merged these suggestions and took back to the Board. When the Board provided a revised draft to the presidents, Southeastern was again given the opportunity to review and edit with suggested revisions. The president again considered and merged our edits and sent back to the Board for consideration. The RUSO Board voted on the final policy additions on January 20, 2013, and we have since revised our policies and distributed those to the faculty and staff. The Director of Equity, Compliance and Diversity and the Director of Human Resources have presented the policies to faculty and staff as a SOLD program. Other examples are occasional insurance policy revisions suggested to the RUSO Board through Human Resources and Business Officers working with Presidents and the RUSO Administration office (as found in RUSO General Policies Chapter 5).

The Board and University Presidents and Business Officers, as well as other financial officials and Board Administrative office officials file personal financial disclosure statements annually. The RUSO Board policies also include guidance and rules on political activities (RUSO 5.9) and Nepotism (5.12), as well as conduct in the Privately Owned Business Policy (RUSO 5.14) whereby *“no university employee shall either encourage or discourage private citizens intending to invest in university-oriented, privately owned business enterprises.”*

There is a clear financial separation between members of the Board and the institutions under its jurisdiction. Board members cannot be employed or enter into any contract or business transaction with any regional university during their term of office (RUSO 1.17). Once a Board member’s term has expired, they cannot be hired by any of the senior regional universities in any capacity for two years (RUSO 1.18). Further, RUSO expenditures policies (2.3) 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 (2.4) includes policy regarding revenue bonds that is in compliance with the *“provisions of 70 O.S. Sections 4001-4017 and 62 O.S. Section 695.8”* 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 (1.25.1). In addition, the RUSO Board holds faculty accountable for delivery of academic affairs to the institution. Both roles are explicitly outlined in the RUSO Policy Manual ([link](#)). These policies note *“that the responsibility for administration of each university is delegated to each university president”* (1.4.d), *“that the Board exercises its control over the universities through the President of each university”* (1.4.f), 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”* (1.4.h).

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

Throughout its over 100 year history, Southeastern has demonstrated its dedication to providing protections for faculty to teach and students to learn in an open and inclusive environment that 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. A strong liberal arts and sciences foundation is emphasized in Vision 2015 ([link](#)) and reflected in Southeastern’s general education program. As shown in the Table 2-7, the majority of respondents (68%) agree to completely agree that Southeastern is committed to these principles.

Table 2-7. Percent of all responses regarding Southeastern’s commitment to freedom of expression and pursuit of truth in teaching and learning.

Response Category	Percent Response	Response Count
Completely Agree	7%	9
Strongly Agree	12%	14
Agree	49%	59
Weakly Disagree	19%	23
Completely Disagree	4%	5
I do not know	9%	11

Three core documents referring to academic freedom are referred to within this section. They are as follows:

- Academic Policies and Procedures Manual ([link](#))
- Student handbook/ Code of Conduct ([link](#))
- Henry G. Bennett Memorial Library Policy Manual ([link](#))

Academic freedom is evidenced in the variety of ways in which faculty pursue truth in research, teaching and student learning. Some examples are:

- Faculty choose the textbooks for the courses they teach.
- Faculty develop the syllabi for their courses.
- Faculty are allowed freedom in choosing their teaching methods.
- Faculty are allowed to pursue research in areas of interest in their field.
- Faculty who feel their academic freedom has been compromised have the right to appeal to the Faculty Appellate Committee.

Academic Policies and Procedures Manual

References to academic freedom and freedom of expression can be found in the following sections of the Academic Policies and Procedures Manual ([link](#)) and responses to the HLC Self-Study Survey indicates that Southeastern adheres to these principles. Listed below are specific examples from the APPM regarding academic freedom and freedom of expression.

- Chapter 1.7 Operational Function states that the ultimate purpose of the University is realized in the interaction of teaching by a faculty member and learning by a student and that the entire structure of the University is designed to support and facilitate this purpose. Academic freedom is listed as one of the inherent components and products of the University's design. Other components are research, extended study, academic achievement, assessment, integrity, accountability, and dedication to teaching.
- Chapter 4.3 Academic Freedom and Responsibility states 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.
- Chapter 4.4.6 Faculty Grievance Policy addresses the formal grievance process. A faculty member may file a formal grievance for a number of work-related issues, including violations of academic freedom.
- Chapter 4.6.14 Non-tenured Faculty gives non-tenured faculty the same rights of academic freedom as tenured faculty.

SE Student Handbook/Code of Conduct

Students also enjoy mic

- Chapter 7.13 Student Publication Policies acknowledges that, in regarding the student newspaper, The Southeastern, students are protected in the exercise of freedom of expression by the First Amendment of the Constitution of the United States, as well as Oklahoma law. Accordingly, University officials are responsible for ensuring freedom of expression for all students.
- Section 7.5 Racial and Ethnic Policy and the Southeastern University Student Code of Conduct both state that while the University is committed to a multicultural, multiethnic and multiracial environment that values the principles of academic freedom and freedom of speech; acts of racial and ethnic harassment will not be tolerated. Promoting dignity and respect among all members of the university community is a responsibility each University member must share.

Henry G. Bennett Memorial Library Policy Manual

Section 10. Objectivity includes the statement that “*In accordance with this policy, the library supports the American Library Association’s ‘Freedom to Read’ and ‘Library Bill of Rights’ statements.*”

The Freedom to Read Statement, from the Code of Ethics of the American Library Association, emphasizes 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. The Henry G. Bennett Memorial Library upholds these principles of intellectual freedom and resists all efforts to censor library resources.

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Subcomponents

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.

Southeastern provides the oversight, structures, and support for the responsible acquisition, discovery, and application of knowledge by its students, staff, and faculty. For example, the Human Subjects Research Review Committee (HSRRC; [link](#)) is responsible for reviewing all research protocols for any project at Southeastern involving human subjects. The HSRRC reviews each proposal to determine if the rights and welfare of human subjects are protected and that appropriate methods were used to obtain informed consent. A project cannot proceed until it receives approval from the HSRRC. The required approval form can be found at <http://www.se.edu/university-committees/human-subjects-research-review-committee/request-for-approval-of-human-subjects-research/>.

Some departments may have additional guidelines that are specific to their areas. For example, the Department of Biological Sciences has an Institutional Animal Care and Use Committee that has guidelines related to the use of animals in research (IACUC; [link](#)). The IACUC complies with regulations set by the U.S. Department of Agriculture.

Another support service is the Organized Research Fund (http://www.se.edu/academic-affairs/documents/orps_f13.pdf). This fund assists faculty to participate in research, other scholarly activities, and other types of professional development. Applications are available each semester. The Organized Research and Program Review Committee (ORPRC; [link](#)) reviews applications and recommends the level of support to the Assistant Vice President for Academic Affairs. The five goals of Organized Research at Southeastern are to:

- promote faculty interest in research, other scholarly activities, and/or professional development,
- provide support for faculty projects in research, other scholarly activities, and/or professional development,
- develop a larger roster of faculty who are capable of directing research and/or developing other scholarly works,
- provide more opportunities for undergraduate and graduate students to participate in research and other scholarly activities, and
- enhance the reputation of SE in the areas of research, scholarship, and faculty qualifications.

Another resource offered is the Southeastern Center for Funding Research (SCFR; <http://homepages.se.edu/center-for-funding-research/>) which is located on the first floor of the library near the circulation desk. It provides assistance for anyone interested in writing a grant proposal to a foundation. The SCFR is a professional level subscription to the Foundation Center website database. This resource is also available for individuals who are seeking grants from a foundation for scholarships and fellowships. The Foundation Center interviews foundations nationwide annually in order to provide a searchable database to match up with the interests of the applicant.

Additionally, the university employs a grant writer who offers support to anyone on campus who is interested in writing grant proposals to benefit the university either directly or through the Southeastern Foundation (<http://homepages.se.edu/grants/>). This can range from providing statistical research and documentation to writing the entire proposal.

Most undergraduate and graduate programs have required and/or elective courses that provide students the opportunity to conduct original research. The professor is responsible for ensuring the integrity of the process and expectations are often outlined in the course syllabus. The results of these research projects have been presented at various events and conferences such as SE BrainStorm ([link](#)), Oklahoma Research Day ([link](#)), and state, regional, and conferences. Each year, one undergraduate student is selected to present his/her research at “*Research Day at the Capitol*.” This showcase event allows students to meet legislators and discuss their research.

Financial integrity regarding research is another important variable and the manager of the Office of Research and Sponsored Programs is responsible for this oversight. The manager reviews grant budget proposals, expenditures and revenues associated with grants. The manager maintains budgetary records, gathers information for budget preparation, and coordinates the financial activities with individual program directors and external agencies. The manager also interprets policies and rules regarding grants and makes sure that policies and rules are being followed.

The HLC Self-Study Survey ([link](#)) asked whether Southeastern provides oversight and support services to ensure integrity of research. The results presented in Table 2-8 only include faculty responses; they are the most involved in research at Southeastern. The majority of respondents (58%) agree (including completely and strongly) that Southeastern provides effective oversight and support services to ensure the integrity of research and scholarly practice by faculty; percent agreement increases to 64% for students. Except for examining institutional operations, most of the administrators, professional staff, and staff do not participate in original research.

The overwhelming majority (79%) of respondents to the HLC Self-Study Survey agreed that students are provided guidance in the use of information resources; only 6% weakly or completely disagreed. Students are presented with guidance in the ethical use of information resources through several venues. There are several references in the Student Handbook. (<http://homepages.se.edu/student-life/files/2009/10/student->

[handbook.pdf](#)) In the first section, Scope of Regulations, there is a section Students' Obligations and Regulations that outlines:

Acts of Dishonesty. No student shall commit acts of dishonesty, including but not limited to the following:

- a. *Cheating, plagiarism, or other forms of academic dishonesty.*
- b. *Furnishing false information to any university official, faculty member, or office.*
- c. *Forgery, alteration or misuse of any university document, record or instrument of identification.*
- d. *Falsifying or participating in the falsification of any university record.*
- e. *Any other acts of dishonesty which adversely affect the university pursuit of its objectives.*

Table 2-8. Percent of respondents that believe Southeastern provides effective oversight and support services to ensure the integrity of research and scholarly practice.

Survey Group	Completely Agree	Strongly Agree	Agree	Weakly Disagree	Completely Disagree	N.A.to my area
Faculty	3%	23%	32%	18%	9%	2%
Professional Staff	2%	14%	29%	10%	3%	43%
Support Staff	2%	9%	25%	13%	2%	52%
Administration	3%	11%	31%	9%	2%	40%
Students	3%	17%	44%	13%	3%	14%

Also in the Handbook under *Prohibited Actions and Activities of Misconduct* it lists "*Dishonesty, such as cheating, violating the integrity of examinations, plagiarism, or knowingly furnishing false information to the University or staff for official University records or during University investigations.*"

First-year students are required (e.g., Honors Students, students that must take remedial classes, Presidents Leadership Class, undeclared majors) or encouraged (all other students) to enroll in a College Success class. As part of the course, students complete a three day activity in the library that goes over information literacy.

One does not have to be in a College Success class to learn about the ethical use of information resources. Many professors will cover this in their class if the students have to write papers for the class. In addition, many professors will bring their class over to the library to have the class learn about information resources from the librarians. In addition there are information literacy tutorials on the library webpage. For example there is a plagiarism presentation available.

(<http://homepages.se.edu/library/files/2012/08/plagiarism3.ppt>)

The department of information technology also has a campus *Computer Policy and Procedures* (<http://homepages.se.edu/information-technology/it-policies/computer-policies-procedures/>) that outline the appropriate use of computers.

Academic integrity is addressed in Southeastern's Student Code of Conduct (<http://homepages.se.edu/student-life/files/2013/05/student-handbook.pdf>). Academic integrity is at the core of all intellectual pursuits at Southeastern. The handbook provides a clear definition of what is considered cheating and plagiarism and sets forth the range of consequences for students who do not live up to these standards. Each student assumes an obligation to obey all rules and regulations made by the University, to preserve faithfully all property provided by the State for his/her education, and to discharge his/her duties as a student with diligence, fidelity, and honor. Failure to abide by university policy will subject the student to disciplinary action.

The vast majority of faculty and non-faculty concur (agree to strongly agree) that students are provided guidance in the ethical use of information resources (Table XX). This topic is covered in the College Success course, general education courses such as Computers in Society and Business Computer Applications, online tutorials on the library website, and selected courses in most majors. Faculty and non-faculty also believe that there are sufficient policies regarding academic honesty and integrity of students. Even though the 60% of the faculty and 54% of the non-faculty agree to strongly agree that these policies are adequately enforced, Southeastern will pay greater attention to such policies to ensure their consistent application. This is especially important as the number of academic appeals submitted by students has increased during the last five years (Table 2-9).

Table 2-9. Level of agreement by faculty and non-faculty (ADST = administrators and staff) regarding the quality of academic programs at Southeastern.

Survey Parameter	Percent of Responses							
	Completely or Strongly Agree		Agree		Completely or Weakly Disagree		N.A., Not in my area	
	ADST	Faculty	ADST	Faculty	ADST	Faculty	ADST	Faculty
Students provided guidance in ethical use of information resources	25	26	42	62	6	6	28	6
There are sufficient policies regarding academic honesty and integrity of students	17	31	59	49	0	20	24	0
Academic policies regarding academic integrity and honesty of students are sufficiently enforced	19	17	35	43	13	28	33	12

Each faculty member has the responsibility to determine and clearly articulate the specific consequences to academic dishonesty in his/her class in the course syllabus as long as they are consistent with university and board policies. Depending on the severity of the misconduct, penalties range in consequence such as:

- withdrawal from the course,
- failure of the course,
- reduction or changing of a grade in the course, test, assignment, or in other academic work,

- suspension for the university,
- performing additional work not required of other students in the course, or
- denial of a degree.

If the student accepts the faculty member's recommended penalties, the penalties are applied and constitute a waiver of further administrative procedures. If the student does not accept the decision of the faculty member, the student may have the case reviewed by the department chair. If the student does not accept the decision of the academic department chair, the student may have the matter referred to the Dean of the Instruction. If this decision is not accepted, the student has the right to appeal the decision. The student must submit the appeal in writing to the Academic Appeals Committee ([link](#)). The Committee meets several times per year to review academic appeals. The student is invited to attend the meeting to provide comments and answer questions posed by the Committee. The faculty member is notified of the appeal and requested to respond in writing; the faculty member also may attend the meeting. After considering all the information and testimony, the Committee renders decision to grant or deny the request. In addition to hearing grade appeals, the Committee also acts on appeals of students who are on academic probation or who have been suspended for academic reasons. The decision of the Academic Appeals Committee is final.

Strengths and Challenges

There is evidence that Southeastern acts with integrity and is ethical and responsible in its conduct of its matters. While there are policies and procedures to ensure integrity, the HLC Self-Study Survey ([link](#)) results indicate that there is a dichotomy in the views of faculty and non-faculty (e.g., administrators, professional staff, staff) for several areas. For financial matters, 47% of faculty weakly disagreed or disagreed that Southeastern acts with integrity; only 13% of the non-faculty responses were in these two categories. Similar patterns are found for personnel matters (41% vs. 28%) and development of policies and procedures (35% vs. 15%). Perception is not the same as reality, but it is a concern that such a large percentage of faculty are of the opinion that Southeastern does not function with integrity in these matters. These perceptions may be due to a lack of information and/or transparency of how some matters were handled or there may be disagreement on how they were handled. Regardless, this is an area that will receive institutional attention through additional communication and may serve as a topic for one of the forums on shared governance.

Southeastern presents itself clearly and completely to students and the public. There is a wealth of information that students and the public can attain on the webpages. In addition, Southeastern provides much of this information in written format to students. A challenge in this aspect is the lack of uniformity in the webpages. For example, departmental webpages differ greatly in the information provided. Many departments design their own webpages, while others submit information to the Southeastern webmaster. There needs to be a greater balance between the freedom to design webpages as the department pleases and the need for some uniformity to facilitate acquisition of information and institutional branding/marketing.

There are policies and procedures in place to ensure that the governing and coordinating boards of Southeastern make decisions that are in the best interests of higher education in Oklahoma (including Southeastern) and the students these institutions serve. Most of the respondents to the HLC Self-Study Survey believe that these two entities act in the best interest of higher education and students (56% for RUSO and 59% for OSRHE); but there was a substantial percentage that disagreed either weakly or completely (31% for RUSO and 27% for OSRHE). This may be due, at least in part, to both entities serving multiple institutions and the belief that certain universities receive disproportionate levels of support/consideration. Since the survey question was worded specifically about Southeastern, this may be a matter of perception versus reality.

Southeastern has several other ethical strengths; it has policies and procedures in place to support academic freedom; research endeavors are supported; and appropriate structures and support are provided to ensure integrity of research. Students are also involved in research and are taught how to use information resources ethically.

CRITERION THREE. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

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

Introduction

This chapter examines how well Southeastern is accomplishing its educational and other purposes and goals. The major emphasis at Southeastern is undergraduate education with selected graduate education, research/scholarship, public service, and economic development as important secondary purposes. Southeastern currently offers 39 undergraduate degrees (www.se.edu/academics/degrees/) and 12 masters degrees (<http://homepages.se.edu/gus/graduate-programs/>). All undergraduate and graduate programs have been approved by OSRHE and meet all the requirements outlined in its academic policies (<http://www.okhighered.org/state-system/policy-procedures/2013/Chapter%203-%20April%202013.pdf>).

Southeastern has the academic structure found at many of the regional institutions nationwide and currently has three academic schools (Arts and Sciences, Education and Behavioral Sciences, and the John Massey School of Business). A fourth school, the School of Graduate Studies, coordinates graduate programs but faculty and programmatic offerings originate within the other academic schools. The School of Arts and Sciences is comprised of 8 departments that offer 24 undergraduate and 3 graduate programs. The School of Education and Behavioral Studies has 3 academic departments and offers 6 undergraduate and 7 graduate programs. In the John Massey School of Business, 4 academic departments offer 7 undergraduate and 2 graduate programs. Southeastern also offers two other baccalaureate programs, B.S. in Liberal and Applied Studies and B.S. in Organizational Leadership, that serve as the primary options for adult degree completion at Southeastern. Because of their interdisciplinary nature, neither is housed in a specific academic department but remain under the oversight of the faculty. In 2003, each academic school was under the oversight of an academic dean but in November 2011, a dean of instruction was appointed to oversee all three academic schools. The assistant vice president for academic affairs— institutional research and support also serves as the dean of the graduate school.

Regardless of degree program, decisions regarding curriculum are the purview of the departments, and therefore, the process of curricular changes begins with the individual department. Departments request curriculum changes through the guidelines as articulated in the Academic Policies and Procedures Manual: Appendix A – Curricular Change Procedure (<http://www.se.edu/academic-affairs/policies-and-procedures/docs/Appendixes/Appendix-A.pdf>). This procedure covers the following types of curricular change requests: (a) new course; (b) course revision; (c) course deletion; (d) new program; (e) program revision, and (f) program deletion (<http://www.se.edu/academic-affairs/forms-and-publications/>). Undergraduate curricular change recommendations may originate in the Curriculum Committee, or they can be referred by an individual or group (department). Graduate curricular changes may

originate in the Graduate Council or be referred to the council by an individual or group (department).

Core Components

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

Subcomponents

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 its 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).

All 39 undergraduate and 12 graduate 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. Faculty and non-faculty (e.g., administrators, professional staff, and staff) believe that the undergraduate and graduate programs offered by Southeastern are appropriate for higher education, current, and relevant (Table 3-1). Faculty have primary oversight of the curriculum and constantly monitor courses and programs with well-established assessment protocols such as program outcomes assessment, program review, and/or specialty accreditation. In the last decade, the curriculum for each program has undergone some type of modification as the result of assessment (see next chapter). For example, new courses have been developed, countless courses have been modified, and program requirements have been modified (i.e., changes to the required, elective, or pre-requisite course of the program). Additionally, several new programs have been developed (e.g., B.S. in Early Intervention and Child Development, Master of Arts in Teaching, M.S. in Sports Studies and Athletic Administration) and old programs have been deleted (B.S. in Biotechnology, M.Ed. in Secondary Education).

All undergraduate programs have goals/objectives and student learning outcomes and they are clearly identified in the assessment plan and program outcomes assessment report for each program (<http://www.se.edu/academic-affairs/assessment-plans/>). Assessment plans (and assessment findings) are reviewed annually by the Institutional Assessment Committee (<http://homepages.se.edu/faculty-senate/university-committees/institutional-assessment-committee/>). Starting in 2012-2013, Southeastern started using TaskStream to facilitate the assessment process; current assessment plans and reports may be viewed in TaskStream. Due to the timing of the annual assessment report required by OSRHE, departments were given the option to submit materials either in TaskStream or via the hardcopy reporting method previously used. If the latter method was used, departments were charged with submitting the assessment reports via TaskStream before the end of the academic year. The University Catalog (<http://www.se.edu/academics/catalogs/documents/2013-2015-academic-catalog.pdf>)

lists the goals/objectives of the university-wide programs such as general education and the B.S. in Liberal and Applied Studies (formerly Bachelor of General Studies). Although the administrative structure has been reorganized and Southeastern no longer has individual academic deans of schools (replaced by a Dean of Instruction), the functional organization of departments and schools is still used (www.se.edu/president/documents/organizational-chart.pdf). At the school level, the mission and goals are clearly stated for each school in the University Catalog or on the website (<http://www.se.edu/academic-affairs/>). Goals are articulated, to varying degrees, in the catalog under each department and on the department's website. In addition, course goals and their connection to program goals can be found on individual course syllabi. The Dean of Instruction collects and reviews syllabi each semester.

Table 3-1. Level of agreement by non-faculty (ADST = administrators and staff) and faculty (FAC) regarding quality of academic programs at Southeastern.

Survey Parameter	Percent of Responses							
	Completely or Strongly Agree		Agree		Completely or Weakly Disagree		N.A., Not in my area	
	ADST	FAC	ADST	FAC	ADST	FAC	ADST	FAC
Appropriate for higher education	33	37	50	55	8	8	10	0
Current and relevant	28	26	41	57	22	15	10	2
Rigorous for level of offering (undergrad. vs. graduate)	25	25	43	40	14	34	18	2
Quality consistent across all locations of delivery	18	15	30	26	26	50	26	10
Quality consistent across all modes of delivery	18	10	33	29	26	59	24	3

Even though goals/objectives and learning outcomes are available for each program in its Program Outcomes Assessment Plan and Report, there is no consistent pattern for listing learning goals in the University Catalog. It is worth noting that the vast majority of faculty responding to the HLC Self-Study Survey ([link survey](#)) believe that programs have clearly stated goals/learning outcomes (89%), have effective processes to assess student learning (84%), and effectively assess achievement of student learning (82%). Southeastern prints new catalogs every two years and the most recent publication was this academic year (2013-14). In the next catalog, departments will more uniformly identify goals/objectives and learning outcomes in the catalog. Departments also will be requested to more prominently display the goals/objectives and learning outcomes for each program on their websites.

The learning goals for the 39 baccalaureate and 12 masters' degrees offered by Southeastern are clearly differentiated. Each graduate program requires a baccalaureate degree in field or related discipline for admission to the School of Graduate Studies (<http://www.se.edu/academics/catalogs/documents/2013-2015-academic-catalog.pdf>). Prior to 2007, graduate students could petition to take to a limited number of 4000-level courses taught by graduate faculty as part of a graduate degree program (either 16 hours or 50% of the total required hours, whichever was

greater, had to be at the 5000-level). For a 4000-level course to be approved for graduate credit the faculty member had to submit a course syllabus that explicitly differentiated the expectations for undergraduate and graduate credit; the department chair and dean of the graduate school reviewed the request to determine whether it should be approved for graduate credit. Typically, graduate students were expected to perform at a higher level on individual assignments and/or complete more assignments than undergraduate students in the same course. The Graduate Council recommended that 4000-level courses could no longer be petitioned for graduate credit effective for students admitted on or after Fall Semester 2007. This change was approved by the Academic Council and implemented and published in the 2007-09 University Catalog.

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 reviews the credentials of graduate faculty on a three-year rotating basis (approximately 1/3 of the graduate faculty are reviewed each year). There are three categories of graduate faculty status including:

- Regular Graduate Faculty—must meet the following requirements: (1) be nominated by the department chair and dean; (2) hold a doctoral degree; (3) have academic rank of assistant, associate, or full professor; (4) have taught a graduate level course as a member of the Temporary Graduate Faculty; (5) have either three-years of college teaching experience or professionally recognized achievement in his/her academic field; and (6) provide evidence of professionally recognized development or continuing scholarly activity.
- Associate Graduate Faculty—must meet the following requirements: (1) be nominated by the department chair and dean; (2) hold a terminal degree or a master's degree with at least 30 additional graduate hours in the discipline or related field; and (3) provide evidence of professional development or continuing scholarly activity.
- Temporary Graduate Faculty—must meet the following requirements: (1) be nominated by the department chair and dean; (2) hold a terminal degree or a master's degree with special expertise in the field; and (3) provide evidence of professional development of continuing scholarly activity. These faculty typically are approved by the Graduate Council to teach specific graduate courses.

Additional Locations for Program Delivery

Consistent with its mission, Southeastern has established six additional locations in Oklahoma and one in Texas to make targeted programs more accessible to our constituents. The Higher Learning Commission completed a multi-site review for Southeastern's additional locations in May 2010 ([link to report](#)). On July 16, 2013, Southeastern was informed by HLC that it was approved for the notification program for additional locations established in the United States. Additionally, HLC approved a second location in Texas on July 23, 2013. Initial offerings at this location will begin in spring 2014 pending final approval by OSRHE. Listed below are Southeastern's

additional locations for program delivery. There are no plans to develop new additional locations at this time.

- University Center of Southern Oklahoma, Ardmore, Oklahoma (<http://www.se.edu/ardmore/>),
- McAlester Campus of Eastern Oklahoma State College, McAlester, Oklahoma (<http://www.se.edu/ardmore/>),
- Southeastern-McCurtain County Campus, Idabel, Oklahoma (<http://homepages.se.edu/mccurtain/>),
- Oklahoma City Community College, Oklahoma City, Oklahoma (<http://homepages.se.edu/aviation/facilities/okccc/>),
- Rose State College, Midwest City, Oklahoma (<http://homepages.se.edu/aviation/facilities/rose-state-college/>),
- Tinker Air Force Base, Midwest City, Oklahoma (<http://homepages.se.edu/aviation/facilities/tinker-afb-campus/>),
- Grayson College Main Campus, Denison, Texas (<http://www.se.edu/grayson/>), and
- Grayson College South Campus, Van Alstyne, Texas (pending final approval).

Department faculty are completely in charge of decisions regarding the program delivery at additional locations. They ensure that the goals/objectives and student learning outcomes are consistent for each course offered at additional locations. Similarly, program requirements are the same regardless of the location completed. The same degree check-sheets 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. Please note that two programs are only offered at additional locations. The M.S. in Aerospace Administration and Logistics is only offered in the Oklahoma City metro area and students often swirl among the three locations in the area to take classes (Tinker AFB and Rose State College are literally across the street from each other and Oklahoma City Community College is about 15 miles away). The B.S. in Early Intervention and Child Development is only offered at the Ardmore location.

Total semester credit hours produced during 2012-2013 at all additional locations only account for about 12% of the University total for the year (Table 3-2). At the Ardmore and Grayson locations, the percentage generated by full-time faculty was similar to that found 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 fulltime faculty members at this location. The majority of courses for the aviation degrees offered in the Oklahoma City area are taught by adjunct faculty. In addition to academic credentials, licensures, certifications, and work-experience are used as important criteria to select adjunct faculty teaching in the aviation programs. To help ensure program consistency and quality, the Director of the Aviation Sciences Institute regularly visits (usually weekly) these locations to address any concerns and answer questions. Southeastern is committed to hiring additional anchor faculty at additional locations but last year when the Vice President for Academic Affairs asked for proposals for anchor faculty at additional locations from department chairs, none was submitted. Overall, full-time

faculty currently produce about 50% of the credit hours at all additional locations and this percentage will increase as new anchor faculty are hired. Please note that faculty, department chair, and Dean of Instruction review the credentials and approve of all adjunct faculty hired regardless of location.

Table 3-2. Total semester credit hours generated for 2012-2103 academic year at additional locations and the main campus in Durant.

Location	Semester Credit Hours Produced		
	Total SCH	% Full-time	% Adjuncts
Ardmore	2,856	66%	34%
Grayson	1,604	72%	28%
Idabel	2,665	46%	54%
McAlester	1,707	51%	49%
OKCCC	313	18%	82%
Rose State College	841	27%	73%
Tinker AFB	1,491	19%	81%
Total Off Campus	11,477	50%	50%
Durant	87,868	75%	25%

The HLC Self-Study Survey documented that the faculty believe the quality of programs is not the same across all locations; 50% weakly or completely disagreed with the survey question regarding the quality of programs is consistent across all locations of delivery; only 26% of the non-faculty shared this belief. This result was somewhat surprising because assessment findings from program outcomes assessment reports and program review do not support this belief. The majority of courses at most locations, except for aviation courses in the Oklahoma City area (OKCCC, Rose State College, and Tinker AFB), are usually taught by fulltime faculty. As noted above, the percentage of SCH attributed to adjuncts at Idabel has been impacted by the recent loss of fulltime faculty at the location; searches are being conducted to fill fulltime faculty vacancies at Idabel. In addition to anchor faculty at a site, regular faculty from the main campus in Durant teach courses at the additional locations. The Elementary Education program at Grayson College was recently reviewed during a NCATE visit for continued accreditation and no issues were raised by the team. To date, 99 students have graduated from the program and 4 more are scheduled to graduate after fall semester 2013. Similarly, no issues were raised by the AABI team that completed a site visit for continued accreditation of undergraduate aviation programs at all locations (Durant, OKCCC, Rose State College, and Tinker AFB) in 2012. Some faculty and staff view outreach initiatives as detriments to the main campus whereas others believe such efforts strengthen Southeastern's ability to better fulfill our mission and vision. Such contrasting opinions warrant further study to ascertain the cause of this dichotomy; the Faculty Forum on Shared Governance provides an appropriate venue for such campus-wide discussions. Southeastern is committed to providing high quality educational opportunities throughout its service area and the use of additional locations to deliver courses and programs is a critical element of this commitment; without these locations, some students would not be able to pursue a degree or enroll in courses due to their personal circumstances.

Distance Education

Distance education at Southeastern is divided into three areas: Interactive Educational Television (IETV), 100% online courses, and blended (online courses with class meetings required). Blended classes have at least 75% of instruction/student interaction online, with less than 25% of instruction/student interaction conducted through some form of scheduled class meetings (e.g., face-to-face, IETV, web conferencing, proctored exams). Table 3-3 provides the number of courses offered by mode of delivery during the last five academic years. For this table, number of courses for 100% online and blended courses has been pooled. Further, these numbers include all unique sections of the same course taught except for those used solely to identify student location. Southeastern uses unique section codes for IETV and online courses for each location to track enrollment. During the last five years, the vast majority of all courses have been delivered face-to-face. However, the percent of online/blended courses has increased during his time but it is anticipated that this trend will plateau in the near future.

Table 3-3. Number of courses offered by delivery mode between summer 2008 and spring 2013 by academic year (number of courses includes all sections courses taught by different instructors or at different times, it does not include sections coded for locations taught by the same instructor at the same time).

Mode of Delivery	Summer 2008 to Spring 2009		Summer 2009 to Spring 2010		Summer 2010 to Spring 2011		Summer 2011 to Spring 2012		Summer 2012 to Spring 2013	
	Courses	Percent	Courses	Percent	Courses	Percent	Courses	Percent	Courses	Percent
F-2-F	1629	82%	1687	82%	1647	81%	1618	78%	1526	76%
IETV	77	4%	83	4%	92	5%	89	4%	68	3%
Online/Blended	276	14%	292	14%	292	14%	359	17%	422	21%
Total	1982		2062		2031		2066		2016	

IETV courses are currently broadcast from Southeastern to Ardmore (University Center of Southern Oklahoma, formerly the Ardmore Higher Education Center), McCurtain County Campus at Idabel, McAlester (Higher Education Center), Ada (East Central University), and the Choctaw Nation in Durant. Courses are currently received from Ada, Ardmore, Idabel, and the Choctaw Nation. In the last five years, IETV courses have been regularly offered by the following departments: Accounting and Finance, Behavioral Sciences, Educational Instruction and Leadership, English, Humanities and Languages, Health, Physical Education and Recreation, Management and Marketing, Occupational Safety and Health, and Social Sciences. Southeastern broadcasts 35-40 courses each fall and spring semester and usually less than 10 in summer; less than 10 courses are received by Southeastern during any semester.

Online courses were first offered in 1999. At that time two courses were offered by one department. Subsequently, the number of online courses has increased and they comprised approximately 21% of all course offerings in 2012-13 academic year (Table 3-3). With the increase in online offerings there has been a concomitant decrease in

the number of IETV courses; this trend probably will continue. There is some concern with student retention for those taking online courses. The 10-year average for first to third semester retention for students taking no online course is 58%; however, it is 54% when 1-3 credits are taken online and 55% with 4-6 credits online. The first to third retention rate only is 41% when a new student takes 7 or more credits online. These preliminary results are not acceptable and the Retention and Graduation Task Force has been charged to further investigate this concern and develop an action plan.

Southeastern has used IETV for more than 20 years and the internet (web-based using the Blackboard Learning Management System platform) for more than 10 years to better accomplish our mission by providing additional educational opportunities at our outreach sites and throughout our service area. Since the initial delivery of these courses, programming has been expanded and modified to increase accessibility and take functional advantage of changes in technology (i.e., upgrades to equipment, hardware, and software). Initially, distance education offerings were limited and used primarily to deliver selected courses to additional locations. Over time, high demand programs were targeted for delivery at these sites. We currently use a model for program delivery at outreach sites that involves distance education offerings (both web-based and IETV) originating from the main campus coupled with face-to-face offerings by anchor faculty stationed at the sites; in some instances, faculty from the main campus travel to a site and deliver courses face-to-face. Face-to-face courses at a site, whether offered by anchor or main campus faculty, often are reverse transmitted to the main campus as well as to other sites via IETV. In this case, students on the main campus and other sites are considered in distance education courses but those at the point of origin are not. This model has been successfully used for students majoring in elementary education, criminal justice, and business.

The vast majority of undergraduate programs at Southeastern are identified as distance education by HLC primarily because students have the **potential** to fulfill general education requirements through distance delivery. When potential distance education hours in general education are coupled with potential distance education hours in the major and minor (or second major), students may complete 50% of the 124 semester hours required for graduation for literally all undergraduate programs; however, very few students have reached this threshold. In the last 6 academic years, no student has graduated from 25 of the 39 undergraduate programs identified as distance education with 50% or more of their credits earned from Southeastern through distance education; another 4 programs only had a single graduate meeting this 50% threshold. Since mode of delivery is not typically identified on the transcripts of transfer students, the analyses only examined courses taken at Southeastern.

Southeastern has a long history of serving students at a distance to provide additional programming at our additional locations; this was done initially through IETV and now through both IETV and online offerings. However, no program was considered distance education until the recent change in definition by the U.S. Department of Education and Higher Learning Commission. Southeastern submitted the required *Distance Delivery Confirmation Form: Confirmation of Institutional Eligibility for Distance Delivery*

Approval ([link form](#)) on July 19, 2012. Southeastern was notified on December 6, 2012 that we had been approved to offer up to 100% of our programs via distance education ([link letter for HLC](#)). As a result of the new definition, Southeastern went from 0% to 92% of our programs being considered distance education without significantly altering the mode of delivery for any undergraduate or graduate program.

Please note that not all general education courses are available via distance delivery. A student typically has the option to select from several courses to fulfill a specific general education requirement and at least one of these courses is available through distance delivery (at least during certain semesters). Further, the majority of courses and/or sections of courses in general education are still offered face-to-face. For example, 23 of 25 English Composition I sections offered during fall semester 2012 were face-to-face; only 2 sections were available via distance delivery. Even though students have the **potential** to selectively choose general education courses that are available via distance education, few (if any) complete all or even a significant portion of their general education by distance education.

Furthermore, numerous programs at Southeastern (e.g., B.S. in Aviation—Professional Pilot, B.S. in Biology, B.S. in Chemistry, B.S. in Fisheries and Wildlife, B.S. in Mathematics) do not have a single course (required or elective) in the major offered via distance education. Even without a discipline-specific course in the major, these and other programs still meet the distance education definition because a student has the **potential** to reach the 50% threshold by taking courses to fulfill the general education and minor (or second major) requirements by distance education. This has been quite controversial, especially for faculty in departments that have few (if any) discipline-specific courses in the major delivered through distance education.

Currently, there is no plan to markedly change our institutional mission and significantly alter the overall mix of traditional and distance-education courses. Departmental faculty are completely in charge of decisions regarding delivery format of courses. In keeping with our mission, there may be a slight increase (1-2%) in credit hour production for distance delivery in the foreseeable future to better serve students throughout our service area. This increase will be due to the addition of more sections of already available courses and a limited number of new courses. The vast majority of programs offer only a few (if any) discipline-specific courses through distance education. For example, over 91% of all graduates that met the 50% threshold in the last six years were from only 12 of the 51 undergraduate and graduate programs offered. In 2010-11, 267 of 1,532 all graduates (17.4%) reached the 50% threshold; in the previous two academic years, it was 221 of 1,510 (14.6%).

The primary emphasis distance delivery is to better serve students at Southeastern's additional locations; future growth will be determined primarily by the faculty and department chairs of academic units that currently offer, or those that wish to offer, distance-education programming. Each academic unit will determine its capacity for growth. In consultation with the Dean of Instruction and the Office of Academic Affairs, such growth also will be examined with respect to institutional capacity to increase

distance delivery and alignment of such expansion with our mission and strategic plan. As stated in the previous chapter, faculty must be certified before they can develop or teach an online course.

The goals/objectives and student learning outcomes are consistent for each course regardless of mode of delivery. Similarly, program requirements are the same regardless of the mode of delivery. The same degree check-sheets and graduation requirements are used however a program is offered. The same protocols are used for program outcomes assessment and program review regardless of the mode of delivery. Please note that two programs only are offered only exclusively through distance education (M.S. in Occupational Safety and Health and the Master of Business Administration). The Aviation Sciences Institute has submitted a proposal to our governing and coordinating boards to deliver the M.S. in Aerospace Administration and Logistics via distance education; this program will continue to be offered face-to-face at the three locations in the Oklahoma City metro area mentioned above. The majority of students in this program either are in the military or civilians working for the military. The primary impetus to provide this program online was to better serve those students relocated because of deployment or relocation.

Similar to additional locations, the HLC Self-Study Survey documented that the majority of faculty believe the quality of programs is not the same across all modes of delivery; 58% weakly or completely disagreed with the survey question regarding the quality of programs is consistent across all modes of delivery; only 26% of the non-faculty shared this opinion. Again, this result was somewhat surprising because assessment findings from program outcomes assessment reports and program review do not support this belief. Further, full-time faculty produced the vast majority of credit hours for each mode of delivery (Table 3-4).

Table 3-4. Semester credit hours by mode of delivery and the percentage taught by full-time faculty between summer 2008 and spring 2013 by academic year.

Mode of Delivery	Summer 2008 to Spring 2009		Summer 2009 to Spring 2010		Summer 2010 to Spring 2011		Summer 2011 to Spring 2012		Summer 2012 to Spring 2013	
	SCH	% FTF	SCH	% FTF	SCH	% FTF	SCH	% FTF	SCH	% FTF
F-2-F	70,471	75%	75,792	75%	74,954	75%	70,707	73%	64,486	72%
IETV	5,287	84%	5,414	76%	5,425	74%	5,329	80%	3,494	80%
Online/Blended	22,079	76%	23,839	79%	23,929	81%	27,547	72%	31,380	72%
Total	97,837		105,045		104,308		103,583		99,360	

A comparison of grade distributions between the face-to-face and distance education courses revealed a higher DFW rate for distance education offerings of the same course, as well as for all distance education courses. In 2012-2013, 39 general education courses were offered using both delivery formats; the DFW rate was higher for online courses in 26 comparisons and face-to-face courses for 13 comparisons. There also were 251 non-general education courses offered with both delivery formats in 2012-2013; DFW rates were higher in online courses 158 times and face-to-face

courses 72 times (the DFW rate was the same for the remaining 21 comparisons). The difference in proportion of DFWs would not be statistically different for delivery mode for many of the individual course comparisons; however, these numbers suggest a pattern that warrants further attention. Please note that starting with fall semester 2013, Southeastern started to automatically withdraw students that were reported as non-attenders by instructors. Previously, non-attenders were not dropped and assigned an “F” for the course.

The perception that distance education programs are not of the same quality as face-to-face programs warrants further attention. Southeastern is dedicated to providing high-quality programs regardless of the mode of delivery. To better prepare faculty for the online environment, the Distance Education Council (DEC) developed two short training courses. The first course (Online Instructor) consisted of 10 modules available on Blackboard; a faculty member had to pass a 100 question at 80% and post items to a discussion board to be certified by the DEC before teaching online. This certification allowed a faculty member to teach but not design an online course. The second course (Online Course Design) consisted of nine training modules and four assessments (standardized syllabus, rubrics for each assessment, course objectives, and an alignment table). Once this course was completed, the faculty member could both design and deliver online courses. Starting in September 2012, Southeastern initiated membership in Quality Matters to replace the locally-developed certification process. Faculty scheduled to teach online courses not already “certified” by the DEC must complete Quality Matters training. For example, all faculty scheduled to design and deliver courses for the online version of the M.S. in Aerospace Administration and Logistics participated in a Quality Matters workshop in fall 2013. Southeastern will continue to invest in technology as needed to ensure that distance education programs are of high quality and faculty will be encouraged, supported, and required to complete additional professional development as needed to remain current in best practices for distance education.

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

The overwhelming majority of faculty (92%) and non-faculty (83%) indicated that programs offered by Southeastern are appropriate for higher education (Table 3-1). Although both groups believed that programs are current and relevant, more faculty

(83%) than non-faculty (69%) agreed with this question. Approximately 1/3 of the faculty weakly (32%) or completely disagreed (2%) with the question that programs are sufficiently rigorous for the level of offering (e.g., undergraduate, graduate).

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.

Subcomponents

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.

General Education

Southeastern was initially created as a teacher college that provided a broad-based education rooted in the liberal arts and sciences. This emphasis continues today and is reflected in Vision 2015—“*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.*” The general education program at Southeastern is appropriate to the institutional mission, supports other educational offerings, and provides a broad foundation appropriate for the degrees offered. All students, regardless of major field of study, must satisfy the general education requirements to graduate. The Higher Learning Commission required Southeastern to submit a monitoring report over the general education program and its assessment by June 30, 2007 ([link to assurance statement](#)). The report was required to demonstrate clear linkage between the goals of the general education program and course content, development and implementation of an assessment plan for the program, and dissemination of the results of the assessment with internal and external constituencies. The monitoring report ([link report](#)) was submitted by the deadline and accepted by the Commission on July 11, 2007 ([link letter](#)).

The General Education Council, comprised of faculty and students, is charged with providing leadership in evaluating, reviewing, and developing, the philosophy, curriculum, and policies of general education (<http://www.se.edu/academic-affairs/policies-and-procedures/docs/academic-policies-and-procedures.pdf>). To address the challenges identified in the monitoring report, the General Education Council, working with faculty, department chairs, and academic deans revised the overall framework of general education and developed the current mission, vision, goals, and learning outcomes for each goal during the 2004-05 academic year. This collaborative effort emphasized the primary role of faculty in curricular issues; this promoted institutional “buy in.” Southeastern’s mission, goals and learning outcomes for general education also must comply with academic policies of OSRHE (<http://www.okhighered.org/state-system/policy-procedures/2013/Chapter%203-%20April%202013.pdf>), the coordinating board for all public higher education in Oklahoma. The mission, vision, goals, and learning outcomes for general education listed below and are available on the university’s website and published in the university catalog (<http://homepages.se.edu/gus/general-education-degree-program/>).

Mission

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 human kind’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.

Vision

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.

Goals and Learning Outcomes of General Education

Communication Goal: *The goal of the communication component of general education is to enhance the ability of students to effectively convey and receive information at the college level of competence.*

Students will demonstrate the ability to:

- *communicate ideas clearly and effectively using Standard Written English.*
- *communicate ideas clearly and effectively orally using Standard English.*
- *engage in writing as a process of critiquing, revising, and editing.*
- *critically read a passage to gather information and develop an appropriate reaction to the content.*
- *critically listen to oral communication to gather information and develop an appropriate reaction to the content.*
- *communicate at a novice level in oral and written form in a language other than English.*

Computer Literacy Goal: *The goal of the computer literacy component of general education is to develop the computer skills of students so that they may use computers and associated technology for communicating, researching, organizing, storing, accessing, and presenting information.*

Students will demonstrate the ability to:

- *use contemporary word processing software to create a document.*
- *use contemporary presentation software to make an oral presentation.*
- *use contemporary spreadsheet software to organize, manipulate, and present numeric data.*
- *use the Internet and e-mail to retrieve and communicate information.*
- *develop strategies to address questions by searching and retrieving information available electronically.*
- *recognize unethical and illegal use of technology including copyright and privacy issues.*

Mathematical or Quantitative Reasoning Goal: *The goal of the mathematical or quantitative reasoning component of general education is to develop the ability of students to understand and apply mathematical abstraction.*

Students will demonstrate the ability to:

- *solve problems using the principles of algebra or symbolic logic.*
- *apply mathematical reasoning to analyze and interpret quantitative information.*
- *use and interpret mathematical formulas.*

Science Reasoning Goal: *The goal of the science reasoning component of general education is to promote scientific literacy in students.*

Students will demonstrate the ability to:

- *design an experiment suitable for scientific investigation to test a scientific hypothesis and interpret the results.*
- *use the basic language of science.*
- *identify the unifying principles of science and apply them to contemporary issues of science, technology, and society.*

- *use and interpret formulas, graphs, and tables.*
- *differentiate between scientific and non-scientific explanations.*
- *evaluate the interaction between science and societal change.*

Critical Thinking Goal: *The goal of the critical thinking component of general education is to enhance the ability of students to integrate new information with previously acquired information to solve novel complex problems.*

Students will demonstrate the ability to:

- *reason by deduction, induction, and analogy.*
- *distinguish between cause and effect.*
- *examine information for alternative explanations and possible implications.*
- *solve problems described verbally, graphically, symbolically, or numerically.*
- *identify, analyze, and evaluate arguments.*

Social and Political Institutions Goal: *The goal of the social and political institutions component of general education is to promote an understanding of the forces that have influenced the development of social, governmental, political, and/or economic institutions.*

Students will demonstrate the ability to:

- *critically evaluate at least one major period in history by explaining the factors such as political, demographic, geographic, social, cultural, and/or technological that influenced the thoughts and/or actions of citizens, immigrants, and indigenous people.*
- *discuss the origins, organization, and/or operation of the political and/or governmental functions of the United States of America.*
- *understand the origins and processes of political, social, and/or economic institutions in the context of a dynamic global community.*
- *think critically about how individuals are influenced by current and previous political, social, economic, and/or family institutions.*
- *understand the role of geographic factors in shaping today's world.*

Wellness Goal: *The goal of the wellness component of general education is to improve the ability of students to recognize the factors that promote healthy lifestyles.*

Students will demonstrate the ability to:

- *identify the elements necessary to maintain a healthy lifestyle including physical, emotional, social, mental, and spiritual dimensions.*
- *describe the impact of diet, life style, physical activity, environment, genetics, and mental health on living well.*
- *critically examine contemporary health and wellness topics.*

Humanities Goal: *The goal of the humanities component of general education is to enhance the awareness of students of the cultural heritage of humans.*

Students will demonstrate the ability to:

- *understand the diversity human experience through an examination of human cultures and/or artifacts.*
- *evaluate current cultural and societal activities in light of their historical roots.*
- *identify selected influential and representative scholarly, literary, and artistic achievements of the past.*

Fine Arts Goal: *The goal of the fine arts component of general education is to enhance the appreciation and understanding of the nature and value of the fine arts.*

Students will demonstrate the ability to:

- *identify and explain at least one major form of artistic expression and the creative process therein.*
- *recognize that interpretation of works of art may be influenced by the social and cultural environment and change through time.*
- *appreciate the fact that the fine arts enrich their lives.*

Ethics and Values Goal: *The goal of the ethics and values component of general education is to promote an understanding of ethical issues implicit in their personal behavior and in the operation of political, social, and economic institutions.*

Students will demonstrate the ability to:

- *differentiate between moral and other kinds of problems.*
- *tolerate and understand the diversity of human behavior, points of view, and values.*
- *recognize how values are formed, transmitted, and modified.*

The 10 over-arching goals of the general education program provide students the opportunity to obtain the breadth of knowledge and variety of skills expected of a college-educated person. The 43 specific learning outcomes clearly articulate the knowledge and skills that students are expected to demonstrate in the general education program. The vast majority of faculty believe that the general education program is appropriate for the mission (82%) and educational offerings (82%) at Southeastern (Table 3-5); responses by non-faculty concurred with these findings (68% and 65%, respectively). The primary difference in response between the two groups was that a large percentage of non-faculty indicated that the topics were not applicable to their area (this group includes staff outside the academic affairs unit).

The General Education Council has reviewed and approved all the courses in the general education program. The course-embedded assessment protocols for specific learning outcomes also have reviewed and approved by the General Education Council. Currently, the general education program requires a minimum of 44 semester hours of credit and includes required, elective, and guided elective course. All students must take the required courses (English Composition I, English Composition II, and American Federal Government); these courses are required by OSRHE policy. The difference between an elective and guided elective is dependent on whether program requires a

specific general education course as part of its degree requirements. For example, two course options are available in the Oral Communication area listed below (Business and Professional Speaking; Interpersonal Communication); all education majors must take Business and Professional Speaking to fulfill their degree requirements but other majors have the option to take either course. To encourage student exploration and choice, only 10 hours of credit used to satisfy requirements in the major field may be used to fulfill general education requirements. Currently, 60 specific courses have been approved and they are distributed in the following manner:

- Communication—9 hours
 - Writing—6 hours (2 courses)
 - Oral Communication—3 hours (2 courses)
- Social and Behavioral Sciences (12 hours)
 - Political Science—3 hours (1 course)
 - History—3 hours (2 courses)
 - Wellness—3 hours (2 courses)
- Science and Mathematics (11 hours)
 - Life Sciences—4 hours (2 courses)
 - Physical Sciences—4 hours (8 courses)
 - Mathematics—3 hours (9 courses)
- Computer Proficiency—3 hours (2 courses)
- Humanities—9 hours
 - Humanities, Literature, Philosophy—3-6 hours (7 courses)
 - Fine Arts—3-6 hours (12 courses)
 - Foreign Language—0-3 hours (7 courses)

Table 3-5. Results of the HLC Self-Study Survey regarding the general education program at Southeastern (ADST = administrators and staff; FAC = faculty).

Survey Topic about General Education	Percentage of Respondents											
	Completely Agree		Strongly Agree		Agree		Weakly Disagree		Completely Disagree		N.A. to my area	
	ADST	FAC	ADST	FAC	ADST	FAC	ADST	FAC	ADST	FAC	ADST	FAC
Prepares students for upper-level courses	2	3	12	12	45	46	6	29	4	5	31	5
Appropriate for SE's mission	8	8	14	15	46	59	4	12	2	3	26	3
Appropriate for educational offerings at SE	8	6	12	14	45	62	0	15	6	2	29	2
Should require a foreign language	8	20	10	12	24	22	26	25	8	20	26	2
Promotes life-long learning	4	2	16	13	39	52	14	31	0	0	28	3
Prepares students for changing environment	4	2	12	12	43	60	8	20	2	2	31	5
Expanded to include more required/elective courses	2	5	8	8	20	20	22	40	14	22	33	6
It is current and relevant	6	3	10	14	41	51	12	25	2	2	29	6
Should be reviewed and revised if necessary	12	26	12	26	43	39	6	5	4	0	24	5

The HLC Self-Study Survey revealed a lack of consensus regarding the requirement of a foreign language as part of general education (Table 3-5). This was debated by the

General Education Council during the development of the current program and the debate persists today. The HLC Self-Study Survey revealed that the majority of faculty (61%) agreed that the general education program adequately prepares students for upper-level course work in their discipline (Table 3-5). This may be supported, at least in part, by the distribution of grades achieved by students in general education courses (Table 3-6). Over this period, general education classes have a retention rate of 72%.

Table 3-6. A five-year summary of the distribution of grades for general education courses.

	Grade Assigned										%DFW
	A	B	C	D	F	I	P/AU	AW	W	Total	
Number	17,923	14,624	10,224	4,297	7,239	255	3	82	5,084	5,9731	28%
% of Total	30%	25%	17%	7%	12%	<1%		<1%	9%		28%

Several reorganizational changes have occurred since the last comprehensive evaluation visit and the administrative home of the general education program has varied considerably. Prior to 2003, the General Education Council was chaired by a faculty member elected by the council. Just prior to the last comprehensive visit, a Director of General Education was appointed; this individual was still considered a faculty member but had a 50% load reassignment. However, two critical elements were missing with this structure—secretarial support and advocacy at administrative meetings. In 2005, the School of Graduate and University Studies was formed and oversight of general education was assigned to an Associate Dean. In 2008, the Dean and Associate Dean in the School of Graduate and University Studies were collapsed into one position and the Dean had responsibility for both general education and graduate studies. In early 2011, the title and responsibilities of the Dean were added to a new Assistant Vice President for Academic Affairs position. Subsequently, oversight of general education was transferred to the Dean of Instruction in 2012. Regardless of the title, the administrator always has served as the non-voting chair of the General Education Council. This structure has provided the necessary support and advocacy needed to advance the program.

Even with the changes in oversight, assessment of general education has continued at the university-wide and department level as outlined in the monitoring report. The results of university-wide (ACT CAAP testing and ACT College Outcomes Survey) and course-embedded assessment by departments have been summarized for the annual assessment report to OSRHE and these have been disseminated to the department chairs (see Tables XX, XX, XX in the next chapter). At the April 26, 2013 meeting of the General Education Council (<http://homepages.se.edu/faculty-senate/files/2013/01/GEC-min-26-Apr-2012.pdf>) it was noted that because of the recent administrative reorganization (i.e., appointment of Dean of Instruction), this would be a good time to reexamine our general education program and determine what direction it should take in the future. Also, would some other structure better serve the institution? All academic departments now report to the Dean of Instruction who has both direct line authority for faculty teaching general education courses as well as oversight of the program. This

facilitates development, deployment, and implementation of changes to the program; however, any such changes must be consistent with OSRHE policy regarding general education. Further, Southeastern invested in TaskStream, an assessment management system, in 2012 and this tool should enable Southeastern to collect assessment data and better use the results to improve student learning. The HLC Self-Study Survey revealed an overall positive response to general education; however, 91% of the faculty agreed to completely agreed that *“It should be reviewed and revised if necessary.”* The key phrase here is “if necessary.” The long-term stability in the direct administrative support and oversight will promote a renewed and greater attention to general education and facilitate our ability to answer the “if necessary” question.

The 43 specific learning outcomes of general education provide students the breadth of knowledge and skills necessary to adapt to a changing environment. The program exposes students to different ways of disciplinary knowing in the humanities, social sciences, life and physical sciences, and fine arts. It also promotes skill development in oral and written communication, use of technology, quantitative reasoning, and health and wellness. A student’s development of a depth of knowledge and the ability to communicate their understanding may be found by reviewing the program assessment plans and reports, and program review/specialty accreditation reports ([link AA Assessment site](#)). Most programs culminate in a capstone experience that involves significant original scholarly or creative work that is publically presented. These efforts are shared in a variety of venues such as student teachers in the classroom, presentations in senior seminars, art shows, recitals, theatrical performances, and other exhibitions. Numerous Southeastern students (and faculty) participate in Oklahoma Research Day (<http://www.oklahomaresearchday.com/>); this event is in its 15th year and celebrates student and faculty research, creative, and scholarly activities. The recent development of BrainStorm at Southeastern provides another venue for students to publically showcase their efforts. There is widespread consensus that students are actively engaged in “collecting, analyzing, and communicating information” and “mastering modes of creative work” that enable them to develop the skills needed to adapt to a changing world (Table 3-7).

Table 3-7. Results of HLC Self-Study Survey regarding the scholarly and creative activities of students and faculty.

Survey Group	Strongly to Completely Agree	Agree	Weakly to Completely Disagree	N.A. to my area
Students are engaged in collecting, analyzing, and communicating information.	43%	51%	5%	2%
Students are mastering modes of inquiry or creative work.	39%	57%	5%	0%
Students are developing skills adaptable to changing environments.	42%	51%	6%	2%
Programming offered recognizes human and cultural diversity of the world in which students live and work.	38%	53%	3%	0%
Faculty contribute to scholarship, creative work, and the discovery of knowledge at the appropriate level	59%	34%	8%	0%
Students contribute to scholarship, creative work, and the discovery of knowledge at the appropriate level	45%	43%	12%	0%

Southeastern emphasis on human and cultural differences is readily observed in Vision 2015 which states that “*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.*” Further, one of the five strategic goals is diversity and cultural competence. A summative review of diversity initiatives may be found in the *Diversity Fact Sheet 2013: A Departmental Review of Diversity, Equity, and Inclusion* (<http://homepages.se.edu/equity-compliance-diversity/files/2012/10/Diversity-Fact-Sheet-Final-2013-Final.pdf>). The prominence of these statements in guiding documents has promoted greater institutional attention and yielded greater numbers of staff and students of color than 10 years ago (see Tables I-1 and I-4). Listed below are just a few of the many activities that demonstrate Southeastern’s commitment to human and cultural diversity.

- Oklahoma Shakespearean Festival
- Special Olympics Track Meet
- Musical Art Series
- Musical ensembles investigating/performing a wide-range of multi-cultural music
- Carnival of Cultural
- International Student Welcome Back Party
- Dr. Martin Luther King, Jr. Day of Service
- Black History Month
- The Native American Symposium
- Native November
- Native American Student Visitation Day
- Choctaw Inter-tribal Pow-Wow
- Art Exhibits, Demonstrations, and Workshops
- Formation of the Diversity Advisory Council
- Formation of the Title IX Advisory Council
- Native American Studies Program
- Virtually every program offers courses that include a human/cultural diversity component
- Black Student Association
- International Student Association
- Development of an International Student Office (search in progress)
- Oklahoma Louis Stokes Alliance for Minority Participation program funded by the National Science Foundation
- Talent Search (a TRiO program) at Southeastern served 861 individuals in the last reporting period of which 55% were students of color
- Educational Opportunity Center provides tutoring to all students seeking to increase their skills to complete their GED or prepare for an admissions or placement test.

In 2010-2011, the Assistant Vice President for Academic Affairs and the Director of Diversity charged each department with the task of conducting an inventory of each course it offered to estimate the degree to which the course included engagement and

service as well as diversity activities (Table 3-8). Engagement and service are defined by Southeastern as active collaborations between members of the University and community in ways that are mutually beneficial and consistent with the University's mission of "providing excellent teaching, challenging academic programs, and extracurricular experiences," and "promoting values for career preparation, responsible citizenship, and lifelong learning." Diversity is defined by Southeastern using two components: diversity as characteristics that people possess and diversity as processes that build community. The working definitions used for the different types of activity were: (1) intentional in-class activities that emphasized engagement/service or diversity; (2) out-of-class activities that had an engagement/service or diversity element; (3) civic/diversity skills (e.g., communication, organization, collaboration, critical thinking, listening) are emphasized without being intentionally linked to engagement/service or diversity; and (4) service learning experiences that met identified community needs, enhanced course content, developed a broader appreciation of the discipline, and promoted a sense of civic responsibility.

Table 3-8. Average level of student activity (0 = Never; 1 = Rarely; 2 = Occasionally; 3 = Frequently) related to engagement and service and diversity across all courses offered by a department.

Department	Engagement and Service					Diversity				
	In Class	Out-of-Class	Civic Skills	Serv. Learn.	Total	In Class	Out-of-Class	Div. Skills	Serv. Learn.	Total
Accounting & Finance	0.00	0.07	0.00	0.05	0.02	0.02	0.00	0.02	0.00	0.02
Art, Comm., & Theatre	1.79	0.96	1.67	1.06	1.47	1.81	0.93	1.82	1.01	1.52
Aviation Sciences Inst.	0.70	0.38	1.19	0.40	0.76	0.87	0.17	1.26	0.32	0.77
Biological Sciences	1.43	0.93	2.30	0.63	1.55	1.67	0.83	1.52	0.56	1.34
Behavioral Sciences	0.57	0.57	2.75	0.57	1.31	1.79	1.72	1.79	1.72	1.77
Chem., Comp., & Phys. Sci.	3.00	0.00	1.88	2.27	1.63	2.61	1.22	1.61	2.61	1.82
Eng., Hum., & Lang.	2.29	1.27	2.40	1.19	1.97	2.60	1.52	2.50	1.15	2.21
Educ. Instruct. & Leadership	2.16	1.68	1.96	1.84	1.93	2.66	1.78	2.16	1.92	2.20
Health, Phys. Ed., & Rec.	0.10	0.06	0.61	0.06	0.26	0.00	0.10	0.00	0.92	0.05
Mathematics	0.52	0.07	3.00	0.52	1.20	0.65	0.13	3.00	0.54	1.26
Management & Marketing	0.59	0.04	1.85	0.30	0.83	1.15	0.00	1.44	0.00	0.86
Music	2.47	1.23	2.13	1.59	1.94	2.10	0.87	2.03	1.10	1.67
Occupational Safety & Health	2.61	1.61	2.19	2.46	2.14	1.69	1.04	1.72	1.61	1.46
Social Sciences	2.54	0.49	2.09	0.80	1.71	2.61	0.29	2.47	1.03	1.79
Average	1.48	0.67	1.86	0.98	1.34	1.59	0.76	1.67	1.04	1.34

Every department reported that engagement and service and diversity elements were components in at least some of their courses (Table 3-8). There was a positive correlation between the levels of engagement/service and diversity activities. Courses that include an engagement and service component also have a higher emphasis on issues of diversity. In general, departments in the liberal arts and sciences, including the behavioral sciences, require more engagement/service/diversity activities than those in the business fields. The overwhelming majority of faculty (91%) agreed to completely agreed that the programming offered by Southeastern “*recognizes the diversity of the world in which the students live and work*” (Table 3-7).

As a student-centered university, Southeastern subscribes to the ideal of the scholar-teacher. The continuous participation in scholarly/creative activity by faculty is a critical element to achieve this ideal and enhance the learning environment for students. Scholarly activity is a requirement for all faculty and is an important element in the annual review, promotion, tenure, and post-tenure review processes. Further, continuous scholarly/creative activity by faculty is needed to maintain the numerous specialty accreditations currently held by Southeastern. Faculty have published and presented original scholarly or creative works and have received funding from internal and external sources to support these efforts; in many instances, faculty have involved students in activities. For example, during the last three years 56 fulltime faculty (39% of all faculty) published 198 articles and 19 books and gave 298 presentations (Table 3-9). Even though adjunct faculty typically are hired to teach a specific course, their active involvement in professional organizations and holding of licensures/certifications are used to demonstrate their currency in particular discipline.

Table 3-9. Summary of scholarly and creative activities of Southeastern faculty during the last three years.

Scholarly/Creative Activity	Number of Activity	% of Faculty	Number of Activity	% of Adjuncts
Publications	198	39%	13	5%
Books	19	8%	4	2%
Presentations	298	49%	23	7%
Creative Work	28	4%		
External Grant	67	17%	10	4%
Internal Grant	61	22%	2	1%
Professional Membership	529	83%	234	48%
Professional Service	374	61%	92	30%
Community Service	170	34%	69	19%
University Service	761	79%	71	12%
Book Reviews	19	2%		
Licensure/Certification	87	16%	83	22%

During the last five years, over 20 different faculty and 20 administrators/professional staff have been awarded over \$28 million in federal, state, and other grants (Table 3-10). Listed below are some of the sources of state and federally-funded grants:

- Federal: Department of Commerce, Department of Education, Small Business Administration, Department of Agriculture, Department of Interior, National

Institutes of Health, National Endowment for the Arts, National Endowment for the Humanities, National Collegiate Athletic Association, National Science Foundation, NASA—Oklahoma Space Grant Consortium (via University of Oklahoma), Federal Emergency Management, Department of Energy, Department of Justice, and National Oceanic and Atmospheric and Administration

- State: Oklahoma State Regents for Higher Education, Oklahoma Department of Commerce, Oklahoma Arts Council, Oklahoma Department of Agriculture, Oklahoma Department of Human Services, Oklahoma Aeronautics Commission, and Oklahoma Department of Wildlife Conservation.

Table 3-10. Grants received by faculty and non-faculty at Southeastern between 2008-09 and 2012-13.

Fiscal Year	Funding Source			Total
	Federal	State	Other	
2008-09	\$3,400,373.16	\$1,175,446.00	\$48,676.93	\$4,624,496.09
2009-10	\$4,328,395.00	\$1,230,197.88	\$164,952.54	\$5,723,545.42
2010-11	\$6,338,203.67	\$635,258.75	\$50,746.00	\$7,024,208.42
2011-12	\$4,800,490.67	\$524,576.00	\$73,613.15	\$5,398,679.82
2012-13	\$5,013,577.50	\$517,127.00	\$244,097.27	\$5,774,801.77
Total	\$23,881,040.00	\$4,082,605.63	\$582,085.89	\$28,545,731.52

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

<p>Subcomponents</p> <ol style="list-style-type: none"> 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 credentialed, 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.
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Despite the diseconomies of scale associated with a small university and the challenging financial times, Southeastern maintains a faculty and staff of sufficient size and professional background to provide high-quality, effective academic programs and student support services in a learner-centered environment. Under the current presidency, a renewed and intentional effort has been devoted to providing professional development opportunities for faculty and staff.

The 2003 Self-Study reported that from fall 1997 to fall 2002, the number of full-time faculty dropped from 157 to 142; this represents a 9.6% decrease. Since that time, the number of full-time faculty has continued to decrease and in fall 2012, 127 full-time faculty were primarily involved in instruction (Table 3-11); this constitutes an additional 10.6% attrition. As might be predicted, the attrition of full-time faculty has led to a concomitant increase in the number of adjuncts. From fall 2003 to fall 2012, there has been a 66% (from 65 to 108) increase in the number of adjuncts.

Table 3-11. Number and percent of full-time faculty by employment status and number of adjunct faculty at Southeastern from fall 2003 to fall 2012.

Year	Total Number	Full-time Faculty						Adjunct #
		Tenured		Tenure-Track		Non Tenure-Track		
		#	%	#	%	#	%	
2003	135	67	50	37	27	31	23	65
2004	130	62	48	38	29	30	23	73
2005	131	66	50	30	23	35	27	87
2006	133	71	53	36	27	26	20	83
2007	134	76	57	30	22	28	21	91
2008	134	75	56	34	25	25	19	88
2009	133	77	58	33	25	23	17	91
2010	133	75	57	35	26	23	17	100
2011	128	78	61	28	22	22	17	106
2012	127	84	66	25	28	18	14	108

Academic Excellence is a strategic goal of Southeastern ([link Vision Statement](#)) and one of the initiatives for this goal is to have “75% of all courses taught and credit hours produced within each school will be taught by full-time faculty.” Data in Table 3-12 indicate that Southeastern is close to these goals but not at the targeted levels. The percentage of sections taught by full-time faculty has decreased from 76% to 68% since 2003; similarly, percentage of credit hours produced has dropped from 74% to 71%. It should be noted that Table 3-13 includes sections taught and SCHs produced by retired emeriti professors and professional staff working at Southeastern as well those for remedial instruction. For fall 2012, retired professors and professional staff accounted for about 4% of the sections taught and 5% of the SCHs produced. In general, more sections are taught during fall than spring semester and this alters the ratio of fulltime to adjunct faculty and the percentage of SCHs taught by each (see Table 3-4 for SCH production by academic year).

These data also point to potential inefficiencies that warrant additional investigation. For example, the number of sections taught increased from 1,020 in 2003 to 1,151 in

2012 even though SCH production decreased by 1,188 between these two years. This resulted in fewer SCH produced per section offered in 2012 (41.9 SCH/section) than in 2003 (48.5 SCH/section). These results may be due, at least in part, to Southeastern's commitment to serve students at additional locations; however, the university will examine how to become more efficient in academic programming.

Table 3-12. Number of course sections taught and SCHs produced by fulltime and adjunct faculty at Southeastern from fall semester 2003 to 2012.

Academic Year	Total Sections Taught				Total Semester Credit Hours Produced			
	Fulltime Faculty		Adjunct Faculty		Fulltime Faculty		Adjunct Faculty	
	#	%	#	%	#	%	#	%
2003	773	76	247	24	36,349	74	13,070	26
2004	709	72	278	28	33,911	70	14,626	30
2005	737	72	281	28	35,155	72	13,685	28
2006	721	73	261	27	33,188	72	13,030	28
2007	726	76	233	24	32,983	71	13,482	29
2008	765	74	256	26	34,083	74	11,954	26
2009	816	73	301	27	36,278	72	13,493	27
2010	808	72	309	28	36,138	73	13,275	27
2011	813	69	364	31	33,852	70	14,835	31
2012	782	68	369	32	34,461	71	13,770	29

Results of the HLC Self-Study Survey revealed that both faculty and non-faculty are concerned about the attrition of full-time faculty at Southeastern (Table 3-13). When interpreting the table, please note that many administrators and staff responded that the questions were not applicable to their area; percentages for non-faculty used in the narrative are based only on those that did not indicate "not applicable to my area". For faculty, 78% weakly or completely disagreed with the statement that "There are sufficient numbers of fulltime faculty to guarantee the integrity of our programs," 61% of the non-faculty expressed a similar opinion. The majority of faculty (65%) and non-faculty (59%) also believe that departments rely "too heavily on adjuncts." The survey results revealed that there are institutional concerns about maintaining the integrity of at least some of Southeastern's academic programs due to the loss of fulltime faculty and increased use of adjuncts, especially in the most impacted departments. Even so, there has been no concomitant decrease in student performance noted in program outcomes assessment, program review, or specialty accreditation reports. As stated previously, Southeastern is committed to strategically hire more faculty in areas hardest hit by attrition as well as high-growth areas. The 2013-14 budget included the achievement of the mandatory reserve and plans for re-investing in new faculty hires are now being discussed. These efforts should address some of the institutional concern about the overall number of fulltime faculty. The integrity and quality of programs will continue to be closely monitored. Although there has been a net attrition of 6 fulltime faculty since 2009-2010, Southeastern has hired 19 faculty in tenure-track positions and 17 other fulltime faculty in non-tenure track positions during this same time period.

Attrition of full-time faculty also is concern because it may impact the continuity of programs and departments. The majority of faculty and non-faculty both disagreed, either weakly or completely, with the following two prompts on the HLC Self-Study Survey: *“In the last decade, sufficient new faculty have been hired (replacements or new faculty lines) to guarantee the integrity of our programs”* (77% and 62% disagreed, respectively) and *“In the last decade, sufficient faculty have been retained to guarantee the integrity of our programs”* (72% and 62% disagreed, respectively). Although attrition of full-time faculty and increase use of adjuncts may have the potential to impact continuity in a specific program or department, there appears to be a good mix of “new” and “old” faculty at the university level. For faculty responding to the survey, there was a fairly even distribution among the categories for years of experience (1-5 years = 19%; 6-10 years = 19%; 11-15 years = 16%; 15-20 years = 24%; >20 years = 19%). This mixture of faculty experience across campus provides for both infusion of new perspectives and retention of institutional memory.

Table 3-13. Results of the HLC Self-Study Survey regarding the number and qualifications of faculty at Southeastern.

Survey Topic	Completely or Strongly Agree		Agree		Completely or Weakly Disagree		N.A. to my area	
	FAC	ADST	FAC	ADST	FAC	ADST	FAC	ADST
Sufficient full-time faculty to guarantee program integrity	9%	6%	12%	15%	78%	33%	0%	46%
Sufficient new faculty hired in the last decade	9%	6%	14%	14%	77%	33%	0%	47%
Sufficient faculty have been retained in the last decade	11%	6%	19%	14%	71%	33%	0%	47%
The department relies too heavily on adjunct faculty	46%	20%	19%	12%	31%	22%	5%	47%
Sufficient faculty to dedicated to non-instructional duties	9%	4%	32%	24%	57%	26%	2%	47%
Faculty possess academic degrees guarantee program integrity	59%	27%	32%	27%	9%	0%	0%	46%
Faculty possess credentials and experience to guarantee program integrity	55%	24%	31%	28%	11%	2%	3%	47%

In addition to instruction, faculty at Southeastern are engaged in a various non-instructional duties such as but not limited to student advisement, club/group sponsor, membership on department, school, or university committees/councils, scholarly activity, research, and community engagement. Since many of these activities are not optional, fulfillment of these duties accomplished by the remaining faculty and this is of concern. The majority of faculty (57%) and 48% of non-faculty believe that there are insufficient faculty resources to cover these non-instructional duties (Table 3-13).

The current student to faculty ratio is 20 to 1; this is the same as reported in the common data set for 2003 and about 50% of our classes have 20 or fewer students. Even with the shifts in numbers of fulltime and adjunct faculty, the current student to faculty ratio suggests that there are sufficient faculty to provide a learner-centered environment while also meeting the non-classroom roles of faculty. Further, percentage of courses taught and the semester credit hours produced by regular faculty currently is approximately 70%; this indicates that regular faculty are still the primary providers of

academic programming at Southeastern. The hiring of additional fulltime faculty will help Southeastern achieve the “75%” threshold set as a goal for Academic Excellence. As previously discussed, faculty attrition has hit certain programs/departments harder than others. The process by which vacant faculty lines are filled has been modified to address this issue and reverse these trends as quickly as possible. The percentage of tenured faculty is near the 65% limit recommended by the governing board; the hiring of additional faculty should help alleviate this concern. The Vice President for Academic Affairs and Faculty Senate Executive team have initiated discussions on how best to proactively address this potential concern.

The Academic Policies and Procedures Manual ([link to APPM](#)) provides the policies regarding faculty qualifications and credentials for initial employment as well as for each faculty rank. Specifically, Section 4.1.1.2 states that:

- Southeastern “employs faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution,”
- the “qualifications for the rank of Professor and Associate Professor shall be an earned doctorate degree awarded by a regionally accredited or internationally recognized institution,” and
- “For the rank of assistant professor it shall be an earned doctorate degree awarded by a regionally accredited or internationally recognized institution and/or individuals who have completed all requirements in a doctoral program except the dissertation from a regionally accredited or internationally recognized institution.”

Please note that the Academic Policies and Procedures Manual refers to the old general institutional requirements of the Commission in this section. The Personnel Policies Committee and Executive Committee of the Faculty Senate have been working with the Office of Academic Affairs to update this manual for the past two years. The first year was devoted to developing policy that outlined the process to be used to update/modify the manual as well as updating the first three chapters. Virtually all of the second year was spent modifying the tenure and promotion process (a specific section of chapter 4); this new process was implemented in 2013-14. The priority for this year is the policy related to post-tenure review. The work has been slow and tedious; however, all involved are committed to finishing the project as soon as possible.

Of the 128 fulltime faculty reported in the Common Data Set ([link to AA website](#)), 101 (79%) hold a doctorate or other terminal degree. All other regular, full-time faculty hold a master’s but not a terminal master’s degree; most of these individuals are in non-tenure-track positions but are employed in a fulltime capacity. For the 125 adjunct/part-time faculty, 24% hold a doctorate or other terminal degree, 62% hold a non-terminal master’s degree; all other adjunct faculty have a baccalaureate degree.

Even though no explicit policy regarding the educational credentials of adjunct or otherwise designated faculty is listed in the Academic Policies and Procedures Manual, it has been the practice of departments to hire individuals that possess an academic degree relevant to what they are teaching and at least one level above the level above

the teaching assignment. In 2012, to better track the qualifications of adjunct and other non-tenure track faculty, the use of a *Faculty Evaluation Form for Equivalent Experience* was implemented ([link to form on AA website](#)). For the relatively few faculty that do not possess the one degree above expectation, the department chair must clearly demonstrate that the individual is well qualified in other ways to teach the assigned course(s). Areas that may be used to demonstrate these qualifications include:

- academic degrees held,
- additional coursework completed,
- previous teaching experience,
- work-related experience,
- certifications and/or licensures, and
- other experiences.

The Academic Policies and Procedures Manual (<http://www.se.edu/academic-affairs/policies-and-procedures/docs/academic-policies-and-procedures.pdf>) delineates the policies and procedures for the regular evaluation of faculty. All non-tenured, full-time faculty are evaluated annually by the department chair. Tenured faculty must be evaluated at least every third year.

The RUSO policy manual specifies five basic categories upon which academic rank and promotion in rank are based including: (1) education and experience; (2) effective classroom teaching; (3) research/scholarship; (4) contributions to the institution and profession; and (5) performance of non-teaching or administrative duties. These elements are embedded in the faculty development and evaluation process at Southeastern. At the beginning of an academic year, each faculty member submits a Faculty Development Plan (<http://www.se.edu/academic-affairs/policies-and-procedures/docs/Appendixes/Appendix-E.pdf>) that describes their effort in each area, when applicable, to the department chair (timeline is provided in the policy). At the end of the academic year, the chair evaluates the plan and produces a Faculty Evaluation Form for each faculty member, reviews it with the faculty member, and then forwards it to the Dean of Instruction for consideration and comment (<http://www.se.edu/academic-affairs/policies-and-procedures/docs/Appendixes/Appendix-G1.pdf>).

Teaching, research, and service are the triad of professional responsibilities that faculty are evaluated on when applying for tenure and/or promotion (<http://www.se.edu/academic-affairs/policies-and-procedures/docs/academic-policies-and-procedures.pdf>). Please note that a doctorate, or other terminal degree, is required to be hired in a tenure-track position. In some cases, performance of non-teaching or administrative duties may also be considered during the tenure and/or promotion process. Although Southeastern's primary emphasis is teaching, it is a basic principle that scholarly research and creative activities of faculty promote effective teaching. Similarly, Southeastern faculty must demonstrate a pattern of service, to the university, profession, and/or community. These expectations are found in both RUSO policy and institutional policy. As mentioned above, the process used for tenure and/or promotion was revised last year and these new provisions were effective for 2013-2014.

The Office of Academic Affairs and the Faculty Senate (Executive Team and Personnel Policies Committee) are currently engaged in the development of the post-tenure review process. The current Faculty Development Plan process fulfills RUSO (<http://www.ruso.edu/LinkClick.aspx?fileticket=YHiPrigGqLg%3d&tabid=849>) and institutional policies; however, both faculty and administration believe that a better process can be developed and used to promote long-term engagement of faculty in teaching, research, and service.

There is less structure regarding the evaluation of adjuncts. However, the recent implementation of the annual submission of the *Faculty Evaluation Form for Equivalent Experience* helps ensure the currency and qualifications of adjuncts and non-tenure track faculty. The teaching effectiveness of adjuncts is evaluated at the department level; typically, those that do not perform at the expected level are not rehired.

SUMMA student evaluations are administered for all classes taught by full-time and adjunct instructors on a five-year cycle associated program review or in preparation for specialty accreditation; these evaluations are administered by the Office of Academic Affairs. In other years, departments typically complete student evaluations of teaching with locally-developed instruments. The Office of Academic Affairs provides an assessment instrument to each department for all requested courses and faculty as well as tabulates the results for the department. Academic departments also have the option to develop and use their own instrument, or request that another commercially-available instrument be purchased for their use. Student evaluations of teaching are an essential element of faculty development plans and applications for tenure and/or promotion; therefore, faculty have students evaluate their teaching on a regular basis.

Funds for professional development (primarily research and travel) are disbursed through the Organized Research and Program Review Committee (<http://www.se.edu/academic-affairs/policies-and-procedures/docs/academic-policies-and-procedures.pdf>). Members review all grant requests, prioritize which grants should be funded, and recommend the level of funding within the guidelines of the Organized Research Policy (http://www.se.edu/academic-affairs/documents/orps_f13.pdf). The Committee's recommendations are submitted the Assistant Vice President for Academic Affairs for review. The Assistant Vice President makes the final determination on funding and notifies the applicants; in all instances during the last five years, the Assistant Vice President has concurred with the recommendations of the Committee. The Dean of Instruction and academic departments also have funds for professional development and have the ability to reallocate money among expense codes (budget lines) in their operational budgets as deemed necessary. The five goals of Faculty Research (also called Organized Research) are to:

- promote faculty interest in research, other scholarly activities, and/or professional development,
- provide support for faculty projects in research, other scholarly activities, and/or professional development,
- develop a larger roster of faculty who are capable of directing research and/or developing other scholarly works,

- provide more opportunities for undergraduate and graduate students to participate in research and other scholarly activities, and
- enhance the reputation of SE in the areas of research, scholarship, and faculty qualifications.

The Faculty Research budget gradually decreased from \$50,644 in 2003-04 to \$37,218 in 2012-13 and over 90% of the faculty responding to the HLC Self-Study Survey indicated that more funds should be allocated to promote professional development of faculty. In 2013-14, an additional \$40,000 was added to this budget specifically for professional development. This increase was a direct result of the discussions during Faculty Forum on Shared Governance last year. The Presidential Partners Program of the Southeastern Foundation provided \$10,000 of the new funds in 2013-2014. The total budget for professional development of faculty for this fiscal year is \$77,218. During the last five years, 186 faculty grant requests were funded and awards totaled more than \$162,000 (Table 3-14). During this same time period, only 12 (6%) of the requests were denied by the Organized Research and Program Review Committee.

Table 3-14. Allocation of faculty research funds from Summer 2008 to Spring 2013 by academic year.

Award Period	Number Funded	Number Denied	Total Amount Awarded
Summer 2008-Spring 2009	34	2	\$35,324
Summer 2009-Spring 2010	28	2	\$25,197
Summer 2010-Spring 2011	46	8	\$35,487
Summer 2011-Spring 2012	38	0	\$30,005
Summer 2012-Spring 2013	40	0	\$36,030
5-year Total	186	12	\$162,043

Sabbatical leave is another mechanism to promote professional development in faculty. Southeastern has awarded 10 sabbaticals between 2003-04 and 2012-13 academic years to nine different faculty from eight departments including Art Communication and Theatre, Behavioral Sciences, Biological Sciences, Chemistry, Computer and Physical Sciences, English, Humanities, and Languages, Management and Marketing, Mathematics and Social Sciences. Activities during sabbaticals included conducting original research, preparing manuscripts for publication in peer-reviewed journals, researching and writing books, learning new and innovative teaching methods, community service, and participating in theatrical performances. Seven of the sabbaticals were for one semester and included full salary and benefits; the remaining three were for the academic year at half salary and benefits.

Another mechanism used to promote and support faculty development was the establishment of the *Guidelines for Incentive Compensation for Faculty* in 2009 (<http://www.se.edu/academic-affairs/documents/ip-13-14.pdf>). These guidelines were developed to provide incentive compensation to regular faculty for activities that assist Southeastern fulfill its mission and commitments outlined in the strategic goals embedded in Vision 2015. Incentive compensation is not typically available to adjunct

faculty unless extenuating circumstances are provided, especially in the “recruit and retain” category. For regular faculty to receive incentive compensation, one or more of the following criteria must be met within at least one of the following six categories: Outreach and Distance Education, Significant Course Upgrade, Unexpected Reassignment, Bachelor of Science in Liberal and Applied Studies, Recruitment and Retention of Faculty, and Other Justifications. During the four years since implementation, incentive compensation to faculty has totaled over \$289,000 (Table 3-15). Over 41% (\$118,610) of the total dollars for faculty incentives have been provided for activities related to outreach and distance education. This is consistent with Southeastern’s renewed effort to better meet the needs of individuals in the region by providing courses and/or programs at locations other than the Durant campus. To assist in the recruitment and retention of highly-qualified adjunct faculty, over 20% of the incentive pay (\$59,400) has been awarded to in this category.

Table 3-15. Summary of faculty incentive pay by award category from Summer 2009 through Spring 2013.

Award Category	Time Period				Total Awarded
	Su 2009- Sp 2010	Su 2010- Sp 2011	Su 2011- Sp 2012	Su 2012- Sp 2013	
Outreach and Distance Education	\$29,300	\$31,550	\$37,050	\$20,710	\$118,610
Significant Course/Program Upgrade	\$11,600	\$6,000	\$4,600	\$1,000	\$23,200
Unexpected Reassignment	\$6,650	\$5,850	\$2,400	\$1,600	\$16,500
Adult Degree Completion	\$3,200	\$900	\$1,200	\$2,100	\$7,400
Recruit and Retain Adjunct Faculty	\$16,450	\$14,000	\$17,950	\$11,000	\$59,400
Other Activities	\$4,500	\$18,200	\$7,200	\$34,250	\$64,150
Total Awarded	\$71,700	\$76,500	\$70,400	\$70,660	\$289,260

Faculty often times perform administrative or other activities and are able to request a reduction in teaching load so that they can devote sufficient time to fulfill these other duties. A full-time equivalent faculty (FTE) typically teaches 12 credit hours of per semester and reassigned time is represented as a fractional amount of that load. For example, if an individual has a 0.5 FTE reassignment for one semester, that individual is expected to teach only 6 semester credit hours. It is important to note that department chairs at Southeastern serve a dual role at Southeastern. First, chairs are faculty members and have all the rights, expectations, and privileges of a faculty member such as being elected to the Faculty Senate or serving on faculty committees. Chairs also serve as an administrative function; they are charged with leadership in five areas: (1) instructional program management; (2) personnel management; (3) financial and facilities administration management; (4) department and program development; and (5) academic leadership (<http://www.se.edu/academic-affairs/policies-and-procedures/docs/academic-policies-and-procedures.pdf>). To perform these administrative responsibilities, chairs have received from 0.25 to 0.75 FTE reassigned time (Table 3-16); the variation is due to factors such as the size of the academic department and number of degree programs.

The “Program Coordinator/Director” serves an administrative function at the program level within a department (e.g., coordinator of a graduate program) or at the university

level (Director of the Honors Program). Various activities have been lumped into the “Other Academic Assignment” area such as musical ensemble accompaniment, program recruitment, grant writing, program assessment, specialty accreditation initiatives, and new program development. The “Intellectual Contributions” area has typically been awarded to faculty in the John Massey School of Business. All programs in the School are accredited by AACSB, International and Southeastern is the only regional school in Oklahoma to have this accreditation. This provides business faculty with additional time to meet the research and scholarly expectations needed to maintain this accreditation. All coaches are expected to teach but have varied levels of reassigned time that is directly related to their coaching responsibilities; a head coach typically receives 0.5 reassigned time whereas an assistant coach receives 0.33 reassigned time. The “Other” areas in reassignments such as director of the Equestrian Center and director of the campus radio station.

Table 3-16. Amount of reassigned time for faculty by functional area during fall 2012 and spring (expressed as full-time equivalent faculty).

Reassignment Area	Fall 2012	Spring 2013
Department Chair	5.75	5.50
Program Coordinator/Director	4.25	5.25
Other Academic Assignment	4.00	4.17
Endowed Chairs	3.00	2.50
Intellectual Contributions	2.00	1.50
Coaching Responsibilities	6.67	6.00
Other	0.75	1.25
Total	26.42	26.17

Faculty and staff realize that important student interactions and learning opportunities occur outside the classroom and make themselves available to students in multiple ways. A Noel Levitz Student Satisfaction Inventory was completed by 339 students in 2012 ([link to Novel Levitz](#)). The report identified 17 institutional strengths including the following related to student interactions with faculty and staff:

- *My academic advisor is approachable.*
- *Faculty are usually available after class and during office hours.*
- *The campus staff are caring and helpful.*
- *The business office is open during hours which are convenient for most students.*
- *Students are made to feel welcome on this campus.*

Student satisfaction data were consistent with results of the HLC Self-Study Survey; the vast majority of faculty respondents agreed to completely agreed that “*students have adequate levels of access to faculty via e-mail, Blackboard, or office hours (virtually and/or face-to-face)*” for tenured/tenure track faculty (92%) and fulltime, non-tenure track faculty (87%); however, only 62% had the same level of agreement for part-time adjunct faculty.

All full-time faculty are provided an office equipped with appropriate furniture (e.g., desk, chair, filing cabinets) and technology (e.g., telephone, computer, wireless and/or hard-wire access to the internet). Full-time faculty are required by university policy to maintain 10 office hours per week (<http://www.se.edu/academic-affairs/policies-and-procedures/docs/academic-policies-and-procedures.pdf>); office hours and contact information are provided on course syllabi. The number of office hours can be reduced to 7.5 hours if the faculty member is teaching one online course and five hours if teaching two online courses. These hour reductions are at the discretion of the department chair.

There is less uniformity across academic departments regarding office space associated technology provided to adjuncts. On the main campus, some departments provide individual or group office space to adjunct instructors while others do not which directly impacts the ability to require adjuncts to maintain office hours. There is no university-wide policy requiring adjunct office hours; however, most all departments have the expectation that adjunct faculty will be available to students before and after class as well as via email and/or phone. This is due, at least in part, to the highly varied teaching assignments of adjunct faculty. Overall, six departments do not require adjuncts to maintain office hours. Listed below are examples of department-specific office hour policies for adjuncts (all are hours per week):

- 10 virtual office hours,
- 1 office hour per credit hour taught,
- 1.75 office hours per 3-credit hour course,
- office hours required but number not specified, and
- teaching one course—available to students before and after class; teaching two or more courses—hold office hours “similar” to regular faculty.

Each full-time and adjunct faculty is supplied with university email account and the instructor’s email address is listed on the course syllabi. All faculty are provided access to the institution’s learning management system (Blackboard) and Campus Connect, a secure online portal used to view, submit, and print university-related data and documents.

All full-time faculty offices are supplied with telephone lines. Adjuncts with office space may or may not be provided a university telephone extension. Full-time and adjunct faculty with telephones are listed in the university’s online faculty directory.

Not providing all adjunct faculty with dedicated office accommodations or university telephones has the potential to be detrimental to personal, face-to-face student-faculty interaction, and thereby detrimental to instruction generally. This is a major problem especially where adjuncts teach critical first-year or general education courses where consultation with faculty is frequently necessary for at-risk students. However, requiring adjuncts to schedule office hours may impose burdens on adjunct faculty who are not equitably compensated for maintaining those office hours. Adjuncts are compensated by a standard salary card with no provisions for compensation over and above the time they devote to instruction (e.g., preparing lectures and tests, holding classes, grading

student work). To require some but not all adjuncts to schedule office hours is an equitability issue. The lack of university-wide policy for adjunct office hours is an issue that needs to be addressed. However, such a policy must consider the varied and unique teaching assignments of adjuncts and not negatively impact a department's ability to recruit and retain high-quality adjuncts.

3.D. The institution provides support for student learning and effective teaching.

Subcomponents

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.

Southeastern's mission, scope and function, and Vision 2015 all reflect our commitment and attention to student needs. Many student services offices are administered through the Division of Student Affairs (<http://www.se.edu/president/documents/organizational-chart.pdf>). These offices advocate for students, both individually and collectively, promote diversity, responsible citizenship and student achievement, and provide a variety of services. The construction of the Glen D. Johnson Student Union in fall 2006, named after the 16th President of Southeastern, provided a unique opportunity to house many of the offices that provide assistance to students in one facility (<http://homepages.se.edu/student-union/>). The mission of the student union is to "promote the academic and student affairs missions of Southeastern Oklahoma State University and provide open and inviting student centered environment for the University community." Below is an overview of specific services and programs provided by Southeastern to meet the needs of students.

Counseling Center (<http://www.se.edu/counseling-center/counseling-center-mission-statement/>) – The Counseling Center provides services to all Southeastern students during the academic year. The Center supports a holistic approach, which facilitates student development and achievement through personal counseling, educational programming, and crisis intervention. It operates using the following set of premises:

- Mental illness does not discriminate.

- Endeavors are directed to the reduction of marginalization of students.
- Programs and interventions support students' mental health, individual development, personal goals, and community engagement.
- Efforts are based on a foundation of respecting others and valuing diversity of ethnic and cultural backgrounds.
- Freedom of expression and sharing of opinions different from one's own is highly encouraged.
- Interacting with the community at large to build safe, equitable, and enriching opportunities to meaningfully engage with others is paramount.

Southeastern Public Safety (<http://homepages.se.edu/public-safety/>) – this area is comprised of three entities: Campus Police; Campus 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. Also provided at this website are the Cleary Reports (<http://homepages.se.edu/public-safety/clery-reports/>), emergency handbook (<http://homepages.se.edu/public-safety/emergency-handbook/>), and emergency-preparedness plan (<http://homepages.se.edu/public-safety/files/2009/12/emergency-preparedness-plan13.pdf>).

Student Health Services (<http://www.se.edu/student-health/>) – all currently enrolled students with a valid SE I.D. are eligible to receive services. The mission of this office is to provide “*services and support for the mental and physical health needs of the campus community through a commitment to comprehensive wellness that encourages and advances academic and personal success.*” A fulltime nurse is the director of the unit and a physician is available two mornings a week when classes are in session.

TRiO at Southeastern (http://www.se.edu/talentsearch/trio_at_sosu.htm) – this program is designed to provide educational opportunities for low-income, first-generation, and disabled Americans. These federally-funded programs assist eligible participants enter college, graduate, and participate more fully in America's economic and social life. Listed below are specific TRiO programs at Southeastern.

- **Educational Talent Search** (<http://www.se.edu/talentsearch/>) – STEPS (Southeastern's Talent Search Educational Program Services) is a free service provided for eligible middle school and senior high school students. The program provides academic and career guidance that plan to continue their education and/or training beyond high school.
- **Upward Bound** (<http://homepages.se.edu/upward-bound/>) – Southeastern's program is designed for those students that plan to pursue a post-secondary education upon graduation from high school. All students in this program must either be considered first generation or low income (according to Federal TRiO Income Guidelines); most participants meet both criteria. This college-based program provides participants with academic instruction, tutoring, college preparation, cultural awareness that promotes success at the secondary and post-secondary levels. Specific initiatives of Upward Bound include: Math and Science for students that have an interest in math, science, or computer science; Upward Bound Texoma is designed for students to earn college credit while still

attending high school; and the Bridge Program assists students that have graduated from high school make the transition to college.

- **Student Support Services** (<http://homepages.se.edu/sss/>) – the mission of this office is to “*develop and facilitate comprehensive services designed to improve academic performance which leads to increased retention and graduation of eligible low-income, first generation college students and students with disabilities. We advocate for a welcoming physical and social environment which reflects the values of excellence, diversity, lifelong learning, academic integrity, and mutual respect.*” Student resources provided include: academic and personal counseling; career counseling; cultural events; disability services; tutoring (face to face and online); financial aid assistance; graduate school; and workshops.
- **Smarthinking**—all students have access to online tutoring provided by Smarthinking. This service provides tutoring in mathematics (basic math through Calculus including Bilingual Math), Biology, Introduction to Human Anatomy and Physiology, Chemistry, Organic Chemistry, Physics, Economics, Accounting, Introduction to Finance, Statistics, Spanish, Writing, Reading, and Information Technology Support.
- **Student Support Services—Project TEACH (Training Educators to Accept the Challenge)** (<http://homepages.se.edu/project-teach/>) – this student support services program is specifically designed to support and retain college students that meet the eligibility requirements in teacher education programs.
- **Educational Opportunity Center** (<http://www.se.edu/eoc/>) – the EOC is designed to provide information regarding financial and academic assistance to qualified adults who desire to pursue a program of postsecondary education. A variety of services are provided including: academic and financial aid advice, personal counseling, career workshops, tutoring, mentoring, application preparation, and admission testing.

Wellness Center (<http://homepages.se.edu/wellness-center/>) – the Wellness Center is located on the first floor of the student union. It provides a variety of facilities and services including: cardio equipment; strength equipment, indoor walking track; racquetball courts, and an indoor basketball court. Members of the campus community also have access to the indoor pool located at the gymnasium.

Financial Aid (<http://www.se.edu/financial-aid/>) – the primary purpose of the Office of Financial Aid is to identify deserving students in order to provide them with financial assistance to attend college. Over 83% of Southeastern’s full-time undergraduates and 72% of the part-time students were awarded some type of financial assistance (http://www.se.edu/academic-affairs/documents/CDS_2012-2013.pdf). In 2012-13, over \$11.2 million in need-based and \$2.3 million in non-need based scholarships and grants were awarded to Southeastern students. An additional \$14.1 million in aid was provided from need-based (\$8.3 million) and non-need based (\$5.8 million) loans, work-study, and other types of student employment. Other types of financial assistance received by students included parent loans (\$0.5 million), tuition waivers (\$7.0 million), and athletic awards (\$1.3 million). This group of dedicated staff work to ensure that

students know what the costs of college attendance will be, assist them receive the types of aid they qualify for, and inform them of their obligations associated with receipt of financial aid.

Dean of Students Office (<http://homepages.se.edu/student-life/student-life-programs/multicultural-student-office/>) – this office was established to address the needs of a diverse campus community. Its goal is to promote a place where the entire community and region can benefit from the cultural wealth of the University. Three student organizations, the International Student Association, Native American Council, and Black Student Association, work closely with the Dean's Office to promote cultural enrichment events such as: Dr. Martin Luther King, Jr. Day of Service, Black History Month, Carnival of Cultural, and numerous Native American activities (these also are coordinated and/or sponsored by the Native American Center for Student Success).

Office of Student Life (<http://homepages.se.edu/student-life/>) – this office serves the University by advocating, educating, and advising student organizations and individuals. Numerous co-curricular programs, events, and other programming is provided by the staff. Some of the events sponsored by Student Life include: Camp SE New Student Orientation, Welcome Week, Parent's, Family and Friends Day, Homecoming Week, Beat ECU (East Central University) Bonfire, Presidential Partners, Safe Spring Break, Spring Fest, Domestic Violence Prevention Vigil, Student Worker Appreciation Day, Greek Week, and Stress Free Zone.

Ensuring Students are Prepared for College

The Learning Center (<http://homepages.se.edu/learningcenter/>) is one of the areas under the Associate Dean of Academic Services and is housed in the new refurbished Academic Advising and Outreach Center. The Learning Center was established to support the assessment and development of basic skills in English, reading, and mathematics. It also completes entry-level assessment for science. The Learning Center is part of a comprehensive University effort designed to support quality educational experiences for students. The Learning Center is charged with the responsibility of assessing and placing new students who may be academically at risk. The Learning Center offers support in basic skills to students through a multi-faceted basic literacy program that is tailored to meet diverse student needs. Competency-based education, individual learning styles, self-paced learning, and different levels of preparedness are essential considerations in the program. In summary, the Learning Center's goal is to provide a highly adaptive learning environment for improving student preparation in order to increase student success and institutional effectiveness.

All entering students are assessed on the basis of their ACT or SAT sub-test scores as a first evaluation of academic readiness; only those students not meeting established cut-scores and/or who had not completed course work in one or more of the deficiency areas were required to undergo secondary testing. In the 2011-12 academic year, Southeastern admitted 2,175 undergraduate students and of these, 689 were required

to participate in at least one secondary entry-level assessment to determine whether remediation was warranted.

The Accuplacer-Computerized Placement Test (CPT) and the CPT Companion Test were used for English, Mathematics, and Reading testing; The Stanford Science Test was used for the secondary science assessment. Percentages of students admitted that were placed in remedial courses as a result of secondary entry-level assessment include: English – 11%, Math - 19%, Reading - 9%, and Science - 14% (Table 3-17). The percentage of students required to complete secondary assessment has remained somewhat constant for the last several year. Students required to enroll in remedial English, math, and reading were allowed to retest once after enrolling; however, they were advised to seek assistance in the area of deficiency prior to the retest. Students required to enroll in remedial science do not have a secondary retest option

Table 3-17. Summary of secondary testing and placement in remedial courses for entering students during 2011-2012.

Subject Area	Required to Test		Placed in Remedial Course		Passed Test		Not Required to Test	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
English	415	19.1	237	10.9	178	8.2	1,760	80.9
Mathematics	584	26.9	412	18.9	172	7.9	1,591	73.2
Reading	363	16.7	187	8.6	176	8.1	1,812	83.3
Science	458	21.1	314	14.4	144	6.6	1,717	78.9

Success of entry-level assessment and placement was measured by a number of factors including retention in both remedial and college level courses, course GPA comparisons, and student satisfaction. Several offices were responsible for tracking these factors and ensuring the integrity of the process. The Learning Center, which is responsible for entry-level testing, placement, and remediation, has implemented several measures to validate the success of its program. Comparisons were made in course GPA, overall GPA, and course pre/post- test scores. To measure the effectiveness of remedial instruction, students were administered a pre/post-test for each remedial course in English, mathematics, and reading. These data revealed that students enrolled in remedial courses make significant gains after completing one semester of instruction, particularly in the area of mathematics (Table 3-18). When results were compared to the previous years, gains were noted in English, Elementary Algebra (Math 0114), and Intermediate Algebra (Math 0123).

Table 3-18. Increase in scores achieved between pre- and post-tests given to students completing remedial courses 2011-2012.

Subtest	Number of Students	Pre-Test	Post-Test	Gain
ENG 0123	121	22.9	51.7	28.8
MATH 0123	62	40.5	76.5	36.0
MATH 0114	116	16.9	70.8	53.9
READ 0123	90	25.2	45.9	20.7

Another measure of program effectiveness was the comparison of course GPAs as developmental students matriculated into regular college courses. Table 3-19 indicates that the GPAs of developmental students compared favorably with their peers who tested out on the secondary assessment, met other secondary assessment criteria, or were not required to test because of their ACT/SAT score. These data are for first-time, first term entering students who were previously enrolled in developmental courses and then matriculated into credit-bearing courses 2012-13; transfer were not included because they did not complete remedial courses at Southeastern.

Table 3-19. Average GPA earned by students in entry-level credit-bearing course related to the remedial subject area by category of entry-level placement.

Remedial Subject Area	Course Comparison	Students Enrolled in Remedial Course		Students Tested Out of Remedial Course		Students Exempt from Taking Remedial Course	
		Number	GPA	Number	GPA	Number	GPA
English	ENG 1113	95	2.22	127	2.28	391	2.71
Mathematics	MATH 1303, 1513, or 1543	153	1.84	134	1.93	417	2.24
Reading	HIST 1513 or 1523	53	1.13	85	1.75	376	2.12
Science	BIOL 1114 or PSCI 1114	145	2.29	96	2.63	571	2.62

Table 3-20 compares the overall academic GPA of remedial students to the overall GPA of their peers. These data were based on first-time freshmen who were compared to classmates who entered during the same approximate time period. These data suggest that current cut scores were effective and that remedial course work has a positive impact on academic preparedness of students who were enrolled in zero-level courses.

Table 3-20. Average overall student GPA achieved from summer 2010 to spring 2011 by category of entry-level placement.

Remedial Subject Area	Students Enrolled in Remedial Course		Students Tested Out of Remedial Course		Students Exempt from Remedial Course	
	Number	GPA	Number	GPA	Number	GPA
English	107	2.14	129	2.38	372	2.60
Mathematics	129	2.66	104	2.08	308	2.69
Reading	76	2.32	129	2.27	409	2.54
Science	94	2.63	93	2.06	389	2.57

Results from the seven-year study showed that at least 62% of students who were placed in English 1113; History 1513 and History 1523; Math 1303, Math 1543, or Math 1513; and Biology 1114 and Physical Science 1114 earned a grade of “C” or higher.

The Writing Center, housed in the Learning Center, offers personal assistance with developing and/or proofreading student essays and research papers. The center is open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

The HLC Self-Study Survey found that 75% of the faculty indicated that “*academic deficiencies of entering students are identified by entry-level assessment protocols.*”

However, only 41% of the faculty thought that “*academic remediation adequately prepares entering students for credit-bearing courses.*” This is somewhat surprising given the success of the remedial courses described above. This response may be related to the 75% of the faculty that indicated that “*admission standards should be more rigorous/higher.*” Without a doubt higher admission standards would increase our retention and graduation rates. However, this also has the potential to negatively impact enrollment given that the average composite ACT score for first-time full-time students was 20.6 in Fall 2012 and the number that had to take one or more remedial courses (Table 3-17).

Academic Advising

The Academic Advising and Outreach Center (AAOC) serves the needs of freshmen (students with less than 24 credit hours), transfer students, and students with academic deficiencies (<http://homepages.se.edu/advising-center/>). Once a student is admitted to Southeastern and completes College Placement Testing (if required), the academic advisors work with undergraduates to identify academic options, choose appropriate academic strategies and recognize barriers to academic success. In the AAOC, students learn how to:

- Explore interests and goals related to choosing a major, classes and career
- Evaluate external factors that influence academic performance
- Meet the general education requirements
- Establish a schedule that maximizes the chances for success
- Find information about all of the majors at Southeastern
- Access on-campus support services.
- Follow University policies and procedures.

Southeastern currently uses a “blended” advising model. This means that both professional and faculty advisors are utilized to assist students in meeting educational goals and interpreting university policy. In general, professional advisors in the AAOC or in Student Support Services advise freshmen (students with less than 24 credit hours), undecided majors, transfer students and students with academic deficiencies. University faculty typically serve as the students’ primary advisors once the student has completed 24 hours and/or declared an academic major. Southeastern believes that the blended model is the best organizational structure for our student population.

A significant number of incoming student are first-generation, lower income, academically under-prepared, and rurally isolated. 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, understanding of how the curriculum relates to the student’s long-term goals and provide the mentorship and intellectual guidance needed to produce successful students.

All students who were admitted after spring of 2003 have an “advisement hold” each semester. An academic advisor must remove the hold before the student can enroll. If done electronically, the hold will be removed for the semester. An advisor’s signature on

an enrollment card will allow the student to enroll at the Registrar's office for identified courses. However, it will not remove the hold for the semester.

Native American Center for Student Success (<http://homepages.se.edu/native-american-center/>) – NACSS is a centralized location for student services for Native American students. The Center provides academic advising and other services specifically for Native American Students. NACSS also house staff from the Choctaw and Chickasaw Nation Education and Vocational Rehabilitation departments. The Director of NACSS and Associate Dean for Academic services were co-principal investigators on a five-year, two million dollar Title III grant titled "Connect2Complete." The primary goal of the Connect2Complete (C2C) grant is to improve retention rates among Native American students and ensure they have the knowledge, tools, and resources to successfully complete their educational goals. The grant funded two retention specialists and programs and services such as:

- Freshman Connection
- Sophomore Success
- Sophomore/Junior Mentorship
- Junior/Senior Faculty Advisement
- Senior Completion
- Academic Advisement
- Native American College Success Courses
- Retention Programs
- Scholarships and Tribal Funding
- Graduate School Selection and Admission
- Professional Development
- Promotion of Native American Learning Styles
- Native American Workshops, Conferences, and Community Development
- Tutoring Assistance

This Title III grant also helped defray the costs of an Early Alert Reporting System (EARS). The EARS program benefits all students at Southeastern by providing software used to facilitate submission of attendance and grade reports by faculty throughout the semester. This information is forwarded to the student and the student's advisor via e-mail. The early identification of at-risk-students provides greater opportunities for individual intervention; it also should have a positive impact on overall retention and graduation rates at Southeastern.

The HLC Self-Study Survey (link) revealed that 71% of the faculty thought that *students are advised appropriately by the AOC* and 90% believed that *students are advised appropriately by faculty in my department*.

Physical Resources and Technological Infrastructure:

The Campus Master Plan (<http://homepages.se.edu/master-plan/>) provides the overall framework by which Southeastern maintains an appropriate physical environment for all aspects of campus life. The master plan is aligned with the institutional mission and is

an important element of Vision 2015 (<http://www.se.edu/president/vision/>); one of the five strategic goals is “By 2015, Southeastern will have made major progress in developing a “state of the art” campus to meet the teaching/learning goals of the university.” Since the last comprehensive evaluation, over \$70 million of new construction and renovations have transformed Southeastern’s campus in fulfillment of this strategic goal.

Each year, the Information Technology departments submit an annual technology plan to the state of Oklahoma ([link to latest plan](#)). 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. To ensure that these services are provided in an effective, efficient, and timely manner the Division of Information Technology will:

- Support and promote the productive use of technology for faculty, staff, and students.
- Ensure that all technology in place is secure and performing reliably.
- Provide timely, effective end-user support.
- Install cost-effective solutions designed to meet business needs.
- Maintain positive relationships with end-users through information and communication.

Technology is constantly changing and the unit has accomplished many projects in the last decade; some of these 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 (<http://homepages.se.edu/master-plan/action-plan-3%e2%80%94facilities-goal-team/>). Nine wireless laptops may be checked-out and used within the library.

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.

Southeastern also maintains well-equipped laboratories that support discipline-specific programming. Highlighted below are three departments that require highly specialized equipment; additional information may be found in the program review documents for all programs (<http://www.se.edu/academic-affairs/program-reviews/>).

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 are stored in the two metal buildings. There are also two research laboratories in one of the metal buildings. Twelve research ponds are available to faculty.

The Department has the following mission-critical teaching and research equipment (only those items valued at over \$500 are listed): autoclave, refrigerated centrifuge with two centrifuge rotors, microcentrifuge, ice maker, seven refrigerators, four freezers, one minus 80°C freezer, three insect storage cases, two mammal storage cases, thirty-four herbarium cases, three animal cage racks and cages, three TRX-1000 receivers, research quality Olympus microscope system, twenty-six compound microscopes, ten stereo microscopes, two safety cabinets, WP4 Dewpoint meter, photon flux meter, two bacteria/yeast incubators, carbon dioxide incubator, two water baths, microtome, cadaver litter, refrigerated cadaver storage unit, oscilloscope, electrocardiograph, four spectrophotometers, foto-phoresis documentation station, two pH meters, two analytical balances, high pressure liquid chromatography equipment, cell harvester, PCR thermal cycler, DNA fluorometer, two PAGE and western blot apparatus, two FlexCam Microvideo cameras, mammalian tissue culture incubator, inverted microscope, camera and adapters for microscope, biological safety cabinet for cell culture, two liquid nitrogen cryopreservation tanks, and a glass-front laboratory refrigerator with interior electrical outlets.

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 in funding 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. Examples include: Anasazi 90 MHz NMR (^1H and ^{13}C), Agilent 1100 LC-MS with ESI and APCI ionization sources, Agilent 5975/6890 GC-MS with autosampler, Thermo-Nicolet 380 FT-IR with an ATR module, Shimadzu GC-17 gas chromatograph with FID detection and AOC-20i autosampler, Beckman System Gold 126 HPLC, 168 diode array detector, 508 autosampler, and 32 Karat software, Agilent 1100 Binary Pump HPLC with diode-array detection, BioRad Biologic FPLC system, GBC 908 AAS with model 3000 graphite furnace, ThermoSolaar GF-AAS, Hewlett Packard 8453 diode-array UV/Vis spectrophotometer, Shimadzu UV-210 PC UV/Vis multi-cell scanning spectrophotometer with temperature control, 2 Agilent G1600 3D CE with diode array detection (one is dedicated to the CE-MS), Beckman P/ACE 5500 CE with UV-filter, diode-array, and LIF detection (442 He-Cd laser), Beckman P/ACE 2200 CE with LIF detection (488 argon laser), Beckman MDQ CE with UV and LIF detection (325/442 nm HeCd and 488 argon lasers), Rainin HPLX binary HPLC with UV detection, Varian Cary Eclipse fluorescence spectrometer with temperature controlled cells, manual polarizers, and plate reader, UVP AutoChemiSystem image system for gel-plate analysis, 12 station chemistry-computer laboratory with Vernier LoggerPro interfaces for real-time data collection of student experimental data, Labconco CentriVap Concentrator (Gel Dryer), IEC B-60 ultracentrifuge, IEC Centra MP4R Refrigerated Centrifuge, New Brunswick Scientific Innova 4230 Refrigerated Microbial Incubator/Shaker, several temperature-controlled Stationary Incubators, Millipore MilliQ water polishing systems, Hirayama HV-85 autoclave, Harris -80°C freezer, Baker Company laminar flow hood, Domnick Hunter nitrogen generator, Savant – SpeedVac sample concentrator system, Pierce Reacti-Therm concentrators/reactors, and a variety of common equipment found in teaching laboratories including refrigerators, balances (top loading and analytical), pH meters, water baths, orbital shakers, and most common glassware.

The majority of faculty (63%) agree to completely agree that the *“technological infrastructure is adequate to support quality programs whenever and however delivered.”* However, the survey did not specify the discipline or the type of technology.

Spaces used by the Fine Arts:

Southeastern's four primary spaces that are used for performances in the fine arts including the Fine Arts Recital Hall, Montgomery Auditorium, 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 boasts high-level audio and video capabilities. Montgomery Auditorium features state-of-the-art lighting, 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.

Clinical Practice Sites:

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 internships, practicums, and/or field experiences.

Students majoring in Art may complete internships art galleries whereas Graphic Design majors may complete a specific design project for a company. Additionally, Art Education majors are required 3 courses of field experience with a culminating clinical student teaching as assigned by Teacher Education.

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 majors must enroll in internship/practicum hours; however, these typically are completed at public schools located in southeastern Oklahoma and northern Texas.

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 in the field.

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.

Museum Collections: The Centre Gallery houses The Charles and Miriam Hogan Native American Art Collection. This beautiful collection of art was donated by Mrs. Miriam Hogan on February 20, 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 fine collection are Woody Crumbo, Bert Seabourn, Stephen Mopope, Doc Tate Nevequaya, Alan Houser, Jack Hokeah, Al Momaday, Acee Blue Eagle.

Performance spaces, rehearsal spaces, and clinical practice sites are discipline specific issues and do not register on the overall faculty survey conducted in response to this HLC component. However, in the HLC Faculty survey there are overall positive responses to the level of agreement regarding “infrastructure and resources provided by SE to support effective teaching and learning.”

Library Resources:

In conjunction with the University’s Mission, the Henry G. Bennett Memorial Library (<http://homepages.se.edu/library/library-information/library-mission-statement/>) will support the University’s curriculum by providing a vital, information-rich environment that will enhance faculty development and student learning. The library utilizes the latest technology to take full advantage of available resources and services.

The library houses over 190,000 monograph volumes, over 485,000 microform units and subscriptions to over 1,100 print and non-print periodicals and provides electronic access to over 42,000 full-text journal titles through aggregated databases. The library serves as a regional review center for the state of Oklahoma adopted textbooks. Currently there are over 19,000 items in that collection. The library is a selective Government Document Depository collecting at about 30% providing access to over 100,000 print and non-print Federal and State documents. The 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. During the fall and spring semesters, the library is open sixty-nine (69) hours, and forty-five (45) hours during the summer session. Reference service provided by a professional librarian is either face-to-face or virtual the majority of those hours.

In 2012-2013, 29,468 people visited the library and completed 13,657 circulations and library’s web pages had 88,383 virtual visitors during the 2011-2012 academic year. The library has 66 computer workstations and nine laptops are available for checkout;

the library's Computer Classroom houses 24 computers and one printer for class use. The library is currently planning a major upgrade in the wiring and usability of the student computer labs to prepare for advances in technology and to be a more inviting and student friendly study environment. The library purchases access to 77 databases, including: The American Chemical Society Database, BioOne, The Gale Literature Resource Center, Ebscohost, JSTOR, LoisLaw, PsycArticles and PsycInfo, via the Internet, covering full-text journals and reference tools, and maintains an online list of electronic databases by subject and name. These resources are available regardless of whether the user is on-campus or off-campus. In 2012-2013, over 1.1 million searches were completed for all periodical databases.

Southeastern established a Textbook Reserve Program (TRP) during Fall Semester 2008 in which textbooks adopted by selected courses were purchased and made available to students to check out free of charge at the Henry G. Bennett Memorial Library. The number of text books available to students has increased markedly during the 5 years of the program, from 55 in 2008-2009 to 404 in 2012-13 (Table 3-21). The TRP initially started as a program to provide books only for high enrollment courses and/or high cost books (\geq \$150). The TRP now provides at least one copy of virtually every undergraduate course offered. The increase in number of books available resulted in a greater number of checkouts per year (940 in 2008-2009; 5,459 in 2012-13); it also has increased the percentage of books not used in the program. The mean number of circulations per book has ranged from a high of 17.8 in 2009-10 to a low of 13.5 in 2012-13. During the five years of the program, books in the TRP have been circulated 22,869 times. The TRP would not have been possible without the generosity of an anonymous donor who has funded the program since its inception. The Student Government Association also has a line-item in its budget dedicated to the TRP and the recent Title III grant also included funds for the TRP

Table 3-21. A 5-year (2008-09 to 2012-13) summary of the use of books in the Textbook Reserve Program at Southeastern.

Description of Parameter	Academic Year				
	2008-09	2009-10	2010-11	2011-12	2012-13
Total books available in TRP	55	255	400	388	404
Total number of check outs	940	4,550	5,939	5,981	5,459
Books not used (% of total)	0 (0%)	11 (4%)	73 (18%)	80 (21%)	67 (17%)
Books with 1 check out (% of total)	14 (25%)	40 (16%)	48 (12%)	38 (10%)	43 (11%)
Books with 50-99 check outs (% of total)	3 (5%)	14 (5%)	21 (5%)	15 (4%)	14 (3%)
Books with \geq 100 check outs (% of total)	1 (2%)	6 (2%)	8 (2%)	12 (3%)	5 (1%)
Maximum check outs for 1 book	254	464	356	259	184
Mean check outs per book	17.1	17.8	14.8	15.4	13.5
Median check outs per book	7	6	5	5	6

Responses to the HLC Self-Study Survey indicated that the majority of faculty (70%) agree to completely agree that *“the library has adequate holdings (paper and/or*

electronic copies) for my discipline.” These results concur with findings of satisfaction surveys completed by faculty and students listed below.

All students are required to complete Composition II (ENG 1213), or its equivalent, as part of the general education program (Communication Goal). This course focuses on academic writing, with emphasis on technique and style, and includes a research component. Students also must complete either Computers in Society (CIS 1003), Business Computer Applications (BIM 1553), or their equivalent, as part of the general education program (Computer Literacy Goal). One student learning outcome for this goal is that “students will develop strategies to address questions by searching and retrieving information available electronically. The effective use of research and information resources is also emphasized in required courses for major programs of study. For example, all undergraduate business programs require Technical and Professional Writing (ENG 3903), psychology majors must complete Introduction to Research and Writing in Psychology (PSY 2333), sociology majors must take Introduction to Social Research (SOC 3003) and Methods of Social Research (SOC 3123), and history majors must take Introduction to Research (HIST 2001).

Services provided by the library also help students develop skills to effective use information resources. During the 2010-2011 academic year, over 3,100 reference and research questions were answered either within the library, by phone, or electronically by email, chat or Skype. Also, during the 2010-2011 academic year, the Library provided 95 library instruction classes to 1,770 students. Each student is enrolled in the *Library Orientation* Blackboard course which includes general research and library use tutorials and documents accessible from any internet connected computer regardless of time or location. The library website contains a variety of useful research and library use instructional documents: <http://homepages.se.edu/library/library-instruction/> and tutorials: <http://homepages.se.edu/library/library-instruction/tutorials/> Research guides, or libguides, are available via the library’s Research Guides webpage: <http://homepages.se.edu/library/library-instruction/subject-guides-2/>.

The **Center for Instructional Development and Technology** (CIDT; <http://www.se.edu/cidt/>) provides Blackboard training and support for faculty, as well as providing support for students with various Blackboard (Bb) issues. Student training for Blackboard is typically provided during Camp SE and the College Success Orientation classes. The CIDT’s Educational Technology Specialist visits many of the orientation classes at the beginning of each semester to give the students an overview of Bb. There are also numerous links for Faculty and Student support located on the Blackboard log in page (<https://blackboard.se.edu/webapps/login/>). .

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

Subcomponents

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.

Numerous enrichment opportunities are available including the BioScience Research Area; Center for Leadership, Entrepreneurship, and Graduate Studies; Cooperative Education Program; Oklahoma Small Business Development Center; Herbarium; and the Volunteer Internship Program. To improve the cultural, economic, and social environment of the community, two community-oriented programs are also offered: Southeastern Oklahoma Eldercare and Continuing Education.

The Office of Student Life promotes a variety of co-curricular activities that enhance the educational experience of students at Southeastern (<http://homepages.se.edu/student-life/student-life-programs/>). Specific programming, planned events, and student organizations provide numerous opportunities for students to more effectively use their time outside the classroom. Southeastern has over 50 active student organizations that provide students with numerous social and academic opportunities for personal growth and development (<http://homepages.se.edu/student-life/student-life-programs/student-organizations/>). The focus of these organizations may be markedly different (fraternities and sororities versus national academic honors societies versus performing groups); however, they all help students get involved and become part of the campus community. For example, membership of the Southeastern Flight Team is open to all Southeastern students and this group was crowned champions of the National Intercollegiate Flying Association Region VI competition in fall 2012. The student members had to log many hours of hard work outside of the classroom to place first overall, as well as in both the ground and flying events of the competition.

Southeastern provides numerous co-curricular opportunities for student outside the formal classroom and laboratory environment. Faculty and non-faculty perception of co-curricular activities was assessed by the HLC 2012-13 Self-Study Survey with following statements:

- Co-curricular programs have clearly stated goals/learning outcomes.
- Co-curricular programs have effective processes to assess student learning.
- Co-curricular programs effectively assess achievement of learning outcomes.
- Results of assessment are used to improve student learning in co-curricular programs.

Survey results that separated faculty and non-faculty respondents indicated that a range of 35-40 % of the faculty and over 50% of non-faculty responded that co-curricular activities were not applicable to their areas. Of the 60% of faculty who *did* consider these activities to be in their area, 78%-84% agreed with the four statements above. These survey results indicate there may be some confusion as to what exactly constitutes co-curricular activities or who is responsible for instigating or leading them. While a considerably large percentage of faculty and staff perceive such activities to be outside their areas, evidence of such activities provided by department chairs and other

entities who responded suggest that co-curricular activities greatly enrich the educational environment and contribute to the greater good of the community.

The two statements below generated the evidence to support the institution's claims for an enriched educational environment. These statements were included in questions posed to department chairs and other entities contacted for the purpose of including their responses in criterion 3.E. The other entities include the Director of Continuing Education, the Director of the Honors Program, the Director of the Native American Center for Student Success, the Director of Student Health Services, the Director of Residence Life, and the Director of the Southeastern Counseling Center.

- The institution's co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
- The institution engages its students and contributes to their educational experience through other activities related to its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development, or others.

When these statements were sent to department chairs and the constituents on campus mentioned above, respondents largely did not make a distinction between statement one and statement two, thus the evidence for an enriched educational environment provided below is divided into headings drawn from statement two to indicate the kinds of co-curricular activities respondents described. The departmental responses are first followed by a section for discussion and analysis. The responses of other entities come second. Following the response of other entities is a third section that introduces two new co-curricular events, the Faculty Symposium and BrainStorm. A section for discussion and analysis follows.

Faculty in numerous departments provide students with research opportunities. These activities reinforce the learning that occurs in the classroom and laboratory. Listed below are a few examples of research opportunities for students.

- Department of Behavioral Sciences
 - Each fall, Psi Chi (academic honor society for psychology), hosts a graduate student panel that provides students an opportunity to learn about applying to and choosing graduate schools. Since 2011, several students have attended a regional research conference. This conference exposes students to research and research psychologists, as well as allows them to network with graduate students. Three students presented posters at the Southwest Psychological Association in April 2013.
 - Several graduate students joined American Counseling Association (ACA) and the Oklahoma Counseling Association (OCA). Three students attended ACA in San Francisco and one student co-presented with a Clinical mental health Counseling (CMHC) faculty member. Seven others attended OCA in Oklahoma City.
 - All students are required to take a Research Methods course. Students are given the opportunity to take an Advanced Research Methods course and an Advanced Research Project class. While only a few students enroll

in these courses, those students complete year-long research experience that culminates in a presentation at a state or regional conference.

- Department of Biological Sciences
 - For the past five years about 2-10 students per year enroll in arranged research classes for credit. It is not unusual to involve volunteer students (not for credit) who also participate in these courses. The faculty member involved varies depending on funding, time, and research interests. Students in the Masters of Technology—Biology Option also can take arranged research courses.
 - Undergraduate students work with the faculty to assist in on-going research projects. Students with the highest interest and aptitude may conduct research somewhat independently or even take charge of a project and invest more time to train other students and get data for a paper or presentation.
 - Faculty in the program attempt to provide all students conducting research the opportunity to lead or participate in a co-presentation of their findings at a professional conference. In reality 50-75% of the students get this opportunity. The number that accumulates sufficient data to publish at the undergraduate level is fairly low due to the time commitment to complete such research. The Masters of Technology-Biology students are strongly encouraged to complete the thesis option and publish their results.
 - The department also offers a research internship course as well as organized field courses (offered approximately every other year). Intersession courses have allowed students to travel to remote locations and study the flora and fauna, collect data, and be exposed to different environments; recent trips have been taken to Texas, Louisiana, Arizona, and Mexico to collect data for research purposes.
- Department of Chemistry, Computers, and Physical Sciences
 - Students have the opportunity to travel to a state or national conference to present their research. There are also externally funded research groups that participate in a variety of research projects.
 - Numerous paid and unpaid research experiences are available to students; 2-3 students typically participate in external summer research experiences at research institutions each year.
- Department of Management, Marketing, and General Business
 - Senior Management major and honors student, Shelby Tucker, is working with the Oklahoma Small Business and Development Center to research the human resource departments of the seven universities that have OSBDCs on their campus. She is researching everything that an organization can offer an employee (health and retirement benefits, vacations/sick leave, etc.) as well as the policies and procedures with which the universities operate. When her research is complete, she will create a checklist of human resources topics that new (or existing) businesses can use to develop human resources departments.
- Department of Mathematics

- The Math Club contributes to the education of its members by providing opportunities to participate in educational competitions, attend educational events, and discuss educational issues.

Faculty also provided students with opportunities to complete community engagement activities related to the discipline (see Table 3-8). In 2012-13, faculty reported that 754 students completed 3,644 hours of service (see Table I-8). Such activities reinforce the learning that occurs in the classroom and laboratory. Examples of these efforts include:

- Department of Behavioral Sciences
 - Members of Psi Chi have contributed time and food to Families Feeding Families. Psi Chi members also have participated in Relay for life for the past two years. Psi Chi has also been instrumental in orchestrating the recycling effort in Morrison Hall.
 - Graduate counseling students and faculty mentors coordinated and participated in a number of community outreach activities in 2012-13:
 - SE's 9/11 Tribute. A plaque and commemorative banner of appreciation were presented to the Durant Fire Department
 - Durant Crisis Control Center's Domestic Violence March and Vigil
 - United Way Food Drive
 - St. Catherine's House Food Bank
 - Smart Start Durant's Trivia Night fundraiser
 - Bake sale to benefit Durant Crisis Control Center's "Tackle Domestic Violence"
 - Relay for Life
 - Durant Trash Off
- Department of Chemistry, Computers, and Physical Sciences
 - This department has a very active American Chemical Society Student Affiliate on campus that participates in on- and off-campus activities including performing chemistry magic shows, judging public school science fairs, and sponsoring a campus food drive. This group participates in Families Feeding Families, Green Day events, National Chemistry Week activities, and takes groups to local K-12 schools.
- Department of English, Humanities, and Languages
 - The department sponsors Poetry Readings, *Green Eggs & Hamlet* (the university's literary and arts journal) and a Spanish Conversation Group to which the community is invited. The student members of Sigma Tau Delta participate in fund raisers and service activities.
- Department of Health, Physical Education, and Recreation
 - There are a number of causes served by student-athletes, program majors, and coaches/instructors either by raising money or by providing community service. These include:
 - Make-A-Wish Foundation
 - Unity in the CommUNITY
 - CommUNITY Clean-up Day
 - Colton's Run (money raised purchases Automatic External Defibrillators for schools and various sports venues)

- Special Olympics Bowling
 - Special Olympics
 - Reading Across America
- Department of Management and Marketing
 - A number of management and marketing courses have a community engagement/service learning component that affords opportunities for students to work for real clients to create marketing campaigns, raise money for local charities, and develop strategic business plans. During the past fourteen years, students have engaged in more than 50 different projects for local organizations in Durant, Idabel, Ardmore, McAlester, and Sherman/Denison. Some of these projects include:
 - Principles of Marketing Class (2010) teams chose St. Catherines, Families Feeding Families, and Victory Life as the basis for their marketing project to provide alternative channels for students seeking to exchange/buy/sell textbooks while raising money for local charity groups.
 - The client for the spring 2012 Promotional Strategy class was Sheltered Work Opportunities for Bryan County.
 - Promotional fundraising for North Texas Youth Connection.

Listed below are a few of the numerous examples of service learning opportunities provided to students.

- Department of Accounting and Finance
 - The Volunteers in Tax Assistance (VITA) is a program of the Internal Revenue Service and administered locally through Big 5 Community Services. It provides a service for taxpayers with incomes of less than fifty-thousand dollars per year. Students who enroll in the Income Tax II accounting class offered in the John Massey School of Business are required to volunteer 15 hours of service to this program in addition to 6 hours training to learn the IRS software package which they will use to prepare client tax returns. Altogether, students and instructors typically volunteer more than 1,300 hours to the community through VITA.
- Department of Biological Sciences
 - In the area that crosses the research/community service line, students taking conservation-oriented courses may volunteer outside of class to assist with data collection for large research projects. For example, students have assisted with deer spotlight counts, operated deer check stations to record information about harvested animals, mist netted birds for a bird migration research project, collected fish with gill nets, seines, and electroshocking, conducted creel surveys of anglers on local lakes, and assisted with controlled burns and other types of habitat management.
 - The activities of the two student organizations sponsored by faculty in the department (Wildlife Club and Green Club) are mostly service and education oriented. Many of the efforts listed above are coordinated by these clubs.

- Department of Chemistry, Computers, and Physical Science
 - Between 2009 and 2010 the department provided a free monthly Computer Clinic Service to the local community to repair their computers for free. The service team consisted of rookie and veteran students, alumni, staff and faculty. Through the service, students had the opportunity to engage people from the local community and learned how to apply their computer related knowledge to solve real-world computer problems. The clinic was very successful but is currently inactive pending a new cohort of students to spear the effort.
- Department of Health, Physical Education, and Recreation
 - Health and Physical Education majors serve as Student Teachers for twelve weeks in the public schools. They plan, teach, coach, and serve the students in a variety of circumstances. Their efforts are assessed by an on-site Mentor.
 - The department also offers courses that require students to work with special populations. In one course students observe and work with students enrolled in special education in public schools. In another, they assist an Activity Director in a Nursing Home.
- Department of Management, Marketing and General Business
 - Management and Marketing students have completed internships with a variety of businesses, many of which have resulted in job offers upon graduation. The student's supervisor completes an employee evaluation on the student intern, and, according to unofficial student comments, it is rewarding to apply knowledge to the business world and witness the types of problems faced by businesses on a day-to-day basis. Examples of activities include:
 - A marketing plan was created for the GEAR-UP program on campus. The 12 million dollar grant would not have been renewed without a marketing plan.
 - A BYING Grant was approved for an after-school project in McAlester from a marketing plan developed in class and submitted by graduate students.
 - In fall 2012, five students in MNGT 3343 Small Business Management developed a strategic plan for a local nonprofit which provides employment and other assistance to persons with disabilities.
- Department of Occupational Safety and Health
 - This department is committed to service. Students and faculty give safety presentations to schools and conduct inspections, consultations, and audits of area shops, homes, churches, marinas, and businesses (by invitation and at no charge). Activities may be coordinated by the American Society of Safety Engineers student chapter, completed as a research or service learning projects, or individual faculty consultations.

The report provided by the chair of the Department of Behavioral Sciences, explains why co-curricular activities are a critical enhancement to education: Psi Chi makes an

attempt to be involved in three areas of activity a year: academic, community, and social. These activities are important “for career preparation, responsible citizenship, and lifelong learning” included in Southeastern’s mission statement. In addition the faculty in our department have won the Faculty Senate Recognition Award for service for the School of Education and Behavioral Sciences numerous years. This is an example of faculty members modeling responsible citizenship to students.

As stated at the beginning of this section, Southeastern provides abundant opportunities for students to participate in co-curricular activities. Some of those activities are tied to coursework, some activities require students to leave campus and participate in community building activities. Other activities take students to conferences at state, regional, and national levels. Southeastern fulfills its mission, at least in part, by encouraging and supporting student, as well as faculty and staff, participation in academic, community, and social activities.

Even though faculty and staff are very active in providing co-curricular activities for students, 50% of the non-faculty and 40% of the faculty do not see these co-curricular activities as a part of their area. Department chairs also indicated that a small percentage of students participated in co-curricular opportunities provided by academic departments. This suggests that faculty, staff, and students need to be educated in how to better define co-curricular activities, how to engage students and encourage them to participate, and how to advocate for their importance and value, even in the face of time and dollar constraints. The administration must also consider the time and money it takes to participate in such activities. Indeed, the community building that takes place in the process of participating in these activities may contribute to student persistence and degree completion.

Continuing Education

All activities of the Continuing Education Department at Southeastern support the mission of the institution through service to the community and region. Continuing Education provides instruction and training in appropriate, innovative contexts and formats to meet the personal growth, development and vocational needs of individuals, institutions, and businesses within the service area. Course offerings provide meaningful, lifelong learning for citizens of every age, gender, ethnicity, and socioeconomic status. Enrollment varies from semester to semester and year to year (Table 3-22). The summer sessions are often the most active; there is an emphasis on aquatic programming and numerous summer camps for students of all ages.

Table 3-22. Enrollment in Continuing Education offerings by year.

Enrollment Year	Total Enrollment
2011-12	1,455
2010-11	1,831
2009-10	1,245
2008-09	1,500

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

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

Continuing Education has recently focused on providing specialized training to area businesses. Spanish language instruction is a good example; this program using vocabulary unique to specific businesses and industries (banking, recreation, law enforcement, meat processing) meets the need to more effectively communicate with a rapidly increasing Hispanic population. Specialized training courses are typically ad hoc offerings and appear in addition to regularly scheduled programming. Some examples of these include the following:

- English as a Second Language
- Life Guard Certification for Choctaw Nation, Inc. recreational facility employees
- Computer classes for office personnel
- Authorized training programs, approved by appropriate agencies and associations (e.g., Licensed Professional Counselors, social workers, psychologists, nurses, teachers, accountants, and realtors)
- Development of partnerships with local businesses (banks, bowling alleys, music stores, fitness and self-defense training facilities) and the Microsoft Corporation (for on-line training in Microsoft Certified Systems Engineer® certification).

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

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

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

A brochure listing course offerings is published three times each year (in Resource Room). Methods of distribution included hand delivery to area chambers of commerce, schools, libraries, civic centers, supermarkets, banks, and office buildings; bulk mailings; newspaper inserts in area newspapers; and intercampus mail. Current issues are also posted on Southeastern's website.

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

- Communicating with Deans, Directors, and Department Chairs to promote joint ventures in credit and non-credit programming.
- Revising procedures that have created problems in the past.
- Developing staff orientation and in-house training programs, making others aware of Continuing Education's presence and potential.

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

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

Honors Program

The mission of the Honors Program is to enhance the education and cultural experience of academically gifted students in ways that enrich the university community. Currently, there are approximately 100 students in the Honors Program. In order to fulfill this mission, the Honors Program offers a number of extra-curricular opportunities to its members, including bi-yearly or yearly field trips, opportunities for two to three members to present research at the Great Plains Honors Conference, and an Honors Spring Symposium with guest speakers to which the entire university and Durant community is invited. Each fall for over a decade, new freshmen honors students participate in a two-day, community-building, overnight retreat.

Examples of extra-curricular activities of honors students include:

- field trips
 - *Giant the Musical* and Dallas Museum of Art Collection

- *August: Osage County*, Winspear Opera House, Dallas, TX
- *Shrek the Musical* Dallas Fair Park
- King Tut Exhibit Dallas Museum of Art
- Impressionist Art Exhibit Kimball Art Museum and IMAX movie “*Mummies the Secrets of the Pharaohs*,” Natural History Museum, Ft. Worth, TX
- Film: *Miss Pettigrew Lives for a Day*, Angelika Movie Theater, Dallas, TX and J. M. W. Turner Retrospective at the Dallas Museum of Art
- Body World. Museum of Natural Sciences, Dallas Fair Park
- Great Plains Honors Conference, Lawrence, KS, two students attended
- Great Plains Honors Conference, San Antonio, TX, two students attended
- Sponsored Symposium Speakers
 - Tracy Letts, Pulitzer Prize and Tony award winning author of *August: Osage County* (Letts won the Tony for best actor, 2012, for *Who’s Afraid of Virginia Woolf?*)
 - Cordell Adams, Southeastern alumnus, ophthalmologist, and author of the novel *Light Bread*
 - Sharla Frost, Southeastern alumna, founding and managing partner, Powers and Frost, L.L.P.
 - Nathaniel Mackey, National Book Award for Poetry, *Splay Anthem*, 2006
- Community Service Projects
 - Families Feeding Families
 - Area Food Banks
 - Durant Trash Off
 - Trick or Treat for Canned Goods and Used Eyeglasses
 - Durant Crisis Control Center’s Domestic Violence March and Vigil
 - Sponsored a Theological Forum by Southeastern faculty
- Honors English Conference
 - Since spring 1995, freshmen honors students have presented their best paper of the year at the Honors English Conference. This experience provides students the opportunity to practice presenting their research in a public forum open to the University and Durant community. The 2013 conference was styled as an addendum to BrainStorm.

Native American Center for Student Success

The Native American Center for Student Success (NACSS) provides a variety of co-curricular activities for Southeastern students, faculty, and staff. Given the fact that 30% of the entire student population of Southeastern is Native American, these activities have a particular cultural resonance for almost one third of the student population. For the 70% of the student population that is not Native American, the co-curricular activities sponsored by the NACSS afford them the opportunity to become better educated on the cultural diversity of their university. Some of the co-curricular activities sponsored by the NACSS include:

- Native American Visitation Day: This is a recruitment event for Native high school students to visit the campus and learn more about NACSS programs.

- Stickball demonstrations: In 2012-13, the NACSS and Native American Student Association (NASA) hosted many stickball demonstration/participation events. This included a game for the Native American Student Visitation Day, setting up a pole and playing with students at the Chickasaw Children's Village, and a demonstration with students at Murray State College.
- *To Us It Wasn't Code*: This play was originally commissioned by the Choctaw Nation for the Choctaw Days 2012 at the Smithsonian, and the production was a collaboration between SE faculty and students. The play was presented at the Smithsonian; it was also performed for a Choctaw Nation Director's meeting during a workshop at the National Indian Education Association conference and at Southeastern's annual Native November.
- Annual Native November, started in 2011, is a series of events designed to raise awareness of local Native culture during National Native American month. In 2012-2013 the NACSS sponsored a representative for an Indian Health service talk with students, a trip the Chickasaw Cultural Center, a talk by representatives from the Chickasaw Nation Department of Homeland Affairs, a cultural demonstration from the Choctaw Nation, and the service of traditional Native American food on a specified day in the Southeastern cafeteria.
- Choctaw Nation Labor Day Festival: NACSS sponsored trip for students to experience the annual festival held at the Choctaw Nation capitol. Students helped recruit and experienced traditional culture by attending the powwow and social dancing.
- National Indian Education Association (NIEA) conference: NACSS staff took students to attend the college strand of the conference. Some students also help present workshops with NAC staff.
- Oklahoma Native Students in Higher Education (ONASHE): The NACSS has facilitated involving Native students with a statewide organization that focuses on Native college students. ONASHE is a collaborative effort of Native students and staff from universities and college from Oklahoma. NACSS and NASA hosted the 2013 ONASHE conference on Southeastern's campus.
- Chickasaw Leadership Academy: A camp for Chickasaw high school students designed to promote and develop college readiness and leadership skills. SE students serve as counselors for the camp and staff coordinate the events.
- Native American Graduation Reception: This event is a celebration for Native graduates and their families; students are given a stole to wear during graduation.
- Recent speakers on Native issues include:
 - Betsy Barefoot, author of multiple books regarding first year college experience: spoke to faculty about Native students in the classroom and retention
 - Dr. Rocky Robbins, OU professor in psychology who has conducted research and published in the field of mentoring Native American students: spoke to faculty, staff & students on this topic.
 - Dr. Jerry Bread, OU professor in Native studies & researcher on Native education: spoke to faculty, staff, & students about Native American programming and goals

Native American Symposium

- The Native American Symposium (<http://homepages.se.edu/nas/>), which takes place on a biennial basis, is a regional conference that brings in international participants to Southeastern's campus. Numerous students, faculty, and staff attend and contribute to this film and lecture series.

Residence Life

The mission of the Department of Residence Life is to create a living environment that supports student learning, fosters personal growth and development, and encourages the development of personal integrity and civic responsibility. We effectively manage well-maintained and reasonably priced residential facilities. We value the individuality of each student and the diversity reflected within our community.

From 2007 until 2010-2011, the Residence Life community followed a "Program" model centered on "events" whose purpose would serve the following criteria: spiritual, social, citizenship/life planning, educational/intellectual, physical, cultural, political, and sexual. Records of attendance at events were kept as were the numbers in attendance and types of programs offered. Resident Opinion Surveys were also provided. Surveys of satisfaction with activities and with the RA's that led the activities were largely in the mid-range in the years 2007-2012.

Beginning in 2010 and continuing in 2011, RA's and director developed a new model of student contact. This move was made because students often came to events for food and left before the actual event. During the academic year of 2010-11, the director and residence life RA's focused on "*Mission Centered Conversations*" in which frequent contact was initiated between RA's and the students that they are responsible for. This model also promoted higher levels of communication through intentional discussion of relevant topics. Weekly contact was initiated between RA's and their students (50-60 per RA) and RA's submitted documentation of this weekly contact. This programming model was adopted for fall 2011.

Each RA team (4-5 teams each semester) was also responsible for planning and implementing at least one large program (event) and one service project each semester. The focus of the program was frequent contact to develop mission-centered conversations instead of a focus on the actual event. The following represents some observations made after the implementation of this new model:

- Contact was defined as an "exchange," preferably fact-to-face. Unanswered calls or text messages did not count.
- Procedures were outlined for an unresponsive resident.
- Examples of contact logs were provided.
- Frequency of log submissions was determined.
- Examples of ways to contact residents (Facebook, for example) were provided.

Results of the implementation of the "mission-centered model" are described below:

- The program/event model left some students on the fringe. Direct contact was more acceptable to “fringers.”
- RA’s felt that they were doing a better job of keeping up with their residents.
- Conversations were routinely about community, not just events
- Contact logs helped to show history of problems as they occurred.

Southeastern Counseling Center

The Counseling Center has several focus areas corresponding to Healthy Campus 2010 results (this is being updated to reflect Healthy Campus 2020 results) which are:

- Injury and Violence Prevention
- Mental Health and Mental Disorders
- Substance Abuse

The Counseling Center is committed to collaborating in efforts which promote diversity and expose individuals to a global perspective of humankind. Specific endeavors which support these focus areas include:

- Face-to-face learning opportunities such as clinical counseling, classroom presentations, invited speaker programs, and other promotional activities.
- On-line learning opportunities stressing both prevention of harm-related behaviors and implementation of new skills.
- Social learning opportunities which encourage active student participation.

Center for Regional Economic Development (CRED)

Southeastern is located in a region with a per capita income that is below both state and national norms. The region projects a poverty level that exceeds the national average. Economic development of this region has been part of the University's mission. Southeastern has assisted economic development of the region through a variety of activities. The main focus of CRED (<http://homepages.se.edu/cred/>) is to retain businesses in the area by helping ensure a trained workforce is available to meeting the changing needs of businesses in the region. The Center also helps rural communities with strategic planning and community-based problem solving. The Center provides training to local community leaders and their constituents and serves as a link between the communities and higher education. For example, Southeastern hosted the E3 Summit to facilitate the discussion of economic development in the region as part of OSRHE initiative *Making Place Matter* ([link brochure](#)).

Oklahoma Small Business Development Center

OKSBDC (<https://www.osbdc.org/>) assists small business owners and new entrepreneurs by providing no charge, one-on-one business management advising, business management workshops and business technical assistance. OKSBDC advises business owners in many areas including financial analysis, capital sources, business planning, operations, industry research, international trade, commercial finance, human resources, accounting, competitive market studies, import/export assistance,

government contracting opportunities, information technology and economic and business data modeling and analysis.

Southeastern, in partnership with the U.S. Small Business Administration (SBA) established the Oklahoma Small Business Development Center Network (OKSBDC) in 1984. Southeastern serves as the lead university in a statewide consortium of private and public partners including the SBA, the Oklahoma Department of Commerce, many Oklahoma universities, the Creek nation as well as many other entities and organizations including, chambers, economic development organizations and Main Street programs. Banks and commercial lenders across the state are also key supporters of OKSBDC.

OKSBDC is one of 63 SBDC programs existing in every state in the nation as well as in many U.S. territories. Similar entrepreneurial development programs in other countries have been modeled after the SBDC program in the United States. OKSBDC provided over 16,000 hours of consulting to Oklahoma entrepreneurs and small business owners in 2012 and provided services in all 77 Oklahoma counties.

John Massey School of Business

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

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

The School also houses the Center for Leadership and Entrepreneurship. The Center, collaborating with the Chickasaw Nation and the Native American Center for Student Success, developed a summer leadership academy for Chickasaw students (<http://homepages.se.edu/native-american-center/chickasaw-leadership-academy/>). This two-week academy provided students with a college-like experience as they lived on campus, attended classes, ate meals in the cafeteria, and completing a variety of assignments. In addition to the academic experiences, students also participated in cultural activities such as making traditional style woven baskets and learning the history of and how to play stickball.

Cultural Activities

Southeastern provides a spectrum of cultural activities and functions as a major resource in expanding cultural opportunities within the region. These activities originate

from numerous departments/offices and units but three, the Office of Student Life, Department of Music, and Department of Art, Communication, and Theatre, are some of the most active areas in providing cultural enrichment programming.

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

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

In 1979, the late Dr. Molly Risso founded the Oklahoma Shakespearean Festival (OSF), a 501(c)(3) organization to produce professional theatre, musical theatre, and educational theatre at Southeastern. Patrons and artists from all 50 states have participated and enjoyed this opportunity in southern Oklahoma during the last 34 years; the summer 2013 season (<http://www.oklahomashakes.com/>) was well attended and received good reviews. Each summer, a Children's Theatre Workshop and a Professional Training Workshop are held; an After School Program offers classes in vocal music, instrumental music, art, dance, and theatre, and two benefit productions during the academic year. Additionally, Theatre at Southeastern has numerous productions throughout the academic year (<http://homepages.se.edu/theatre/current-season/>); other departmentally-sponsored opportunities for students include the Chorvettes Stageworks Company, Sparks Dance Company, U92 KSSU radio station, the Southeastern newspaper, and Savage Storm yearbook.

The Centre Gallery at Southeastern hosts numerous events to display the talents of local artists, including faculty, staff, students and community members, as well as nationally/internationally known artists (<http://homepages.se.edu/act/centre-gallery/>). In fall 2013, *Native Traditions: Then and Now* will be on exhibit in Centre Gallery. This exhibition coincides with the 10th Native American Symposium hosted on Southeastern's campus (<http://homepages.se.edu/nas/>). This biannual event started in 1995 with a film and lecture series titled "*Speaking Aloud/Allowed: Native American Voices in the Past, Present, and Future.*" This year's symposium is titled "*Native Ground: Protecting and Preserving History, Culture, and Customs.*"

The Department of Music offers a variety of activities students, faculty, staff, and the community including ca. 50 performances annually by internationally acclaimed artists to student ensembles and recitals. Music students have numerous opportunities to showcase their talents in the 10 instrumental and 5 vocal ensembles.

The Musical Art Series is in its 40th season at Southeastern and it brings highly-acclaimed artists from all over the world to perform on our campus (<http://homepages.se.edu/musical-arts-series/information-concerning-the-department-of-music/>). Sponsors of this program include Southeastern, Durant Independent School District, Oklahoma Arts Council, Mid-America Arts Alliance, Red River Arts Council, National Endowment for the Arts, the Donna Massey Music Education Support Fund, Cherokee Telephone, and private donors.

In 1997, an endowment established the Steger Institutes, consisting of the Steger International Artist Series and the Steger Cultural Exchange Institute (<http://homepages.se.edu/music/enrichment-opportunities-at-southeastern/steger-institute/>). The artist series brings concert performers featuring the piano to campus. In addition to the performance(s), the visiting artist also conducts master classes for area student pianists. The goal of the Cultural Exchange Institute is to bring together students and artist teachers of diverse cultural heritage.

In fall 2012, Dean of Instruction initiated a Faculty Symposium before the beginning of the fall semester (<http://homepages.se.edu/news/2012/southeastern-faculty-participate-in-two-day-symposium/>). The event lasted from 9:00 a.m. to approximately 5:00 p.m. with a one-hour break for lunch, and the presentations were made by faculty and staff members. A similar event was held in fall 2013. Anecdotally, the 2012 Symposium received mixed reviews; no formal event survey was completed. Some attendees appreciated the event and found it worthwhile, whereas other attendees expressed that many sessions were not the best use of their time just before the start of the semester. Others thought that the seating was uncomfortable and not well suited for an extended event. In general, many attendees thought that the concept was a good idea; however, it could be improved by tweaking the timing and content. The mentoring and altruism sessions conveyed to attendees the value of co-curricular activities. The second Faculty Symposium was held during fall 2013.

The third annual BrainStorm Research Symposium was held in April 2013; this event is another new initiative of the Dean of Instruction (<http://homepages.se.edu/brainstorm/>). BrainStorm provides faculty, staff, graduate students, and undergraduate students from all departments an opportunity to present recent and ongoing research in their areas of significance. In addition to lectures and presentations, a poster session was held on April 24-25 in the Glen D. Johnson Student Union Gymnasium. No formal survey was completed to assess the impact of these events on the audience and participants. This event also has received mixed anecdotal reviews. In terms of an extra-curricular event, BrainStorm certainly delivered a plethora of opportunities to showcase the talent and research acumen of all who participated as well as helped to educate the attendees on the importance and value of such activity

Discussion

Southeastern has a long history of providing student-centered education for a wide array of undergraduate and targeted graduate programs. All academic programs have

been developed by the faculty, endorsed by the administration, and approved by the Southeastern's governing and coordinating boards. There is a clear distinction between undergraduate and graduate degrees and the learning goals for both levels are appropriate for higher education. A wide array of services is provided to support and help students achieve their educational goals; high levels of student satisfaction have been consistently found regarding the personal attention they receive from both faculty and staff. Students have numerous opportunities for engagement and service in both academic and non-academic environments. Long-running initiatives such as the Musical Art Series, Oklahoma Shakespearean Festival, and Native American Symposium, when coupled with new initiatives such as the Faculty Symposium and BrainStorm provide a litany of enrichment opportunities for faculty, staff, students, and community, as well as venues to showcase their research and creative talents. These events have also provided a venue to educate attendees on the value of such activities for the holistic educational experience of students.

One underlying theme reinforced by the self-study process was the importance of the "high contact" model of communication. Several units in markedly different areas of the University have used this model with success. The initial feedback from Residence Life indicates that this model has been more effective than previous efforts to deliver co-curricular programming. On opposite ends of academic-preparedness scale are students in the Honors Program and those served by the Learning Center. The frequent and meaningful contact between faculty/staff and students in both programs undoubtedly has contributed to, at least in part, the higher rates of retention and persistence of noted for students in these two areas when compared to other students. The programming by the Native American Center for Student Success has created a higher profile and increased success for Native American students as well as provided numerous enrichment activities for the campus and surrounding communities.

The need for better communication in forging relationships within and outside the University community was noted by the Director of Continuing Education. It is instructive that ways to improve communication include establishing joint partnerships and mutuality between and among parties to advance the causes of constituents within the University and community for the common good. Continuing Education has renewed its effort to reach out to area businesses and programming to learn the Spanish language and English as a Second Language was a new found need of businesses in the area. This suggests it may be time to revisit Southeastern's general education "requirement" of 0-3 hours in a second language. The notion of forming partnerships was also highlighted in the report provided by the Director of the Counseling Center, who stated: *"the Counseling Center is committed to collaborating in efforts which promote diversity and expose individuals to a global perspective of humankind."* One way that this collaboration can take place is through *"Social learning opportunities which encourage active student participation"* (i.e., co-curricular activities).

One of the major goals of the current presidency is to enhance communication and transparency throughout the University. The variety of successes garnered by the high contact model of communication across a diversity of campus units provides the

impetus for all areas of the University to rethink communication models currently practiced. It is important that these conversations begin at the grassroots level and not from the central administration. This would promote greater buy-in by faculty and staff to increase the level of contact with students, engage them in mission-centered conversations, encourage them to participate in the co-curricular activities, and help them understand why they should do so.

Even though Southeastern has accomplished much in the last decade, it cannot rest on these accomplishments. It must continue to recruit, retain, and support high-quality faculty and staff. Southeastern also must continue and expand its efforts to ensure the quality of the student experience wherever and however it is delivered. These things must be done in a difficult fiscal environment but through careful planning and prioritization, Southeastern will be able to sustain its steadfast commitments our students, faculty, staff, and region.

CRITERION FOUR. 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.

Introduction

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, persistence, and completion of students, and provide assurances of academic quality and integrity.

A central component to 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. Southeastern is the only regional institution in Oklahoma to achieve accreditations from the Association to Advance Collegiate Schools of Business, International (AACSB) or the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The faculty, staff, and administration have demonstrated a commitment to understanding student learning and recognize that learning occurs across the institution. The assessment of student learning has become an embedded part of the institutional culture and standardized learning assessments occur with entering, mid-level, and exiting students.

One of the most significant changes over the past decade has been Southeastern's increased investment in activities designed to improve student persistence. A Retention and Graduation Task Force was convened by the President in April 2012 to maximize opportunities for transformational activities to improve retention and graduation rates; the Task Force has recommended ambitious, yet attainable, goals to increase the retention, persistence, and graduation rates and these initiatives are supported by, and are congruent with, the state-wide participation in *Complete College America*. In 2011, Southeastern was one of thirteen institutions in the country to receive a Title III grant specifically designed to improve retention rates and increase the number of graduates. With the assistance of the grant Southeastern now provides the faculty, staff and students with a state-of-the-art electronic early warning system, provide professional development opportunities for understanding the first-year experience and retention specialists for Native American students (30% of the total student population). In 2012,

the University invested funds in providing state of the art facilities dedicated to the service of first year students. Also in 2012, individual academic departments began further exploring their unique role in the retention of students and began the process of creating specific plans to increase persistence and graduation rates.

Core Components

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

Subcomponents

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.
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).

Internal program review began at Southeastern in 1984 as the result of both a new program review policy adopted by the Oklahoma State Regents for Higher Education and a recommendation by The Higher Learning Commission (<http://www.okhighered.org/state-system/policy-procedures/2013/Chapter%203-%20April%202013.pdf>). It is a periodic (every five years) and comprehensive evaluation of degree programs which serves to improve both undergraduate and graduate academic programs offered at Southeastern. For those programs that have specialty accreditation, they are not required to participate in the OSRHE program review process. In lieu of program review, these programs must fulfill the requirements of specialty accreditation and submit the self-study report used for this process to OSRHE for consideration. Tables 4-1 and 4-2 provide the program review and specialty accreditation cycle for undergraduate and graduate programs, respectively.

The general purposes of program review are to verify that each program is achieving its stated goals, identify improvements needed in programs and develop strategies to accomplish these improvements, evaluate the usefulness of programs, determine

adequacy of program resources, and assess student learning. Guidelines for the process and a format for the report are described in the *Academic Program Review Guide 2012-2013* ([link to guide](#)). The most recent program reviews and specialty accreditation reports can be found online at <http://www.se.edu/academic-affairs/program-reviews/>.

Table 4-1. Program review and specialty accreditation cycle for undergraduate programs at Southeastern

UNDERGRADUATE PROGRAM	Program Review		Specialty Accreditation		
	Last Review	Next Review	Accreditor	Last Review	Next Review
ACCOUNTING – BBA	2009	2013	AACSB	2009	2013
AVIATION MANAGEMENT – BS	2012	2017	AABI	2012	2017
ART – BA	2009	2014			
ART EDUCATION - BS	2004	2010	NCATE	2010	2017
AVIATION - BS	2012	2017	AABI	2012	2017
BIOLOGY - BS	2011	2016			
CHEMISTRY-BS	2011	2016			
FISHERIES AND WILDLIFE SCIENCE - BS	2011	2016			
ELEMENTARY EDUCATION-BS	2001	2010	NCATE	2010	2017
ENGLISH - BA	2004	2014			
ENGLISH EDUCATION - BA	2004	2010	NCATE	2010	2017
POLITICAL SCIENCE - BA	2009	2014			
HEALTH PHYSICAL EDUCATION - BS	2001	2010	NCATE	2010	2017
HISTORY-BA	2009	2014			
MANAGEMENT - BBA	2009	2013	AACSB	2009	2013
MATHEMATICS - BS	2011	2016			
MATHEMATICS EDUCATION - BS	2001	2010	NCATE	2010	2017
MUSIC – BA	2004	2013	NASM	2001	2013
MUSIC EDUCATION - BME	2004	2013	NASM	2001	2013
RECREATION B.S.	2007	2014			
PSYCHOLOGY BA	2011	2016			
SCIENCE EDUCATION - BS	2011	2016	NCATE	2010	2017
SOCIOLOGY BA	2011	2016			
SOCIAL STUDIES EDUCATION - BA	2004	2010	NCATE	2010	2017
COMMUNICATION - BA	2009	2014			
COMPUTER SCIENCE - BS	2011	2016			
OCCUPATIONAL SAFETY & HEALTH - BS	2011	2016			
CRIMINAL JUSTICE - BA	2011	2016			
THEATRE - BA	2009	2014			
COMPUTER INFORMATION SYSTEMS - BS	2011	2016			
MUSIC BM		2013	NASM	2001	2013
MARKETING - BBA	2003	2009	AACSB	2009	2013
FINANCE - BBA	2003	2009	AACSB	2009	2013
SPANISH EDUCATION - BA	2004	2014	NCATE	2010	2017
SPECIAL ED - MILD/MOD DISABILITIES- BS	2003	2010	NCATE	2010	2017
GRAPHIC DESIGN/VISUAL MEDIA -BS	2009	2014			
GENERAL STUDIES - BSLAS (formerly BGS)	2005	2010			
GENERAL BUSINESS - BBA		2013	AACSB	2009	2013
SPANISH-BA	2010	2014			
EARLY INTERVENTION & CHILD DEVELOPMENT	NA	NA			
ORGANIZATIONAL LEADERSHIP - BS					

As part of program review, a thorough, self-study report is prepared by departmental faculty and an evaluative report is written by an external consultant that has visited the

campus. These reports are reviewed for consistency by members of the Organized Research and Program Review Committee (<http://www.se.edu/university-committees/organized-research-and-program-review-committee/>), and a recommendation is made to the Dean of Instruction. The Dean shares the results with the Academic Vice President who writes a Memorandum of Understanding or Plan of Action.

Table 4-2. Program review and specialty accreditation cycle for graduate programs at Southeastern

GRADUATE PROGRAM	Program Review		Specialty Accreditation		
	Last Review	Next Review	Accreditor	Last Review	Next Review
MEd – School Counseling	2001	2010	NCATE	2010	2017
MEd – Elementary Ed. (Reading; Spec. Educ.)	2001	2010	NCATE	2010	2017
MEd – School Administration	2001	2010	NCATE	2010	2017
Master of Business Administration	2009	2013	AACSB	2009	2013
Master Technology – Biology	1994	1999			
MA – Clinical Mental Health Counseling	*	2012	CACREP	2012	2020
MS – Aerospace Administration and Logistics	2006	2014			
MS – Occupational Safety and Health	2011	2016			
MEd – Mathematics Specialists	2010	2017	NCATE	2010	2017
MS – Sports Studies and Athletic Administration	New	2016			
MA – Teaching	New	2016			

*Formerly Master of Behavioral Studies in Community Counseling

For specialty accreditation, departmental faculty prepare the self-study report and submit it to the accrediting body and the team assigned to visit the campus. The evaluative report is reviewed by the pertinent department and Dean of Instruction. Because of the specific requirements of specialty accreditation, the Organized Research and Program Review Committee does not participate in this process. The department faculty and Dean of Instruction prepare the institutional response to the findings/recommendations of the process for the Vice President for Academic Affairs.

Departments have benefitted 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.

In 2003-2004, there were 51 undergraduate and 9 graduate programs; in 2013-2014, there were 39 undergraduate and 12 graduate programs. Since the last reaccreditation visit in 2003/2004, numerous programmatic changes have occurred to improve focus and efficiency (Table 4-3). Specific changes made in the various degree programs may be found in the program outcomes assessment report ([link](#)), program review/specialty accreditation report ([link](#)); these changes also are summarized in Tables 4-16 and 4-17.

New degree offerings include the undergraduate B.A. in Spanish and B.S. in Organizational Leadership and the graduate degrees of M.S. in Occupational Safety and Health, M.S. in Sport Studies and Athletic Administration, M.A. in Teaching, and M. Ed. in Math Specialization.

Table 4-3. Summary of changes made to academic programs at Southeastern.

2003/2004 – 2011/2012	Undergraduate	Graduate
Programs making changes	27	9
Program deletions	13	1
Program additions	2	4
Program suspensions	0	1

To maintain the quality of degree programs and assure the efficient use of limited fiscal resources, OSRHE requires a review of low-productivity undergraduate degree programs ([OSRHE link](#)). Based on institutional data submitted to OSRHE as part of the Unitized Data System, a program is identified as a low-productivity degree program if its five year average for number of graduates is less than 5 per year or the numbers of majors is less than 12 per year. After receiving notification from OSRHE, departmental faculty review assessment and program review data and then request to either request to continue or delete/suspend the program. If a department recommends that the program should be deleted or suspended, it submits the appropriate forms to the institutional committee structure for approval. For a program to be recommended for continuation, the department must include a brief explanation of future plans for the program so that it meets the productivity benchmarks, time frame needed to accomplish these plans, and any budgetary implications for continuing the program. A department also may indicate how the program qualifies for one of the seven exceptions (new program; liberal arts and sciences program, offline program, restructured program, special purpose program, data discrepancy, no cost/justifiable cost program). The request for continuation is submitted to the Dean of Instruction and Vice President for Academic Affairs; if they concur with the request, it is then forwarded to OSRHE for consideration.

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 2 year and 4 year institutions that are accredited by a regional accrediting association. Upon submission of official transcripts from regionally accredited institutions, a student's transfer work is evaluated and recorded for all students admitted and enrolled at Southeastern. All transfer courses are recorded regardless of grade earned or equivalency to show the student's complete academic record. Credit is evaluated by the registrar for current equivalencies based on the OSRHE transfer equivalency project (<http://www.okhighered.org/transfer-students/course-transfer.shtml>), articulation agreements with other 2 year institutions, and evaluations by academic chairs and departmental members.

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.

Transfer credits are accepted and applied to degree programs in accordance with the recommendations in the Transfer Credit Practices Guide published by AACRAO (American Association of Collegiate Registrars and Admissions Officers), guidelines for transfer of credit from OSHRE, and approved articulation agreements.

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 rigor is maintained regardless of enrollment status: concurrent (high school students) or dual credit, the syllabi are one and the same. Classes typically taken as dual enrollment or as a concurrent student include general education classes such as English Composition I and II, Political Science U.S. Federal Government, and College Algebra. During the academic year 2012 -2013, 542 classes were taken by 172 high school students as dual or concurrent enrollment credit.

Academic departments have a systematic review process that is conducted continuously and aggregated annually in their assessment reports. Strengths and weaknesses are identified in the assessment report along with desired changes that would maintain strengths and improve weak areas. Changes are monitored and reviewed to determine if outcomes of the change have materialized. Eight academic departments also have advisory boards comprised of industry experts to review program content. Advisory boards look for strengths and weaknesses of the academic curriculum 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 academic department then submits a request for course/program to the Curriculum Committee (undergraduate changes) or Graduate Council (graduate changes).

The function of the Curriculum Committee ([link](#)) is to provide leadership in developing and reviewing undergraduate curriculum philosophy; the Graduate Council ([link](#)) serves the same function for graduate programs. Within the framework of this curriculum philosophy, the Curriculum Committee/Graduate Council continually reviews, evaluates, coordinates, and makes recommended changes in the general, specialized, and professional education curricula in the undergraduate and graduate programs, respectively. They also make recommendations concerning policy and regulations relating to departmental and interdisciplinary majors and minors. Approved recommendations are then submitted to the Academic Council on all new curricula and on all curricula changes, additions and deletions. Such recommendations may originate in the Curriculum Committee/Graduate Council or be referred to it 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) and dean(s) for informational purposes. Any recommendation submitted to the Curriculum

Committee/Graduate Council must disclose whether there was faculty participation from the department(s) or school(s) and the results (if any) of the faculty participation in the department(s) or school(s) submitting the recommendation.

An additional academic assessment process to ensure degree program currency and relevance is the program review discussed in Subcomponent 1.

Under the leadership of department chairs, the faculty in each instructional department:

- Recommend curricula for major and minor concentrations in their fields of knowledge for students seeking a degree or a teaching certificate.
- Prepare syllabi and instructional objectives for each course.
- Provide input for the schedules of courses to be taught.
- Advise students.
- Follow-up with students.
- Prepare for and teach classes.
- Provide appropriate coordination for student teachers, interns, and other laboratory experiences.
- Submit all necessary administrative reports.
- Recommend students, on behalf of the area concerned, for admission to teacher education, admission to student teaching, graduation, certification, professional and graduate programs, and employment.
- Prepare and submit an annual departmental budget.
- Maintain physical facilities and equipment to keep in as good condition as possible.
- Request necessary equipment and supplies for the department.
- Request that the librarian purchase books for the library which are of interest to the department.
- Cooperate in the selection, appointment, and promotion of members of the department.
- Support each member of the department in developing professional abilities, interests, and in increasing their professional status.

Policy 6.1.1 in the Southeastern Oklahoma State University Policy and Procedure Manual (<http://www.se.edu/academic-affairs/policies-and-procedures/docs/academic-policies-and-procedures-2012-13.pdf>) requires that students be provided with a syllabus in each course, whether it be face-to-face or via distance education (<http://homepages.se.edu/online-learning/>), taught at the university. It also requires that a copy of each syllabus be on file in the offices of the department chair and the Dean of Instruction. Course syllabi are offered to every student either in hard copy, electronically, or both at the beginning of each semester.

The faculty at Southeastern is one of the University's fundamental strengths, and is dedicated to the students, the University, and the region. Faculty members are well qualified to carry out the programs of the University and are concerned with maintaining courses which are timely and draw upon the latest findings in their field. The University faculty exhibit a genuine concern for the personal and professional development of their

students. Of the 128 members, 97 (76%) have completed their terminal degrees or are in advanced stages of completing them; 30 of the 125 part time faculty (24%) have terminal degrees. Many of the faculty continue to upgrade their credentials by attending summer courses, being active members of their professional organizations, and pursuing independent reading and research programs in their disciplines. Degrees have been earned at universities such as Auburn, Colorado State University, Duke University, University of Georgia, Kansas State University, Louisiana State University, New Mexico State University, University of New York, University of North Carolina, University of Oklahoma, Oklahoma State University, the Massachusetts Institute of Technology, Purdue, and the University of Texas.

The University is a member of the Oklahoma System of Higher Education, The Higher Learning Commission (HLC): A Commission of the North Central Association of Colleges and Schools, American Association of Colleges for Teacher Education (AACTE), and American Council on Education (ACE). The University is fully accredited by the Oklahoma State Board of Education and the Higher Learning Commission. Southeastern has received specialty accreditation for several areas from the following entities (see Tables 4-1 and 4-2 for a complete list of programs with specialty accreditation):

- Council for the Accreditation of Educator Preparation (formerly NCATE)
- Aviation Accreditation Board International
- National Association of Schools of Music
- Council for Accreditation of Counseling and Related Educational Programs
- Association to Advance Collegiate Schools of Business, International

Southeastern is committed to evaluating student preparedness for advanced study or employment. Southeastern has a variety of assessment tools that provide information on educational effectiveness and departmental competency in regard to curricula relevance and effectiveness. This is accomplished through a variety of methods (i.e., internal surveys, external accrediting bodies, and the survey of student opinion). The Career Office uses a student survey developed by NACE (National Association of Colleges and Employers). An incentive is offered for respondents, but as with most surveys, response rate is poor. According to the most recent survey, 11 of the 91 (12%) respondents were seeking master's degrees. Over the past 5 years, Southeastern graduated 3,700 students; of those, 295 (8%) were admitted to a master's program at Southeastern. At the departmental level, some programs use social media (i.e., Facebook, Twitter) to track their graduates' employment rates while other departments use exit surveys.

In addition to regular coursework, many departments offer internships, practica, and other opportunities. Over the past 5 years, 181 courses offered internships in which 677 students were enrolled. The number of departments offering internships ranged from 5 to 10, depending on the academic year and semester.

Student teaching in education offers students the opportunity to use their knowledge base under the guidance of a mentor. Before students are admitted to the internship

they must pass two of the three competency tests given by the Oklahoma State Department of Education: general knowledge, pedagogical knowledge, and content knowledge. In order to be eligible for an Oklahoma teaching license/certification (Table 4-4), a candidate must pass the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT) in the appropriate content area, and the Oklahoma Professional Teaching Examination (OPTE). These competencies are assessed through three examinations developed by higher education representatives, PK-12 representatives, Department of Education personnel, and other stakeholders. In addition, all candidates for initial and advanced licensure must submit a portfolio demonstrating that they have met all of the competencies identified by the Oklahoma Commission for Teacher Preparation. Each teacher education unit identifies the artifacts and processes that will be utilized in its program. A candidate must have a satisfactory rating on his/her portfolio in order to be recommended for licensure by the university certification officer.

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

Certification Agency	Type of Certification	3-5 Year Pass Rate
Occupational Safety and Health Administration (OSHA)	General Industry	100%
	Confined Space	100%
	Construction Safety	100%
	HAZWOPER	100%
American Red Cross	CPR/First Aid	100%
Oklahoma State Department of Education	Elementary Education	72%*
	Early Intervention and Child Development	New
	Special Education	85%
	School Administration	96% (core)
	Reading Specialist	100%
	English Education	76%
	Spanish Education	40%
	Music Education	100%
	Math Education	100%
	HPER Education	100%
School Counselor	98%	
Oklahoma State Department of Health, National Board for Certified Counselors	Licensed Professional Counselor, National Certified Counselor	83%
Federal Aviation Administration (FAA)	Private Course	83%
	Commercial Course	88%
	Instrument Course	80%
	Flight Instructor Single Engine	76%
	Flight Instructor Instrument	91%
	Multi Engine Landing	97%
American Institute of Certified Public Accountants	Certified Professional Accountant	33%**

*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 is 47%, and for the nation is 49%.

In addition to teaching practicums, Spanish majors are offered a summer study abroad program. Every summer 2 to 8 students participate in this program. In the Department of English, Humanities, and Languages, internships requiring students to use their writing/editing skills are occasionally offered. In the past 5 years, internships were completed at a regional magazine, a local bank, and an insurance agency.

Students majoring in Recreation within the Department of Health, Physical Education and Recreation have the opportunity to work in an organization at a level requiring professional duties and responsibilities that are tied into the class experience; they spend their last semesters working at off-campus sites. Over the past 5 years, 166 students have participated in internship programs in Recreation. The internship program utilized 32 different sites in 21 cities from south Texas to northeast Oklahoma.

The School of Business offers courses that require internships every semester. The number of students ranges from 5 to 9, and internships are completed at local banks, financial planning/insurance firms, accounting firms, controller's offices in a variety of businesses, and the Chickasaw Nation.

The Department of Occupational Safety and Health offers internships that 10-15 students participate in each semester. The sites are generally in the fields of construction, manufacturing, and in governmental agencies.

Numerous programs give exit exams during the last semester of coursework. These are comprehensive exams that cover material from required courses of the degree program.

The Management/Marketing and Accounting/Finance departments use Education Testing Major (ETS) Field Test exams to ensure that their graduates have acquired the requisite knowledge to be successful. The Accounting/Finance department also has students take the Certified Public Accountant Exam. Summary data can be found in program assessment reports.

In the Aviation Sciences Institute, each student has to pass 12 exams (oral and practical, the stage check, and class exams) given by faculty in the Aviation Sciences Institute. After passing each exam at Southeastern, students must complete an Federal Aviation Administration written exam followed by oral and practical exams such as check rides. Students take 24 total exams—12 at Southeastern and 12 from the FAA.

The Biology Department has a senior seminar capstone course during which students take the Biology ETS Major Field Test and a departmental exit exam. Opportunities for laboratory and field research experiences and volunteer and paid internships are also very important to graduate preparation. Some students take professional and graduate school entrance exams; a pre-professional advisory committee (made up of Biology and Chemistry faculty) distributes information about entrance exams to students.

In the Behavioral Sciences, as part of the Clinical Mental Health Counseling (CMHC) degree, all students are required to take and pass at least one course in the eight core

areas assessed on the National Counselor Examination (NCE) and the program exit exam, the Counselor Preparation Comprehensive Examination (CPCE). Various assignments in differing formats (exams, papers, presentations, etc.) allow program faculty to regularly assess learning and to address any deficiencies in these eight core content areas as well as the other crucial areas required for employment, state licensure, and national certification. Site supervisors and employers also provide information regarding student preparedness, strengths, and weaknesses in surveys as well as to faculty supervisors when the student is enrolled in one of the clinical courses and completing practicum or internship at a supervisor's site. Faculty address any deficiencies, concerns, or make appropriate changes. Also, the graduate counseling faculty review all students taking any graduate counseling course prior to the start of each fall and spring semester. If any faculty member has a concern about a student's progress, academic performance, ethical concerns, emotional stability, difficulty working with peers and/or faculty, clinical skill deficiencies, etc. that student is referred to the Graduate Counseling Coordinating Committee (GCCC). The GCCC consists of three graduate counseling faculty members and one faculty member from outside of the department. The GCCC then determines what, if any, remediation is required. Remediation is not punitive; the purpose is to help the student succeed in the program, to prevent harm to the student and his/her peers and clients, to ensure fitness for the counseling profession, and to ensure he/she is ready to graduate. Remediation is tailored to meet the needs of each student and is created and provided on a case-by-case basis. Students are informed of the role of the faculty review process, the purpose and function of the GCCC, and the policies regarding program admission, retention, suspension, and dismissal at the required New Student Orientation, in the CMHC Student Manual, and regularly throughout the program whenever faculty or site supervisors have a concern that must be addressed in a timely fashion. Therefore, feedback is frequently and regularly provided to all students in the program by the faculty in order that they may make changes as necessary and be successful.

Criminal justice instructors offer individual tutoring for either the GRE or LSAT to help prepare students that express a desire to continue their education. There is also a graduation exit exam given each semester to graduating students that measures their retention of criminal justice related material. They also work closely with the university's placement office to help coordinate career and field experience opportunities. Practitioners that work in the criminal justice field often visit campus to speak about career opportunities and interview job candidates.

Each fall, Psi Chi (the International Honors Society for Psychology majors and minors) hosts a graduate student panel. The purpose of the panel is for students to have a place to ask questions about graduate school. Each year, a range of panelists present their views and advice on various topics, from how to study for the GRE to how to pick the right school. In addition, for the last two years, a small group of students has attended a regional research conference. At this conference, students are able to talk with other students who are currently in psych graduate programs and attend talks on graduate school preparation. Students also complete a supervised field experience and are rated

by supervisors at the field experience sites. All majors must take Senior Seminar which provides information about graduate schools and employment opportunities.

In the School Counseling Program, candidates are required to complete a comprehensive examination at the end of their academic careers. In addition, candidates are required to pass the Oklahoma Subject Area Test in School Counseling upon completion of a master's degree in counseling, in order to be qualified for certification as a School Counselor in Oklahoma.

Sociology administers the ETS Major Field Test for Sociology; majors in their last year sit for the exam.

In Chemistry, a series of standardized exams produced by the American Chemical Society's Exams Institute are given. These exams are administered during several courses including CHEM-1315 (Gen Chem I), CHEM-1415 (Gen Chem II), CHEM-3153 (Org Chem II), CHEM-3425 (Chemical Analysis), CHEM-3525 (Instrumental Analysis), CHEM-4115 (Biochemistry I), CHEM-4333 (Inorganic II), and CHEM-4951 (Senior Seminar). CHEM-4951 has also used the ETS Chemistry exam until recently. All of the ACS exams have a national norm that allows Southeastern students to be included in the norm set and provides a national percentile ranking for each student.

Both Computer Science and Computer Information Systems have active dialogs with companies and organizations who hire graduates and to the students after they have gone for job interviews. Based on comments and suggestions, whether or not students have been prepared with the proper knowledge can be ascertained.

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

Subcomponents

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.

Assessment of Student Learning in Academic Programs

The overarching goals for student learning appear in Southeastern's Scope and Function within the Mission Statement ([link](#)). One of the major initiatives of Southeastern's Vision 2015 (<http://www.se.edu/president/vision/>) is to "Optimize the

learning environment” and one of its five strategic goals is “*Academic Excellence.*” One of the goals of academic excellence is “*Program validation through external accreditations, competitions, nation benchmarking, assessment, and other types of recognition.*” The goals and student learning outcomes for each academic program are listed in the program outcomes assessment plan ([link to AA website](#)). With the recent acquisition of TaskStream, the assessment process has migrated from paper to electronic form. The standing requirements (mission statement and learning objectives/outcomes), assessment plan, assessment findings, operational plan, and status report are now reported via TaskStream.

Southeastern has a long history of assessing student learning for discipline-specific academic programs at the undergraduate and graduate level as well as university-wide programs such as general education. The Assistant Vice President for Academic Affairs—Student Learning and Accreditation has primary oversight of assessment activities. Other administrators involved also include the Assistant Vice President for Academic Affairs—Institutional Research and Support and Dean of the School of Graduate and University Studies (general education and graduate programs) and the Assistant Dean of Adult and Online Education/Assessment Management System Coordinator (degree completion programs, distance education, outreach). The Institutional Assessment Committee ([link](#)) and the General Education Council ([link](#)) are responsible for reviewing program outcomes assessment reports and providing feedback to the academic departments. Each graduate and undergraduate program is required to submit an annual programs outcomes assessment report and all are reviewed by the Institutional Assessment Committee (Table 4-5 and 4-6).

Table 4-5. Summary of scores assigned to program outcomes assessment reports by the Institutional Assessment Committee for graduate programs.

Graduate Programs	Academic Year						
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Maximum Score Possible	55	55	100	72	68	68	68
MS-Aerospace Admin. & Logistics	36.0	33.2	50.25	32.25	45.5	33.0	47.0
Master of Business Administration	35.8	25.6	31.2	NA	45.0	39.0	51.5
MA-Clin. Ment. Hlth. Counseling*	39.75	40.7	79.8	69.25	62.8	63.5	64.5
MEd-Elementary Education	44.6	44.4	67.0	53.75	47.5	50.5	49.5
MEd-Mathematics Specialist			New	37.67	52.0	59.0	64.5
MS-Occupational Safety & Health		New	80.2	43.75	46.3	33.0	47.0
MEd-School Administration					44.5	41.5	47.5
MEd-School Counseling	50.0	48.5	79.8	53.75	59.8	58.5	57.5
MEd-Secondary Education				Suspend	Suspend	Suspend	Suspend
Master of Technology	29.4	NR	40.2	59.5	53.8	47.5	63.5
MS-Sport Studies & Athletic Adm.						New	NA
MA-Teaching						New	NA

*formerly MBS in Community Counseling

Table 4-6. Summary of scores assigned to program outcomes assessment reports by the Institutional Assessment Committee for undergraduate programs.

Undergraduate Programs	Academic Year						
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Maximum Score Possible	55	55	100	72	68	68	68
Accounting	46.4	42.6	82.4	47.5	57.0	51.5	55.0
Art	NR	NR	78.2	56.8	55.0	53.5	62.0
Art Education	43.2	42.4	NR	55.2	56.4	53.5	59.0
Aviation - Professional Pilot	48.0	43.8	73.6	41.2	44.6	29.0	37.5
Aviation Management	42.8	37.7	71.5	39.0	36.2	30.0	33.5
Biology	45.0	40.5	91.2	59.2	54.8	59.0	52.5
Chemistry	41.0	34.8	88.8	63.8	60.0	54.5	56.5
Communication	52.25	41.8	82.2	56.6	56.3	51.0	59.5
Computer Information Systems	31.4	27.2	89.8	59.4	61.5	58.0	38.5
Computer Science	29.8	27.2	67.6	52.6	53.3	58.0	34.5
Fish and Wildlife Sciences	42.8	42.2	95.2	57.6	59.8	60.5	47.0
Criminal Justice	38.5	26.2	52.2	49.0	48.8	42.5	32.5
Early Intervention & Child Develop						New	33.0
Elementary Education	43.75	49.1	81.2	56.4	53.4	50.5	37.5
English	48.0	48.0	51.2	35.6	44.5	41.5	46.0
English Education	48.75	NR	57.4	35.4	48.2	55.5	55.0
Finance	44.3	43.5	76.2	35.8	51.0	49.5	37.5
General Business	44.8	38.5	70.75	41.25	47.8	41.0	46.5
General Studies (BSLAS)	NA	NA	NA	NA	NA	NA	NA
Graphic Design and Visual Media			New	56.4	53.4	55.0	62.0
Health and Physical Education	40.5	42.5	80.6	60.0	58.2	59.5	29.5
History	33.6	33.0	80.0	58.2	60.2	61.0	66.0
Management	44.8	38.7	70.0	41.25	48.0	45.0	51.5
Marketing	43.6	38.5	71.75	41.25	47.2	34.5	51.0
Mathematics	50.8	52.9	99.0	70.0	62.0	66.0	50.5
Math Education	51.2	53.0	99.5	70.25	62.7	65.0	47.0
Music-B.A.	NR	NR	NR	NR	41.6	54.0	58.5
Bachelor of Music	NR	39.4	71.6	61.2	52.6	46.0	52.5
Bachelor of Music Education	44.6	NR	NR	61.8	53.3	56.0	62.5
Occupational Safety and Health	47.6	46.6	87.8	56.8	48.3	43.0	42.0
Political Science	41.8	36.8	58.4	50.6	53.4	44.5	34.0
Psychology	41.5	42.6	78.8	54.6	58.4	65.5	45.0
Recreation	39.6	38.3	72.6	58.8	56.0	55.0	39.5
Science Education	43.8	30.0	65.2	44.25	41.3	50.0	52.5
Social Studies Education	38.2	38.0	61.4	47.6	47.4	56.5	56.5
Sociology	34.2	33.6	63.4	41.8	58.8	60.0	41.0
Spanish	40.2	39.0	76.2	40.5	NA	50.5	57.5
Spanish Education	43.6	NR	77.4	33.8	48.2	52.0	31.0
Special Education	44.0	48.5	88.25	71.0	55.2	45.0	31.0
Theatre	40.0	27.0	60.8	40.5	40.0	37.0	46.5

The Institutional Assessment Committee annually reviews assessment plans and reports for all undergraduate and graduate academic programs using a rubric ([link](#)) developed by the committee. The findings of the Institutional Assessment Committee are provided to department chairs and the Dean of Instruction; findings include both the rubric and comments concerning strengths and weaknesses. Based on the overall scores, Southeastern identifies five assessment award winners, one for each following areas: Arts and Letters, Science and Technology, John Massey School of Business, Education and Behavioral Sciences, and Graduate programs. The winners of the award receive \$2,000 added to their operational budget.

The rubric used by the Institutional Assessment Committee has varied over time and the maximum score possible has ranged from 55 to 100. To facilitate comparisons among years, overall scores were assigned to one of four rating categories each year: undeveloped, developing, established, and exemplary. For the 2012-13 reporting year, 33% of the program outcomes assessment reports were scored as exemplary, 50% as established, and 17% as developing (Table 4-7). The Institutional Assessment Committee is developing a new rubric to evaluate the program outcomes assessment reports in TaskStream; it will be beta tested during the 2013-14 review cycle.

Table 4-7. 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	
2012-13	16 (33.3%)	24 (50.0%)	8 (16.7%)	0 (0.0%)	48
2011-12	18 (38.3%)	24 (51.1%)	5 (10.6%)	0 (0.0%)	47
2010-11	17 (36.2%)	29 (61.6%)	1 (2.1%)	0 (0.0%)	47
2009-10	21 (45.7%)	19 (41.3%)	6 (13.0%)	0 (0.0%)	46
2008-09	15 (34.9%)	21 (48.8%)	6 (14.0%)	1 (2.3%)	43
2007-08	6 (15.0%)	27 (67.5%)	7 (17.5%)	0 (0.0%)	40
2006-07	10 (23.8%)	29 (69.0%)	2 (7.2%)	0 (0.0%)	41

General Education Assessment

As mentioned in the introductory chapter, the Commission required Southeastern to submit a monitoring report over the General Education Program and its assessment as a condition for continued accreditation. The monitoring report was accepted by the Commission in 2007 and the processes and protocols outlined in the report have been continued as described in the monitoring report ([link](#)). The General Education Council, working with faculty, department chairs, and academic deans, revised the goals, as well as developed specific learning outcomes for each goal, for the General Education Program during the 2004-2005 academic year. The goals addressed by each course must be listed on the syllabus; all sections of the same course must address a common set of goals. Subsequently, the Associate Dean and General Education Council developed a comprehensive assessment plan for General Education Program by working with the entities mentioned above that was implemented starting Fall 2005

([GenEd Assessment Plan link](#)). In general, these processes have been continued to present; the primary exceptions are that departments no longer submit levels of implementation survey and the administrative oversight has changed through time.

Southeastern currently uses a two-tiered approach to the assessment of general education. The first tier is at the university-wide level and includes 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 occurs at the department level and includes course-embedded assessment in each general education course

Each year on assessment day (first Wednesday in October and March) three ACT CAAP tests (Critical Thinking, Reading, and Writing Essay) are administered to students. Approximately 25-30 students from each classification (freshmen, sophomore, junior, and senior) are randomly selected from the population of native students at Southeastern to take each subtest each semester. Students only are required to take one subtest per year. The three remaining ACT CAAP tests (Writing Skills, Mathematics, and Science Reasoning) are given to students each semester (November and April) in randomly selected sections of targeted general education courses. Courses included College Algebra and Calculus I for Mathematics, English Composition II for Writing Skills, and General Biology and Principles of Biology I for Science Reasoning.

Approximately 1,100 students are annually tested using the ACT CAAP instruments (Table 4-8). In 2012-13, average scores achieved by Southeastern students were at or above the peer group average for 5 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 4-8. Average scores achieved by Southeastern students on ACT CAAP tests. Cells highlighted in green represent scores at or above the peer average (the 2012-2013 peer average is provided but it is not applicable to other years).

ACT CAAP Test	Semester	Southeastern Average Score					Peer Avg.
		2008-09	2009-10	2010-11	2011-12	2012-13	2012-13
Writing Skills	Fall	60.6	59.7	59.3	59.6	59.7	62.7
	Spring	59.5	59.3	60.8	60.9	60.0	
Mathematics	Fall	56.7	58.5	59.3	58.0	58.4	56.3
	Spring	55.4	57.9	59.4	56.6	57.1	
Reading	Fall	61.6	61.7	60.9	61.0	62.3	61.2
	Spring	60.9	60.9	60.9	62.4	61.2	
Critical Thinking	Fall	60.9	62.8	62.0	62.3	61.8	62.6
	Spring	61.7	63.0	61.4	61.7	62.9	
Science Reasoning	Fall	58.0	57.7	58.2	56.9	59.5	60.3
	Spring	58.7	59.5	55.6	59.6	56.6	
Writing Essay	Fall	3.1	3.2	3.0	3.1	3.18	3.4
	Spring	3.0	2.9	3.1	2.9	3.00	
Total Students Tested	AY	1,105	1,152	1,098	1,088	1,126	

Southeastern also uses the ACT/CAAP linkage report to assess student progress in general education. The General Education Council selected to use the ACT CAAP tests because student performance can be directly correlated to entering ACT scores for selected areas (Table 4-9). Performance of students with matched scores (i.e., they completed both the ACT and the CAAP tests) were compared by examining the quartile achieved by students for each instrument; student performance was then classified as lower (lower quartile on CAAP than ACT), same (same quartile on CAAP and ACT), and higher (higher quartile on CAAP than ACT). Students tend to perform better on the Reading and Mathematics tests than the Writing Skills and Science Reasoning tests. For example, between 66-79% of the students scored in either the same or higher quartile for Reading and Mathematics, whereas only 41-57% of the students were in the same or higher quartile for Writing Skills and Science Reasoning (Table 4-9). Further, over 51% of all students scored in a lower quartile for Science Reasoning. Student performance is probably influenced by the perceived importance of the two types of tests. The ACT is high-stakes test whereas the CAAP tests at Southeastern are low-stakes tests; this difference probably influences student motivation and performance on these instruments. Students self-reported the lowest level of effort when completing the Science Reasoning as compared to the other CAAP tests. We continue to investigate ways to improve student motivation on the ACT CAAP tests as well as examine the data disaggregated by self-reported level of effort. It is important to note that in most cases, the average ACT scores of peer groups are higher than that of Southeastern students.

Table 4-9. A comparison of quartiles (CAAP relative to ACT quartile) for scores achieved by Southeastern students that took both the ACT and CAAP (difference in ACT scores = Southeastern Average - Peer Average).

Assessment Test	AY	Number	Difference in ACT scores	Quartile		
				Lower	Same	Higher
Writing Skills (English)	2010-11	83	-2.2	52%	40%	8%
	2011-12	162	-2.4	44%	43%	13%
	2012-13	217	-1.6	43%	48%	9%
Reading	2010-11	122	-0.9	31%	49%	20%
	2011-12	192	-0.1	27%	48%	25%
	2012-13	245	+0.5	33%	45%	21%
Mathematics	2010-11	95	+0.7	21%	45%	34%
	2011-12	170	-0.7	29%	43%	28%
	2012-13	304	-0.5	24%	48%	28%
Science Reasoning	2010-11	101	-1.7	59%	31%	10%
	2011-12	163	-1.7	58%	36%	6%
	2012-13	191	-1.2	51%	35%	14%

The last element of the university-wide assessment of general education is the ACT College Outcomes Survey given to graduating seniors each year; the most recent sample for summer and fall 2012 included 229 students. Except for Section IV where all five elements are listed, the three highest and three lowest average responses for each area are shown in Table 4-10 for the most recent year. The general education

assessment plan directly links elements of the College Outcomes Survey to specific learning outcomes (see [GenEd Assessment Plan](#)).

Table 4-10. Results (top 3 and bottom 3 averages for each section of survey) of the ACT College Outcomes Survey completed during summer and fall 2012.

#	II A—Importance of & progress toward attaining outcomes at this college (26 items).	Importance		Progress	
		Rank	Avg.	Rank	Avg.
14	Acquiring knowledge and skills needed for a career.	1	4.55	2	4.29
15	Becoming competent in my major.	2	4.54	1	4.24
3	Learning to think and reason.	3	4.45	3	4.17
24	Learning principles for conserving and improving the global environment	24	3.66	26	3.38
26	Understanding and applying math concepts and statistical reasoning.	25	3.64	24	3.54
16	Appreciating the fine arts, music, literature, and the humanities.	26	3.51	25	3.43
#	II B—Required courses outside my area of specialization helped me...(7 items)	Rank	Avg.		
7	...become a more directed and self-directed learner.	1	3.99		
4	...broaden my awareness of diversity among people, their values and culture.	2	3.92		
2	...develop as a “whole person.”	3	3.87		
1	...think about my major in the context of a larger world view.	5	3.78		
5	...increase my knowledge of the earth and its physical and biological resources.	6	3.56		
3	...appreciate great works of literature, philosophy, and art.	7	3.39		
#	Section II C—Agreement with statements about this college (9 items).	Rank	Avg.		
8	I am proud of my accomplishments at this college.	1	4.50		
1	This college has helped me meet the goals I came here to achieve.	2	4.39		
5	This college is equally supportive of women and men.	3	4.35		
3	My experiences here have equipped me to deal with possible career changes.	7	4.08		
2	If choosing a college I would choose this one.	8	4.07		
9	This college welcomes & uses feedback from students to improve the college.	9	3.99		
#	II D—Personal growth & college contribution toward attaining outcomes (36 items).	Per. Growth		Coll. Cont.	
		Rank	Avg.	Rank	Avg.
36	Acquiring a well-rounded General Education	1	4.29	1	4.24
17	Taking responsibility for my own behavior	2	4.29	15	3.77
28	Setting long-term or “life” goals	3	4.23	13	3.83
25	Becoming academically competent	4	4.23	2	4.12
27	Increasing my intellectual curiosity	13	4.09	3	3.98
31	Developing my religious values.	33	3.73	36	2.99
11	Preparing myself to participate effectively in the electoral process.	34	3.65	34	3.31
13	Gaining insight into human nature through literature, history, and the arts.	35	3.62	28	3.58
7	Actively participating in volunteer work to support worthwhile causes.	36	3.48	35	3.20
#	III—Satisfaction with given aspects of this college (39 items)	Rank	Avg.		
6	Quality of my program of study	1	4.41		
7	Quality of my academic advising	2	4.35		
9	Class size	3	4.34		

15	Language development services for students whose first language is not English	37	3.68		
13	Residence hall services and programs	38	3.61		
17	Campus Aids education program	39	3.54		
#	IV—College contribution to growth and preparation (5 items)	Rank	Avg.		
1	Intellectual Growth (Acquiring knowledge, Skills, Ideas, Concepts, Analytical Thinking)	1	4.28		
2	Personal Growth (Developing Self-Understanding, Self-Discipline, and Mature Attitudes, Values, and Goals)	3	4.11		
3	Social Growth (Understanding Others and Their Views, Adapting Successfully to a Variety of Social Situations)	5	3.99		
4	Preparation for Further Study	4	4.08		
5	Preparation for Career	2	4.14		

For example, students ranked *“acquiring knowledge and skills needed for a career”* as the most important outcome (Table 4-10); progress made achieving this outcome ranked second highest. In another area of the survey, students ranked *“acquiring a well-rounded general education”* the highest for personal growth and college contribution toward obtaining this outcome. Students ranked the *“quality of my program of study”* and *“quality of my academic advising”* as the two highest areas of satisfaction.

Students ranked *“appreciating the fine arts, music, literature, and the humanities”* and *“appreciate great works of literature, philosophy, and art”* the lowest for two different areas of the survey (Table 4-10; IIA and IIB). In an attempt to stimulate student interest, faculty in the Department of Art, Communication, and Theatre requested the addition of Theatre Appreciation, Film Appreciation, Film Genres, and Film and Culture for inclusion in the general education program; these courses replaced Theatre and Live Performance, History of Theatre to 1700 and History of Theatre since 1700.

Starting with the Fall Semester 2005, Southeastern initiated course-embedded assessment of the general education goals and learning outcomes addressed by each course ([link to GenEd Assessment plan](#)). Departments were given the latitude to develop assessment protocols, set benchmarks, and determine the numbers and types of students selected to comprise a representative sample; protocols used for course-embedded assessment was approved by the General Education Council. The current course-embedded assessments can be viewed in TaskStream and include activities such as pre/post testing of student knowledge, pre/post assessment of oral and written communication skills, student interviews, and improvement of computer skills/techniques.

Assessment of Learning Outcomes for Co-Curricular Programs

Student Affairs

The University uses various co-curricular assessment efforts including the Student Developmental Task and Lifestyle Assessment and an internal Student Involvement Inventory (Spring 2009, Spring 2010, and Spring 2011). The University also administered the Noel Levitz Student Satisfaction Inventory during the Spring 2012 and Fall 2012 semesters. These assessment instruments are used to establish a baseline and will be used in the future to make decisions regarding student support programs.

Each department in Student Affairs maintains an assessment plan that describes learning goals and/or key performance indicators ([link to SA assessment reports](#)). Departments create assessment reports that document progress and performance on goals and/or performance indicators. Some specific examples follow; the full assessment plans and reports for each unit are available in the electronic resource room.

Dean of Students' Office includes Student Life, Greek Life, Student Conduct, and the Student Union. One goal of this area is to *foster campus community involvement through increased knowledge and participation through the Office of Student Life activities, programming, and services*. As the result of personnel change that occurred within the Multicultural Student Coordinator, the Director of Student Life and the Assistant Dean of Students there are gaps in reporting. This occurred because there was one individual staff member that was promoted three times in the time frame of three years. [Still waiting on information about current programming.](#)

Office of Violence Prevention was funded by a grant from the U.S. Department of Justice, Office of Violence Against Women, grant from 2008-2012; it was written and administered by East Central University. Once funded, its goals were implemented on participating campuses including Southeastern. The primary purpose of this initiative was to develop and strengthen victim services in cases involving domestic violence, dating violence, sexual assault, and stalking on campus. The Campus Program also helped to strengthen security and investigative strategies to prevent and prosecute these crimes on campus and promoted adherence to the Cleary Act. The following prevention programs were developed and presented to targeted groups:

- *Bringing in the Bystander* program was developed for College Success courses that assisted students gain skills and knowledge about sexual violence, prevention concepts, and being active bystanders.
- Partnered with Office of Student Life to educate Savage Storm Leaders about interpersonal relationship violence; these students then became peer leaders that delivered educational sessions to other students.
- Provided one in-depth training session each semester to Residence Life Associates to recognize the signs of intimate partner abuse/dating violence, how to respond to student victims, and provided other resources to assist in recovery.
- Partnered with the Southeastern Staff Association that provided in-service training for staff regarding sexual and intimate partner violence.
- Participated in service learning projects and art as a prevention tool that fosters exposure to principal social issues on college campuses that involve violence against women such as: Domestic Violence Vigils, Student Government Association Domestic Violence Proclamation, the *Cost of Shame* art exhibit, self-defense training, and veteran services (*Boots on the Ground and in College*).

Residence Life (<http://homepages.se.edu/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 (Table 4-11) 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 resident 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. Some of the highest levels of student satisfaction were:

- *The RA is friendly and helpful* (4.36 on a 5 point scale),
- *Recommend their RA be rehired* (4.27),
- *Made it easier to make friends* (4.23),
- *Helped to develop independence and self-sufficiency* (4.22),
- *Halls are clean and attractive* (4.17), and
- *Helped me meet people with different backgrounds* (4.13).

As a result of assessment, Residence Life has made numerous changes to facilities and policies since 2003. For example, the survey revealed that *timeliness of repairs* received a score of 3.46; as a result, a new process was designed to track and address repairs. Other changes include painting residence halls; adding cameras to all residence hall elevators, lobbies, and entrances; implementing online housing applications; adding “Gender Neutral” housing options; using Maxient to document student conduct and policy violations; resurfacing showers; conducting internal assessment of CAS; hiring of student facilities assistants to improve timeliness of response to maintenance concerns; renovating residence hall; creating RHFS position; changing from Hall Managers to Residence Hall Directors; creating new Residence Life Department and Policy and Procedure Manual; converting all residence halls to water-saving toilets, faucets and showers and fluorescent lights; transferring Residence Hall custodians and maintenance positions from facilities to Residence Life; adding RL Facilities Supervisor position; instituting Staff Training for all RAs and Hall Managers; changing housing applications to contracts; instituting the FIRST program; and starting LL residential communities grouped by academic or other interest area.

Table 4-11. Occupancy of student housing from 2004-2012.

Year	Sem.	Choctaw	Chickasaw	Shearer Hall & Suites	North Hall	Magnolia	Total***
2004	Fall	164	135	70*	79	14	462
	Spring	182	104	X	82	13	381
2005	Fall	185	175	91	76	34**	561
	Spring	132	82	122	55	X	391
2006	Fall	131	127	279	68	X	605
	Spring	103	113	254	61	X	531
2007	Fall	181	145	278	82	X	686
	Spring	129	127	261	60	X	577
2008	Fall	177	135	292	84	X	688
	Spring	132	123	285	64	X	604
2009	Fall	189	140	272	85	X	686
	Spring	148	120	247	81	X	596
2010	Fall	154	141	278	89	X	662

	Spring	119	125	253	67	X	564
2011	Fall	149	130	278	84	X	641
	Spring	107	108	256	60	X	51
2012	Fall	149	137	268	81	X	635
	Spring	95	129	236	67	X	527

*Old Shearer Hall

**Temporary housing for Shearer Hall and Suites

***Occupancy goal is at least 600 (>700 is the target) for the fall and at least 500 (>600 is the target) for spring.

Student Counseling Center (<http://www.se.edu/counseling-center/>) has a long history of supporting the mission and vision of Southeastern. The Center's staff completed comprehensive review of its assessment plan in 2007-008 which resulted in the removal or reformatting of multiple items. Instead of using Council for the Advancement of Standards in Higher Education (CAS), the Center refocused its efforts to incorporate "best practices" into its standard care and assessment as established by researched based, nationally recognized entities such as *Healthy Campus* and the *American College Health Association* (ACHA). National baseline data from ACHA National College Health Assessment (NCHA) in spring 2012 were used to establish learning goals and assessment measures; Data-driven decisions will continue to be derived from *Healthy Campus 2020* and the re-administration of ACHA-NCHA to Southeastern students at regular intervals will serve as the basis for planning and assessment. One of the Counseling Center's goals is to *Identify and support a holistic mental health approach which facilitates referrals to counseling services.*

On average, 84% of the individuals using counseling services were likely to follow-up with the Center for further evaluation due to a positive screening result. In 2011-12, the Counseling Center had 810 student contacts and 754 scheduled appointments; a total of 219.25 hours was spend in counseling intervention during 56 emergency/crisis events. In addition to counseling individuals, the Center's staff has developed a variety of programs to enhance the ability of students to become proactive and socially responsible in their development. The Center's staff is very active on campus and listed below are representative examples of programing provided:

- training of residence hall advisors to recognize the signs of depression, suicide, eating disorders, and drug and alcohol use,
- presentation to residence hall staff titled *Life Issues and Loss*,
- residence life freshman orientation,
- administration of the Alcohol-Wise program,
- Clinical Counselor completed *Community Emergency Response Teams* training,
- SOLD presentation *Tobacco Stops with Me: Effective Change one Person at a Time*,
- implementation of two computerized intervention programs for students *mandated* to counseling for alcohol and marijuana violations (*Under the Influence* and *Marijuana 101*) by the Dean of Students, Residence Hall Director, or Athletic Department, and
- presentations to students in College Success.

Student Health Services and the Wellness Center (<http://www.se.edu/student-health/> and <http://homepages.se.edu/wellness-center/>) also transitioned from CAS to ACHA-NCHA since the progress report was submitted in 2007. During 2011-2012, the Wellness Center and Student Health Services merged. In 2012, Student Health Services and the Wellness Center received a grant from the Texoma Health Foundation that facilitated the implementation of this new planning. The unit will periodically re-administer the ACHA-HCHA instrument at regular intervals to assess improvements based on changes in health education, prevention, and clinical services. Some of the highlights of the 2011-2012 academic year include:

- served 1,295 patients in the clinic,
- gave seven classroom presentations,
- attended 13 professional trainings completed and office staff completed another 8 trainings,
- received a Texoma Health Foundation Grant,
- created a new rubric for new student hire in the Wellness Center,
- sponsored two Health, Physical Education, and Recreation interns in the Wellness Center,
- completed surveys of students that attended educational programming,
- provided a variety of intramural athletic programs, and
- served 10,721 participants in the Wellness Center,

Student Support Services (<http://homepages.se.edu/sss/>) is a federally-funded program by the U.S. Department of Education; as such, it has the following mandated goals:

- *Increase the retention and graduation rates of eligible students.*
- *Foster an institutional climate supportive of the success of students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, individuals with disabilities, homeless children and youth, foster care youth, or other disconnected students;*
- *Improve the financial and economic literacy of students in areas such as—*
- *Basic personal income, household money management, and financial planning skills; and*
- *Basic economic decision-making skills.*

To accomplish these goals, the following required services are provided by SSS at Southeastern: academic tutoring, advice and assistance in postsecondary course selection, education/counseling to improve financial and economic literacy, information in applying for federal student aid, assistance in completing and applying for federal student aid, and assistance in applying for admission to graduate school and obtaining federal student aid. In 2011-12, SSS served 298 students and exceeded two of the three overall objectives of the grant (Persistence—proposed = 75%, actual = 80% and Good Academic Standing—proposed = 85%, actual = 92%); even though third objective was not achieved (Graduation—proposed = 50%, actual = 43%), it still surpassed the overall graduation rate for Southeastern. This program consistently meets or exceeds its goals and objectives and receives full funding.

Project TEACH (<http://homepages.se.edu/project-teach/>) is a Student Support Services program funded by the U.S. Department of Education for five years (2010-2014). The emphasis of this grant is to provide the ways and means to assist eligible disadvantaged education majors to be successful in their academic pursuit and graduation. There are 140 education majors in the program of which 94 are low income and first generation or students with disabilities; the remaining 46 are first generation, low income, or individuals with disabilities. Implementation of all of the grant's goals and objectives have yielded many positive results such as 90-100% pass rates on certification tests, over 90% of the original participants have either graduated or pre-enrolled for the next semester, and 96% of the students are in good academic standing. Some of the services and benefits provided that produced these successes include:

- Personal Assessments (Discover) Teacher Insight,
- OGET, OSAT, and OPTE assistance (tests required for teaching licensure),
- portfolio workshops,
- hands-on-technology workshops,
- Personalized Education Plan,
- academic tutoring,
- financial literacy program,
- diversity training and exposure to cultural activities, and
- grant aid or tuition waivers.

Talent Search (<http://www.se.edu/talentsearch/>) is a TRIO program and submits an Annual Performance Report to the U.S. Department of Education to demonstrate achievement of performance objectives to receive continued funding. This program tracks the number and demographics of participants in key areas targeted by the grant program (95% persistence of non-seniors in secondary school, 90% secondary school graduation [regular diploma], 30% secondary school graduation [rigorous curriculum], 65% postsecondary enrollment, and 16% postsecondary completion within six years. This program has served at least 800 participants annually for the last decade; it consistently exceeds expectations and receives full funding.

Upward Bound (<http://homepages.se.edu/upward-bound/>) is a TRIO program that submits an Annual Performance Report to the U.S. Department of Education to demonstrate achievement of performance objectives to receive continued funding. This program tracks improvement in academic performance on standardized tests (at least 29% will test at proficient on state assessments for reading/language arts and math), 85% retention within the program from grade to grade, 65% will enroll in post-secondary school, and 55% retention from 1st to 3rd semester in post-secondary school. This program consistently exceeds expectations (results for 2011-2012 were: 79% demonstrated academic improvement; 96% were retained from grade-to-grade; 75% enrolled in post-secondary school; and 73% persisted from 1st-3rd semester) and receives full funding.

Educational Opportunity Center (<http://www.se.edu/eoc/>) is a program designed to provide information regarding financial and academic assistance to qualified adults who desire to pursue a program of postsecondary education. The objectives and

permissible services are mandated by the U.S. Department of Education; an annual performance report is submitted to document achievement of objectives. In 2011-2012, the EOC served 1,623 students and met all four of the mandatory objectives listed below:

- 12% of participants without secondary school diploma (or equivalent) will receive a diploma or equivalent during the project year (12% of the 2011-12 program participants met this objective),
- 66% of participants not already enrolled in but eligible for postsecondary school at time of first service and will apply for financial assistance (70% applied for financial aid),
- 66% of participants not already enrolled in but eligible for postsecondary school at time of first service and will apply for postsecondary school admission (80% applied for admission), and
- 45% of participants not already enrolled in but eligible for postsecondary school at time of first service and will enroll in a program of postsecondary school education (61% enrolled in a program).

Division of Enrollment Management plays a critical role in helping Southeastern achieve its Vision 2015 goal of an enrollment of 5,000 students by optimizing recruitment and retention strategies, and by expanding its outreach mission beyond traditional service areas through alternative delivery formats and new delivery sites. The enrollment management plan contains six goals and specific objectives for each ([link to EM Plan](#)). The Dean of Enrollment Management also has responsibility for oversight of the following areas:

- **Academic Advising and Outreach Center** (<http://homepages.se.edu/advising-center/>) uses a variety of assessment techniques to evaluate program use and student needs. These have included assessing how students use the AAOC, retention and graduation data, and student satisfaction surveys (discussed in Component 4C). On-going review of the quality of advising services continues. New approaches to assessment and development of programs will be considered as needed. The Associate Dean for Academic Services oversees this unit.
- **Native American Center for Student Success** (<http://homepages.se.edu/native-american-center/native-american-initiatives/>) works in coordination with the AAOC and assists Native American students at the university. Initial assessment for a new freshmen Native American student begins with determining financial and tribal information.
 - Orientation for Native American Community –this course was designed to provide the opportunity for first year Native American students to learn, practice, and adopt specific strategies to support their success in college. Topics include time management, study skills, note taking, organizational skills, knowledge of campus, and tribal resources.
 - Native American Excellence in Education (NAEIE) – a joint project between The Choctaw Nation of Oklahoma and Southeastern to increase the number and quality of certified Native American teachers in southeastern Oklahoma. The project supports 12 Native American

students at the university. Assessment for participants is based on course completions and results from the Oklahoma General Education test, Oklahoma Subject Area Test, and Oklahoma Professional Teacher Exam. The project submits regular reports to the U.S. Department of Education.

- **The Learning Center** (<http://homepages.se.edu/learningcenter/>) also is under the oversight of the Associate Dean for Academic Services. It recently developed the CARES Program (Curricular Alternatives to Remediation Subjects). This initiative was implemented in summer and fall 2012 and includes accelerated remediation for reading and math in addition to the embedded English 1113, with lab, course began in fall 2011. 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. (Successful completion of the early summer reading accelerated workshop helped some students be eligible for the math workshop and the English embedded course). Results of these accelerated remedial efforts are promising; of the 38 unduplicated students selected for the 2012 summer accelerated workshops and the fall 2012 embedded English 1113 course, 65% have persisted to the third semester.
- **Admission and Recruitment** (<http://www.se.edu/future-students/admission-requirements/>) is another unit that supports Enrollment Management. These were two separate offices in the past and one of the current goals of this area is to function seamlessly as one office. Other goals for the unit include: (1) maintain recruitment at the 5-year average; (2) reduce initial turnaround on student applications to a 2-day maximum; (3) leverage technology options to streamline admissions and recruitment workload; and admit international students and meet federal and state guidelines in managing international student programs. Southeastern is in the process of establishing an international student services office; primary functions of this office will be recruitment, immigration services, admissions, student orientation, and student development opportunities. Two new positions have been created and advertised for this office and include an International Student Services Director and an International Student Services Admissions/Immigration Advisor.
- **Registrar's Office** (<http://www.se.edu/registrar/>) also is under the oversight of the Dean of Enrollment Management. The professional practices and ethical standards of AACRAO, the American Association of Collegiate Registrars and Admissions Officers, are followed by personnel in this area; the Associate Dean of Academic Records and Registrar the immediate supervisor.
- **Student Financial Aid** (<http://www.se.edu/financial-aid/>) is within the Enrollment Management Division and managed by the Director of Financial Aid. The mission of this office is to provide all information, services and assembling of financial resources that are available to and/or needed by students attending our university, while striving to be responsible stewards of all federal, state, local, university and tribal funds. Over 86% of undergraduate and graduate students received some type of financial assistance in 2012-13. For example, 2,078 students were awarded \$7.47 million through Federal Pell Grants, 629 students

received \$1.25 million in tribal aid, and 2,074 students received \$12.09 million in student loans.

The Career Management Center (<http://homepages.se.edu/careers/>) assists Southeastern students and alumni with career decision-making related to their college majors and career paths while promoting occupational opportunities and vocational satisfaction. The center collaborates with the Alumni Office, employers, organizations and programs to provide student and/or alumni access to on-campus student work, internships, and professional employment after graduation.

The CMC provides the following services to current students and alumni of SE: one-on-one career counseling, self-assessments and other career-related inventories, assistance deciding on a major/career path, on-campus job postings, career development-related workshops, resume development, interviewing skills development, career fairs, assistance locating internships, and job placement after graduation.

For employers and other recruiters, the CMC provides access to resumes and credential files, scheduling and room reservations for on-campus interviews, job postings, and career fairs/on-campus recruiting opportunities.

Since 2002, the center has worked to improve customer service and expand outreach while cutting costs and streamlining budgets. To determine effectiveness, the CMC evaluates the numbers of students receiving assistance and structures appropriate programming to meet the needs of those seeking help. <http://placement.se.edu>

Continuing Education (<http://homepages.se.edu/continuing-education/>) strives to meet the learning needs of Southeastern's service community beyond the traditional classroom, upholding and promoting core values as it provides meaningful, accessible lifelong learning for citizens of every most age, gender, ethnicity and socioeconomic status. Classes provided include aquatics-related, business/employee training, children's programming, dance, ceramics and much more (click on the following link for fall 2013 catalog: <http://homepages.se.edu/continuing-education/files/2013/08/Fall-2013-Catalog.pdf>).

Henry G. Bennett Memorial Library—the mission of the Henry G. Bennett Memorial Library (<http://homepages.se.edu/library/library-information/library-mission-statement/>) is to support the University's curriculum by providing a vital, information-rich environment that enhances faculty development and student learning. The library utilizes the latest technologies in providing essential resources and services.

The library houses over 190,000 monograph volumes, over 485,000 microform units, subscribes to over 1,100 print and non-print periodicals and provides electronic access to over 42,000 full-text journal titles through aggregated databases. The library serves as a regional review center for the state of Oklahoma adopted textbooks. Currently there are over 19,000 items in that collection. The library is a selective Government Document Depository collecting at about 30% providing access to over 100,000 print

and non-print Federal and State documents. The 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. During the fall and spring semesters, the library is open 69 hours per week, and 45 hours during the summer session. Reference service provided by a professional librarian is available either face-to-face or electronically the majority of those hours.

The Library Director, in collaboration with the Library Faculty and the Library Committee, developed *A Vision for the Future* <http://homepages.se.edu/library/files/2010/08/strategicplan20112.pdf> which is a five-year strategic plan. The goal of this plan is to provide a framework that the library can use to focus energy and resources in fulfilling the mission of the library and the University. The plan, while written in five year increments, is revised annually.

As stated in the Library’s Assessment Plan <http://carmine.se.edu/digitized-annuals/Library%20Assessment%20Plan%202011%20final%20revision.pdf>, the library accepts and adheres to the Association of College and Research Libraries Standards http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards_libraries_.pdf. The plan, which was developed by the Library Director in collaboration with the Library Faculty and the Library Committee, reflects the Strategic Plan and is revised annually. As a result of ongoing assessment, the library continuously strives to make improvements based on student and faculty surveys and following guidelines of its strategic and assessment plans. Examples are described in subsequent paragraphs.

Each spring the library conducts student and faculty satisfaction surveys regarding various types of library resources (Table 4-12). In general, the level of satisfaction has increased for most types of resources provided. For example, overall satisfaction with print resources increased from 88% to 96% for students and 87% to 95% for faculty between 2007 and 2012.

Table 4-12. Percent of students (STU) and faculty (FAC) that “agreed” or “strongly agreed” with statements regarding their satisfaction with library resources, services, and facility.

Library Resources	2007		2008		2010		2011		2012	
	STU	FAC	STU	FAC	STU	FAC	STU	FAC	STU	FAC
Resources – Print	88	87	86	70	93	77	90	73	96	95
Video/DVD		88	72	75	86	46	76	61	96	86
Resources – Electronic	88	97	92	73	93	91	93	91	96	87
Inter-Library Loan			90	95		94		100	95	98
Circulation			97	100					95	100
Facility			96	97						

The library staff is very responsive to suggests/requests made by library patrons. Listed below are some changes made in the library in response to patron comments:

- Henry’s, the library’s coffee and snack area, was created (student request)

- Addition of three informal reading areas with comfortable seating; one is equipped with a TV where students and/or faculty can watch network and cable news channels (faculty request)
- Extended circulation period for videos (faculty request)

The AAOC administered the *Noel Levitz Student Satisfaction Inventory* in 2007 and 2012. The results indicated the library: (1) increased the level of importance that students placed on the library staff (5.78 to 5.90 for 2007 and 2012, respectively); (2) Increased student satisfaction with the staff and resources (5.50 to 5.57); and (3) decreased the gap between the level of importance that students placed on the library staff and sources.

Library and College Success Classes

Librarians have taught information literacy to numerous students in College Success (Table 4-13). In accordance with the Association of College and Research Libraries' *Information Literacy Competency Standards for Higher Education* (<http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf>) students in this course are instructed to effectively identify, access, evaluate and use library resources in the following manner:

- Identify an information need by choosing a topic
- Express the topic in the form of a research question
- Select the key concepts and identify synonyms
- Use strategic research tools such as the operators AND, OR and NOT and truncation
- Choose a database and explain why it was chosen
- Perform the search and discuss their experiences with the rest of the class

Table 4-13. Number of face-to-face classes taught and the number of face-to-face reference questions answered by library staff.

Parameter	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Classes Taught	134	132	128	104	80	94	95	102
Number of Students	2430	2535	2374	2425	1583	1767	1770	1637
Reference Questions	2291	2067	1503	1277	1568	1900	3187	1909

As a participant in a consortium of seven Oklahoma institutions, the library administered the *Standardized Assessment of Information Literacy Skills (SAILS)* test to selected College Success classes. The test was administered during fall 2008 and the prioritized results were incorporated into the instructional process fall 2009. The *SAILS* test was administered again in spring 2010. Findings were mixed and students continue to have difficulty selecting and using research tools.

The library uses information literacy class assignments, pre-and post- tests, direct observation and classroom assessment techniques (CATs) to ascertain student learning or improvement. One example of a CAT is “tell me what you learned” cards where a student writes on a card one thing learned during the class.

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. (See Tables 4-13 and 4-14)

Students who receive basic instruction in Internet and electronic database research strategies and SIRSI, the on-line catalog, consistently average in the 89 percentile on library skills assignments.

Table 4-14. Student learner outcomes for College Success classes taught by library staff.

Parameter	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Students Completing Assignments	143	165	153	257	269	230	259
Assignments Average Score				93%	84%	90%	91%
Pre/Post Quiz Improvement (Info. Lit.)	68%	76%	86%				
Searchpath – Average Score *	86%	88%	88%				

* *Searchpath* is an on-line Information Literacy tutorial consisting of six modules, each with an assessment quiz. It was administered until 2008.

The following is taken from the 2010 Student Survey: *“Instead of courses to learn how to use the library, take the students throughout the library and show them all that there is.”* Technology has changed some of the library’s method of instructional delivery. To meet the needs of on-line students, the library has developed LibGuides which furnishes research assistance and useful resources for students and faculty. Guides are developed for specific courses and embedded into the instructor’s Blackboard class. They are also accessible from the library’s website (<http://libguides.se.edu/>). The library developed a Blackboard class to provide on-line library orientation and Table 4-15 provides usage statistics for these activities.

Table 4-15. Usage statistics for LibGuides and Blackboard

	2010-11	2011-12
LibGuides – Reference & Instruction	10,266	39,995
Blackboard – Library Orientation		7,183
Blackboard – Research Strategies		2,320

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).

The first floor of the library houses forty-two computers in an open lab environment. This configuration will be redirected into pods of six computers each; pods will be located on each floor and will transform the old computer lab into an enhanced student-centered learning environment. This improvement reflects the University’s *Vision 2015* Major Initiative to *optimize the learning environment*. Continuing this initiative, one of the five

floors of the library has been designated as a “quiet” study floor. This reconfiguration was based, at least in part, on the following student comments from library surveys:

- *“Need a more spread out computer lab. The one now is too tightly organized that I often become distracted by people noises of talking and cell phone/music usage. Libraries should be quiet and an easy environment to study or do homework in.”*
- *“Computers on the second and third floor would be useful. I enjoy the quietness of being on the second floor, but sometimes I need a computer for research and I have to go downstairs.”*
- *“Have an area for computer group projects, I know people have to work on group projects at times but it is very distracting when you have 3 or 4 people talking, working on their project and you also can not get through them being huddled around one computer.”*

Other notable activities in the library since the last comprehensive visit include:

- Dedication of the Albert H. Brigrance Assessment and Curriculum Center for Elementary Education majors houses materials needed for teaching methodology and theories, testing and assessment materials, age and reading level appropriate literature.
- Establishment of the Textbook Reserve Program that provides students access to textbooks for virtually every undergraduate course.
- The library has scanned *The Southeastern* (the campus newspaper) from September 25, 1922 through April 29, 2010. From that point forward the newspaper is being digitized by the Journalism Department. Funding for this project was provided by the Oklahoma Department of Libraries, in partnership with the Oklahoma Historical Records Advisory Board.
- The library has digitized the *Southeastern Yearbook* for selected years from 1913 to the present. This is an on-going in-house project.
- The library maintains a presence among students, faculty members and the community by hosting a variety of cultural events such as book readings and film nights. For example the library hosted an English faculty member and poet for an evening of readings and discussion.
- The library also has an active and vibrant social media presence through *Facebook* and *Get the 411* (the library blog).
- A long-standing goal for the library has been to provide a full-text database and an electronic book collection for each discipline. As the budget has allowed, three JSTOR packages and enhanced EbscoHost products. While there are still improvements to be made, the library is now providing full-text databases and selected electronic book collections for each discipline.
- Every five years, the library conducts OCLC’s World Cat Analysis for the print collection. The analysis provides the library’s subject matter strengths, gaps and overlaps and helps establish benchmarks for future purchases.

Southeastern continuously uses assessment data to improve student learning. Virtually every academic program has been modified in some manner in the last decade. A synopsis of changes can be found in the Tables 4-16 and 4-17 for undergraduate and graduate programs respectively.

Assessment processes used by Southeastern provide a comprehensive framework of policies and protocols focused on the continuous improvement of student learning. This plan is compliant with OSRHE policies and consistent with expectations of regional accreditation and all specialty accreditations possessed by various programs/disciplines at Southeastern. 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 (e.g., tests, research papers, oral presentations, and capstone projects), surveys, state and/or nationally-referenced tests, advisory councils, focus groups, licensure/certification tests, and exit interviews.

Table 4-16. Samples of changes made to undergraduate programs as a result of program review and/or departmental program outcomes assessment since 2003.

School	Department	Change	Justification
John Massey School of Business	Accounting and Finance	Shift focus to assessment of learning	AACSB accreditation
	Management and Marketing	Shift focus to assessment of learning	AACSB accreditation
	Aviation Management	Program revisions	AABI accreditation
	Aviation Sciences	Increased communication and math requirements in courses; updated equipment	AABI accreditation
Arts and Sciences	Art, Communication, Theater	Numerous programmatic and facility changes	Increase student marketability
	Biological Sciences	Program revisions in Biology and Fisheries and Wildlife Science; deleted Biotechnology and Environmental Science degrees	Improve student learning and better prepare students for workforce; low enrollment programs
	Chemistry, Computer, and Physical Sciences	Deleted several degree programs: Biotechnology, Environmental Science, Physics; added Biochemical Technology as option for Chemistry major	Low enrollment; offer option for marketability
	English, Humanities, and Languages	Revised B.A. degrees in English, English Education, Spanish, and Spanish Education	Better prepare students
	Mathematics	Course and program modifications	NCATE/NCTM recommendations
	Music	Program revisions	NASM accreditation
	Occupational Safety and Health	Program revisions; increase mathematical applications in courses; added senior exit exam; now offer degree at Higher Ed Centers via IETV and web	Industry desire; increase marketability; better assessment
	Social Sciences	Made Social Studies Education an option in the History program	OSRHE Low Productivity Report
Education and 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 program

	Educational Instruction Leadership Elementary Ed. Professional Ed.	Numerous changes were made to all degree programs	Compliance with Oklahoma certification standards, improve student learning, NCATE accreditation
	Health, Physical Education and Recreation	Program revisions	Better prepare students for workforce

For example, an annual assessment report is submitted to OSRHE that includes the following five areas: Entry-Level Assessment; Mid-Level Assessment; Program Outcomes Assessment; Student Satisfaction Assessment; and Graduate Student Assessment. Data collected by each unit are forwarded to the Assistant Vice President for Academic Affairs—Student Learning and Accreditation who prepares of the annual assessment report for the University. This summative report is shared with all appropriate entities on campus. 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 improvement rather than compliance at Southeastern.

Table 4-17. Samples of changes made to graduate programs as a result of program review and/or departmental program outcomes assessment since 2003

School	Degree	Change	Justification
John Massey School of Business	M.B.A.	GRE required for admission; all courses offered online; added three concentration areas	Industry demand; increase marketability
	Aerospace Administration and Logistics M.S.	Increased communication and math requirements in courses; program revisions	Industry demand
Arts and Sciences	Occupational Safety and Health M.S.	New online degree	Industry/student demand
	Technology M.T. -Biology -Info. Tech.	-Combined Biotechnology and Conservation options into single Biology option, appointed separate program coordinators; - Deleted (2013)	-Streamline degree, ease administrative oversight; - Few course offerings available
Education and Behavioral Sciences	Behavioral Studies in Community Counseling M.A.	Deleted	Low enrollment program
	Clinical Mental Health Counseling M.A.	Converted from MBS in Community Counseling to seek CACREP accreditation	CACREP accreditation; Industry/student demand
	Teaching M.A.	New	Education/student demand
	School Counseling M.Ed.	Program revision	CACREP and NCATE accreditation requirements
	Elementary Education Reading Specialist M.Ed.	Numerous changes were made in all of the degree programs	Compliance with Oklahoma certification

			standards, improve student learning
	Elementary Education Math Specialist M.Ed.	New	Education/student demand
	Special Education M.Ed.	Program revisions	Increase enrollment
	School Administration M.Ed.	Course and program revisions	Compliance with standards
	Secondary Education M. Ed.	Deleted	Low enrollment program
	Sports Studies and Athletic Administration M.S.	New	Industry/student demand

In addition, Southeastern has invested in TaskStream to facilitate the assessment process. All academic programs are using this assessment management system to provide their standing requirements, assessment plan, and assessment findings for review. The second phase of implementation was initiated this year and departments are also providing operational plans and status reports using TaskStream. Student Affairs and Business Affairs currently are in the process of determining how best to transition to the TaskStream environment to enhance their assessment efforts.

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.

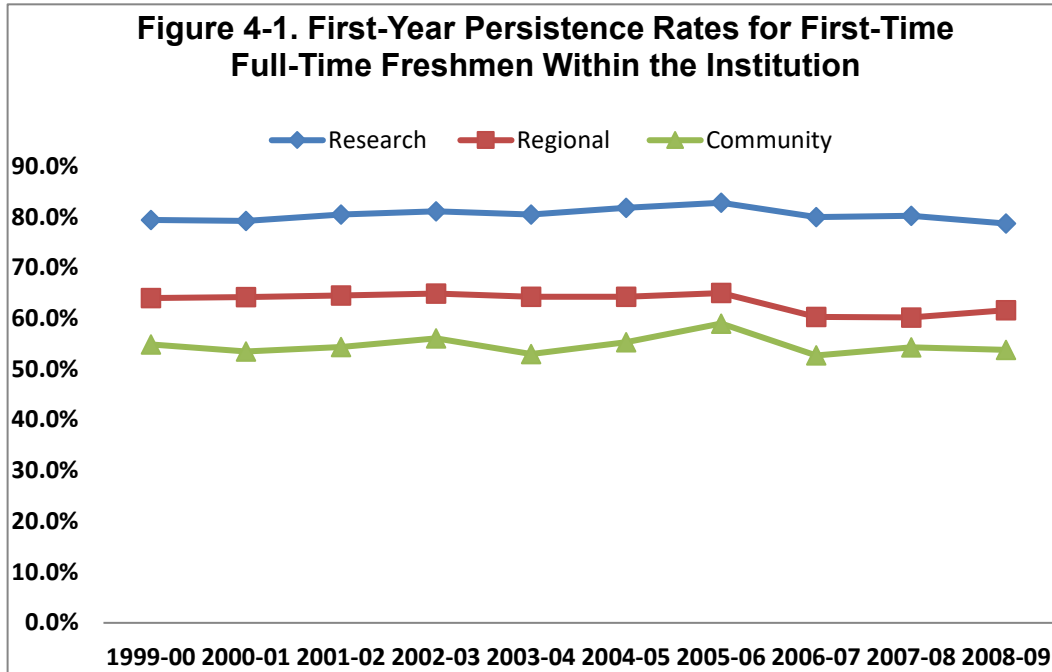
<p>Subcomponents</p> <ol style="list-style-type: none"> 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. 2. The institution collects and analyzes information 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.)

Student attrition can affect all facets of an institution (e.g., tuition and auxiliary revenue, future alumni philanthropy, costs for recruiting new students, and the ability to receive state subsidies). Further, students that who leave before graduation have higher levels of financial debt, lower earning potential, and a lower sense of self-efficacy in comparison to students who complete a degree. Southeastern identified *Recruitment and Retention* as one of the five strategic goals of Vision 2015 which states “By 2015, Southeastern will increase its enrollment to 5,000 by optimizing recruitment/retention

strategies and by expanding its mission beyond its traditional service area through alternative delivery formats and new delivery sites” (www.se.edu/president/vision/).

A historical charge for the institution has been to serve the southeastern region of Oklahoma. The economic and demographic characteristics of this area influence Southeastern’s first-to-third semester persistence and graduation rates. From 2001-2011, 64% of incoming first-time, full-time freshmen came from the 10-county service area. According to U.S. Census Data, the poverty rate from the service area is 19.7%, compared to 14.7% for Oklahoma and 12.4% for the U.S. Those that hold a bachelor’s degree or higher in the area is 12.3% compared to 20.3% for the rest of the state. The area served is over 12,000 square miles (larger than the area of 8 U.S. states) and averages only 25.4 people per square mile; no city has a population larger than 25,000. Over the past decade, about 42% of incoming freshman class had an academic deficiency in at least one area; however, the number of students requiring remediation appears to be trending higher. For the last five years, 45% of the freshman class had at least one academic deficiency and in 2011, 52% of the incoming freshmen were deficient in at least one area and had to enroll in at least one remedial course. For 2012-2013, the percentage requiring remedial coursework dropped to 44%.

Although several activities have been implemented to address student retention, first-to-third semester retention rates have remained flat at Southeastern for the last ten years (Figure 4-1). Southeastern’s average was 57.5% and it ranged from 53.5% to 61.7%. Southeastern’s retention rate was similar to the ten-year averages reported for the 10 other regional institutions (data for other institutions provided by OSRHE). The variance of Southeastern’s retention rate was smaller than for most of the other institutions. OSRHE data differ slightly from Southeastern’s data; therefore, inter-institutional and intra-institutional comparisons use OSRHE and Southeastern data, respectively.



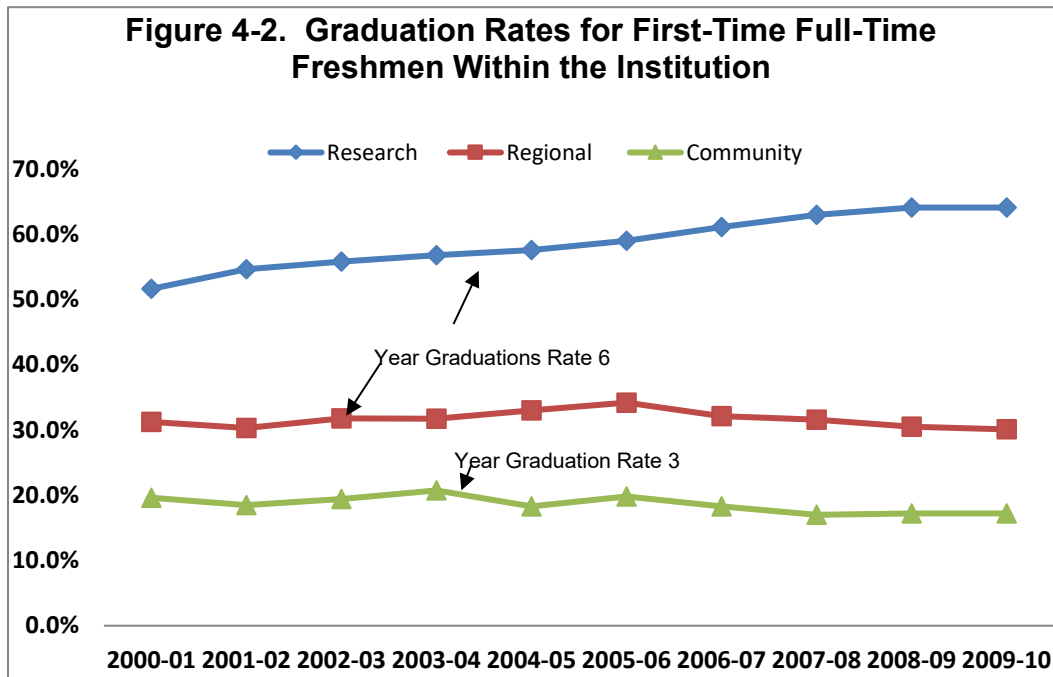
After exploring student demographics and reviewing internal and external data concerning student persistence, the Southeastern Retention and Graduation Task Force established an institutional goal of 66% for first-to-third semester retention by 2015 ([link to Task Force Report](#)). This goal is ambitious; it equals the highest ten-year average reported by other regional institutions and is within two standard deviations of Southeastern’s average (Table 4-18). This goal respects the University mission to serve traditionally under-represented populations while at the same time challenging the institution to continually improve the first-year experience. Sixty-seven percent of faculty and staff reported knowing the institution has defined goals for retention.

Table 4-18. The 10-year average of within institution first-year persistence rates for first-time, full-time students.

Institution	% Persisting	10-Year Range
University of Central Oklahoma	63.5%	57.0-67.9
East Central University	64.8%	62.2-67.9
Northeastern Oklahoma State University	64.5%	60.6-67.9
Northwestern Oklahoma State University	62.3%	56.3-64.9
Southwestern Oklahoma State University	64.9%	62.2-70.5
Cameron University	59.2%	54.0-66.0
Langston University	66.7%	52.4-76.5
Oklahoma Panhandle State University	57.1%	38.9-64.1
University of Science and Arts of Oklahoma	59.9%	53.5-64.2
Rogers State University	53.7%	48.5-61.1
Average for 10 schools	61.7%	54.6-67.1
Southeastern Oklahoma State University	61.5%	57.4-66.1

Source: www.okhighered.org/oeis/outcomes/

A similar analysis was used to establish the goal for completion rates (Figure 4-2). Rogers State University was not included in this process since it has only offered four-year degrees since 2005-2006.



The Southeastern Retention and Graduation Task Force has established an institutional goal of 35% for the six-year completion rate for first-time full time students by 2016. This goal is ambitious in that it reflects the highest of the ten year institutional averages and yet is within two standard deviations of Southeastern’s ten-year mean (Table 4-19).

Table 4-19. The 10-year average of within institution 6-year graduation rate for first-time, full-time students.

Institution	Graduation Rate	10-Year Range
University of Central Oklahoma	32.2%	27.5-35.4
East Central University	34.2%	32.3-37.9
Northeastern Oklahoma State University	30.3%	27.8-32.9
Northwestern Oklahoma State University	31.2%	26.6-37.2
Southwestern Oklahoma State University	35.7%	30.6-38.8
Cameron University	23.9%	15.6-32.9
Langston University	34.0%	23.0-43.6
Oklahoma Panhandle State University	31.4%	8.7-52.4
University of Science and Arts of Oklahoma	29.7%	21.5-36.7
Average for 9 schools	31.4%	23.7-38.6
Southeastern Oklahoma State University	31.2%	28.8-35.3

Source: www.okhighered.org/oeis/outcomes/

Southeastern has fully embraced the *Complete College America* and *Compete to Complete* initiatives endorsed by Oklahoma Governor Mary Fallin and OSRHE

Chancellor Glen Johnson. A significant part of this initiative is to increase the number of graduates produced by Oklahoma institutions. As a result, the Southeastern Retention and Graduation Task Force established a goal of 25 more graduates per year for each year 2017. Through the Office of the Registrar, Southeastern has established a process to systematically evaluate student retention, persistence, and completion. Southeastern has chosen 5-year and 10-year averages as institutional benchmarks (Table 4-20). Southeastern uses definitions consistent with IPEDS for first-time, full-time, and transfer students, as well as for graduation and retention rates.

Table 4-20. Number of degrees conferred between 2002-03 and 2011-12.

Category	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	5-yr Avg.	10-yr Avg.
Bachelor Degrees	621	628	588	674	582	639	635	598	623	612	621	620
Master Degrees	98	141	155	138	120	106	145	154	133	163	140	135
Degrees Conferred	719	769	743	812	702	745	780	752	756	775	762	755

Southeastern also regularly tracks persistence within the majors (Table 4-21; www.se.edu/academic-affairs/retention-rates/docs/retention.pdf). The average for the majors listed is 68%. The primary activity used to increase retention and persistence has been mandatory advisement; students cannot pre-enroll/enroll without first meeting with an academic advisor, either in the academic department or Academic Advising and Outreach Center. Once the advisement session over, the advisor removes the advising hold and the student can enroll in classes.

Table 4-21. Persistence in largest undergraduate majors at Southeastern in 2010.

Degree	Number of Majors	Retention Percentage
Accounting	66	52%
Art	22	64%
Aviation	68	69%
Aviation Management	64	50%
Biology	344	59%
Chemistry	50	82%
Communication	97	71%
Computer Info Systems	27	74%
Computer Science	41	59%
Conservation	41	66%
Criminal Justice	93	65%
Elementary Education	331	73%
English	23	74%
English Education	29	83%
Finance	26	73%
General Business	122	64%
General Studies	64	48%

Communication and Visual Media	48	69%
Health and Physical Education	155	58%
History	38	71%
Management	97	67%
Marketing	22	77%
Math	17	82%
Math Education	24	71%
Music B.A.	10	70%
Music	16	75%
Music B.Ed.	45	84%
Safety	202	77%
Political Science	13	69%
Psychology	167	63%
Recreation	43	51%
Science Education	14	57%
Social Studies Education	27	74%
Sociology	46	67%
Spanish	11	64%
Special Education	32	63%
Theater	31	87%

A detailed analysis of first-to-third semester of first-time/full-time is available at <http://homepages.se.edu/native-american-center/files/2012/04/SE-Retention-Study-2012.pdf>. These data have been disaggregated to better understand the challenges and identify opportunities for interventions. The retention variables examined include:

- ACT score—retention passes overall rate at ACT score of 23
- Age—18 and younger has the highest retention rate and 23-30 the lowest
- Athletic participation—athletes retain at a higher rate
- Band or Choir participation—these students retain at a higher rate
- Commuting—retain at lower rates
- Concurrent credit—retain at higher rates
- County residency—Bryan County has highest retention rate
- Enrollment in *College Success*—those enrolled in ORIE 1002 have a higher rate
- Enrollment in on-line courses—lower retention for freshmen in on-line courses
- Ethnicity—minimal difference between white and non-white students
- First-Generation Status—retain at a higher rate
- Gender—females retain at higher rates than males
- HS attended—no significant difference
- HS grade point average—retention passes overall rate for high school GPA >2.7
- HS graduation year—any delay past direct to college lowers rate
- Honors Program—retain at highest rates
- International student—retain at higher rates
- Level of remediation—the more remediation, the lower the retention rate
- Living on-campus—retain at higher rates
- Major declared upon entering institution—highest retention in math and science
- Participating in OHLAP (state tuition aid program)—higher retention rate
- Presidents Leadership Class—retain at highest rates
- Receiving a University tuition waiver—higher retention

- Receiving external scholarship—higher retention
- Receiving federal aid—retain at higher rate overall, but lower if receiving PELL
- Residential Hall Learning Community—these students retain at a higher rate
- State residency—Oklahoma students retain at higher rates than Texas students
- Undecided major—lower retention rates
- When admitted—students admitted after April have lower retention rates
- Working on Campus—retain at higher rates

Southeastern also measures the persistence rates for the fifth and seventh semesters. Predictably, the highest rate of attrition occurs between the first and third semester. The ten-year average attrition loss for first-to-third is 43.5%, yet only 12.9% of those students leave during the following year, and only 5.9% leave after that. The first two semesters is where students are at the highest risk of attrition, so this is the target for most of the interventions.

Persistence rates for all transfer students are evaluated. The ten-year retention average for students who transfer to Southeastern and remain until their second year is 59.7%. The most recent data shows that transfer students have a four-year graduation rate of 34.7% and a six-year graduation rate of 40.4%. Thus, transfer students graduate at a higher rate than originating students.

An initiative that began in 2013 to address persistence in majors, explored DFW rates in gateway courses ([link DFW and Persistence/Retention Rates](#)). The goal was to have departments be intentional with the courses that serve as an introduction to the discipline. A mid-major course will be used to track persistence in majors. The premise is that if students take courses with the same prefix the following semester, they are continuing to engage with the discipline. A challenge with this approach is the assumption that all students enrolled in the second class are taking the class as a part of a sequence. For example, all Business majors are required to take MKT 3233. However, only Marketing majors are required to take the next series of classes in Marketing resulting in a very low within-prefix retention rate. Another challenge is the belief that higher DFW rates are inevitable in upper level classes with increased academic rigor. A common refrain is “well, these classes traditionally have a higher DFW rate” or “we are not going to dumb down the material just to have a better DFW rate.”

In order to address the issues of inevitability and rigor, Southeastern now uses a three-prong approach to address courses with high DFW rates. Chairs and faculty members consider the following:

- Course Design and Pedagogy
 - Are there multiple opportunities for student feedback and evaluation? Research shows this relates to increased learning.
 - Are teaching methods other than lecture being utilized? This might include case-studies, problem-solving, in-class group work, or one-minute writing assignments.

- Is the material being taught appropriate course-level material (ie. teaching senior level material in a sophomore level course)?
- Faculty-Student Engagement
 - Is the class size appropriate for the material being taught?
 - Which instructors have the highest pass rates and meet the learning objectives?
 - Do the instructors' teaching styles match the group of students they teach? Some faculty members are better-suited for teaching upper-level, non-gateway courses while others excel in teaching lower level gateway courses.
- Student Learning
 - What type of student assistance would be beneficial (Supplemental instruction, targeted tutoring, structured study groups, etc.).
 - Can students be incentivized to participate in study groups or other success activities? Rather than suggest students use academic services, require it for a courses.
 - Is there another intervening variable impacting the class DFW?

Discussion

Southeastern has well-established processes to monitor and continuously improve the quality of its academic programming, learning environments, and support services. One benefit of self-examination is the identification of both strengths and challenges. In the area of assessment, Southeastern regularly completes academic program assessment and program review/specialty accreditation. However, it appears there needs to be greater connection between the five-year program review (or specialty accreditation cycle) and the annual Program Outcomes Assessment Report. This concern should be addressed, at least in part once TaskStream is fully implemented.

Southeastern is not as advanced in its assessment of non-classroom activities when compared to assessment of student learning in the classroom. However, much progress has been made since the 2003 visit and the 2007 progress report. All units have assessment plans and are collecting data; this especially is true for the grant-funded programs that must demonstrate achievement of grant goals/objectives to receive continued funding. All units are also studying how TaskStream can facilitate the assessment process and better link their activities to the institutional mission, strategic initiatives, and budgeting process.

There is ample anecdotal evidence that Southeastern graduates are successful in finding employment or continuing their education; however, a more systematic approach to tracking graduates needs to be developed. Strengthening the ties among the alumni office, academic departments, and institutional research would improve the Southeastern's ability to collect these data. The alumni office and institutional research each are staffed by a single person and both have additional responsibilities. Therefore, it is critical that these offices .

The Career Management Center and Continuing Education was merged into a single area and the challenging economic conditions resulted in the loss of staff from both areas. This has decreased time spent face-to-face with students and has increased reliance on technology (email and other forms of contact) to interact with our clients. The lack of contact has been detrimental to registration numbers. Also, Continuing Education has a history of budget deficits during the last decade; these are due, at least in part, to the requirement that a high portion of staff salaries must be defrayed by the generated revenue. Continuing Education has improved its marketing plan, streamlined departmental needs, and found ways to improve course offerings. The development of cooperative partnerships with academic departments, Center for Regional Economic Development, and Oklahoma Small Business Development Center to provide new programming has the potential to greatly enhance the capacity of Continuing Education to better serve the region.

Southeastern is committed to improving student retention, persistence, and completion and several of the recommendations of the Retention and Graduation Task Force have already been implemented by the Learning Center and Academic Advising and Outreach Center (e.g., modifications in remedial education, development of early alert system, and identification of bottleneck courses). A component of the Academic Plan submitted to OSRHE the last two years includes a section that reported on institutional initiatives related to the completion agenda (*Complete College America* and *Compete to Complete*). This agenda emphasizes college readiness, transformation of remedial placement and support, development of creative partnerships Career Tech and community colleges to promote certificate/degree completion, expand and develop adult degree completion programs, and other locally-defined priority areas for degree completion (e.g., comprehensive plan to attract and retain international students, development of tribal and industry partnerships, and targeted cohort development for graduate programs). Allocation of funding above the base amount will be largely determined by the achievement of performance criteria linked to the goals of *Complete College American*. Departments have also started to develop individual plans to improve student retention, persistence, and completion within their programs. In spite of attention and investments, the institutional retention rate and graduation rates remain relatively flat. Although the academic departments have started the process of looking at retention, they are still new to the process and it has not become imbedded into their culture.

CRITERION FIVE. 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.

Introduction

Southeastern is a regional university in the State of Oklahoma and it operates under the auspices of a coordinating board (Oklahoma State Regents for Higher Education—OSRHE) and a governing board (Board of Regents for the Regional University System of Oklahoma—RUSO).

As will be demonstrated in this chapter, Southeastern develops its own strategic plan to support the mission and goals of OSRHE and 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.

Over the last ten years, Southeastern has experienced significant resource challenges. In this time period, the percentage of state funding supporting the Primary Educational & General Budget Part I (E&G I) dropped from 61.3% in 2003 to 41.9% in 2013, reversing the proportion paid by the state and students. Student tuition & fees went from 34.2% to 54.2% during this same time period. The reallocation of existing funds to cover mandatory cost, which has averaged in excess of \$600,000 per year, has helped minimize the increase in student's tuition and fees. Operating budgets have been reduced by 5% and vacant positions not filled to accomplish this redirection of current resources. The stock market decline in 2007 had a major impact on the level of funding for scholarships and endowed chairs, professorships, and lectureships. The State Regents Master Lease Program that has provided affordable debt service for funding equipment, building of new facilities, renovations to existing facilities, and refinancing of current debt to a lower rate has been challenged as unconstitutional and has been in the court system. Having to do more with less became a standard phrase heard around the campus. In spite of these challenges, the university has maintained outstanding faculty and staff, improved its facilities and funded existing and new programs.

Even with these resource challenges, Southeastern has continued to fulfill its mission, meet the commitments outlined in its scope and function statement, and made significant progress in achieving the five strategic goals of Vision 2015. Highlights for each of the strategic goals include:

- Academic Excellence Goal--received new specialty accreditations from AACSB, International and CACREP (no other regional university in Oklahoma has these accreditations) in the last five years,

- Diversity and Cultural Competence Goal-- increased the diversity of the student body and staff as well as made the campus more welcoming to individuals with disabilities,
- Facilities Goal—made substantial progress in developing a state-of-the-art campus with almost \$70 million in new construction and remodeling of the facilities,
- Funding Goal—in the last five years Southeastern has received almost \$29 million in grants and contracts and increased the assets in the Southeastern Foundation from \$12.5 to \$20.3 million, and
- Recruitment and Retention—Southeastern has developed a comprehensive enrollment management plan, strategic marketing plans, convened a Retention and Graduation Task Force, and is expanding its commitment to recruit and retain international students.

Additionally, Southeastern has invested in its faculty and staff through several initiatives. Southeastern is in the third year of a 5-year compensation plan to increase faculty and staff salaries through a series of stipends that are rolled into salary the following fiscal year. The stipend is based on the number of years of service as well as employment status (fulltime vs. part-time). Second, the creation of the Southeastern Professional Development Program in 2009 provides multiple opportunities for faculty and staff to participate in professional development activities both on and off campus that will promote transformational change on campus. Coupled with this program is the Southeastern Organization Development Program (SOLD); this program sponsors numerous seminars, speakers, and workshops that enhance the skills of faculty and staff, promotes university involvement, and provides critical updates on current issues in higher education. In 2013-2014, the 5% cut to operational budgets in 2009-2010 was restored to all units and \$40,000 was budgeted for professional development of faculty.

Core Components

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

<p>Subcomponents</p> <ol style="list-style-type: none"> 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.
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Fiscal Resources

In spring 2009, Southeastern developed a case study addressing the current economic conditions of the University and presented it to the Executive Team, Administrative Council, and the Executive and Budget Committees of the Faculty Senate. Members of these groups make up the key leadership of the University. Each group worked the case study in preparation for finalizing the E&G I Budget for FY2009-10, FY2010-11 and FY2011-12. During the first two years, state appropriations were drastically cut and the Federal Stimulus Funds –ARRA offset some of that cut. Even with the ARRA funds, the University received lesser funds than in FY2008-09 of \$237,284 for FY2009-10, \$591,770 for FY2010-11, and \$1,793,459 for FY2011-12, when no ARRA funds were made available. A condition in accepting the ARRA funds in FY2009-10 was to **not raise student tuition and fees**. The case study approach was successfully used to address the challenges of building an institutional budget with less state appropriations to support funding the mandatory costs that averaged \$600,000 per year, fill vacant positions in critical areas, and fund existing and new programs to meet accreditation issues and the mission and goals of the University.

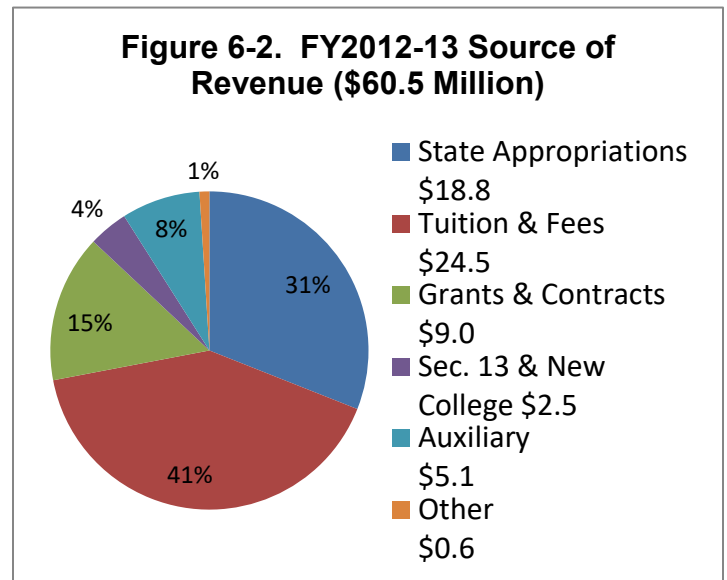
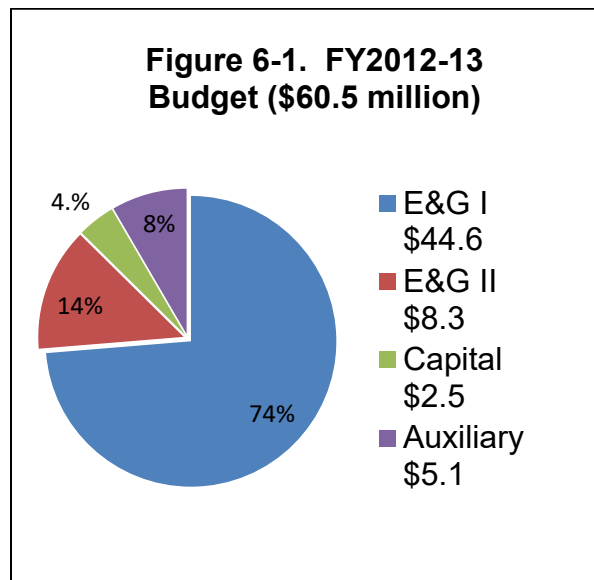
Beginning in the summer of 2009 and over the next two years, through the funding from private sources, twenty members of the key leadership were sent to Harvard to complete specific course work to prepare them as teachers/facilitators for other faculty/staff and to build the next generation of leadership of the University. This initiative became known as the Southeastern-Harvard Professional Development Program (SPDP). In FY2011-12, sessions were scheduled for June, September, and November that included a cross section of the University involving 90 administrators, faculty, staff, and students led by Harvard facilitators and the twenty. Participants were organized into eight teams to discuss Southeastern case studies and reference materials, develop short and long term action plans, review and discuss reorganization scenarios, and refine University key performance indicators. The outcomes from this group were included in developing the FY2012-13 budget and will continue to be used for developing future budgets.

In FY2011-12, the President and Vice President for Business Affairs developed budget materials that were presented at one of the Southeastern Oklahoma Leadership Development (SOLD) sessions titled University Financial Fundamentals & Current Economic Conditions. A question and answer session was included and identified concerns from faculty/staff for consideration in development of the FY2012-13 budget. This has become a standing presentation and in FY2012-13, the President of the Southeastern's chapter of the American Association of University Professors, (AAUP), was added as a presenter. This presentation is being scheduled in January of each year to inform faculty/staff of the budget and economic conditions that the University has faced in the current budget year and what is being faced in developing the next year's budget.

In FY2012-13, OSRHE changed the funding formula to a performance base concept. Under the previous formula, universities received funding based on program cost and

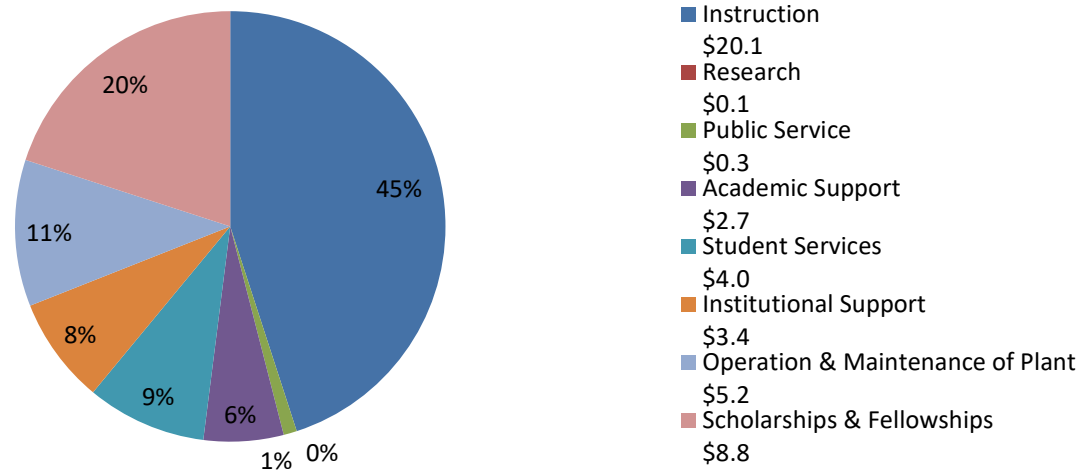
on funding levels of similar universities in other states. The new formula has eight performance measure multipliers that are outcome-based and are based on institutions' performance. The formula only applies to new money, or any funding the system receives beyond its current base level. The system has not been appropriated new money since 2008. Funds were transferred from the Brain Gain allocation to initiate the new formula allocation. Southeastern received \$29,756 in the current year.

Southeastern's total budget is comprised of: Educational and General Part I (E&G I) Primary (74%), Educational and General Part II (E&G II) Sponsored Programs (14%), Capital for Facilities (4%), and Auxiliary Enterprises (8%). Sources of revenue to support the total budget are: State Appropriations (31%), Tuition & Fees (41%), Grants & Contracts (15%), Section 13 and New College (4%), Auxiliary Enterprises (8%), and other (1%). In FY2012-13, Southeastern's total budget was \$60.5 million. Figure 6.1 illustrates the total budget and Figure 6.2 illustrates the sources of revenue.



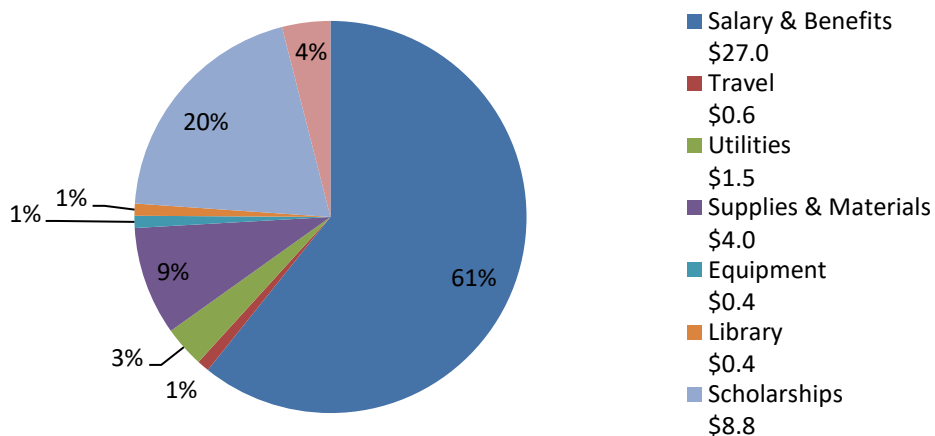
The E&G I Primary Budget for FY2012-13 represents 74% of the total budget or \$44.6 million. It includes the functions of Instruction (45%), Research (less than 1%), Public Service (1%), Academic Support (6%), Student Services (9%), Institutional Support (8%), Operation & Maintenance of Plant (11%), and Scholarships & Fellowships (20%). Instruction, Research, and Academic Support comprises over half of the budget at 51%. Institutional support comprises 8%, half of OSRHE cap guidelines of 16%. The Scholarships & Fellowships budget includes a strong non-resident tuition waiver program, recruiting students from North Texas, representing 70% or \$6.2 million, resident tuition waivers at 15% or \$1.3 million, and cash scholarships at 15% or \$1.3 million. Figure 6.3 illustrates the budget by function.

Figure 6-3. FY2012-13 E&G I Budget by Function (\$44.6 Million)



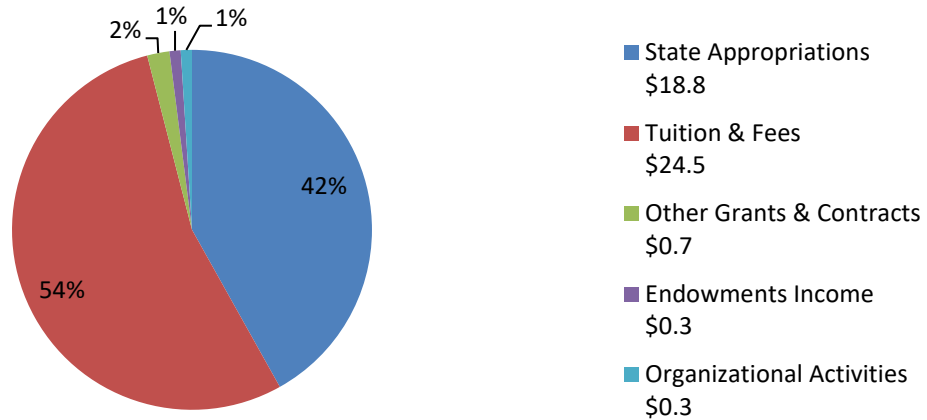
E&G I expense classifications are Salary & Benefits (61%), Scholarships (20%), and Supplies & Materials (departments operating budget 9%). These three expense classifications represent 90% of the budget. The remaining expense classifications are: Travel (1%), Utilities (4%), Equipment (1%), Library (1%), and Debt Service (4%). Figure 6.4 illustrates the budget by expenses.

Figure 6-4. FY2012-13 E&G I Budget by Expenses (\$44.6 Million)



Two sources of revenue represent 96% of the funding in support of the E&G I budget are State Appropriations (42%) and Tuition & Fees (54%), This changes the characteristic of a public institution, having to rely primarily on funding through students instead of the State. The remaining sources of revenue are: Other Grants and Contracts (2%), Endowments Income (1%), and Organizational Activities (1%). Figure 6.5 illustrates the source of revenue to support the budget.

Figure 6-5. FY2012-13 E&G I Budget by Source of Revenue (\$44.6 Million)



E&G II Sponsor Programs, Capital for Facilities, and Auxiliary Enterprises represent 26% (\$15.9 million) of the total budget for FY2012-13.

E&G II Sponsor Programs represents 14% (\$8.3 million) of the total budget. The funding sources are: Department of Education (69% - \$5.7 million - Talent Search, Upward Bound, Student Support Service, Equal Opportunity Centers, Native American Excellence in Education), Department of Commerce (13% - \$1.0 million - Small Business Development Center), and 8% or \$0.6 million for research projects funded by the National Institute of Health, National Science Foundation, U. S. Fish and Wildlife Services, U. S. Department of Interior.

In FY 2008-2009, the University established a new position to improve the University's capacity to write grant proposals to external funding agencies and provide the capability to respond to grant opportunities on short notice. 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 cost which help support the general operating budget of the University. The five-year history of grants and contracts is shown in Table 6.1.

Table 6-1. Five-year history of grants and contracts

Fiscal Year	Revenue	Indirect Cost/Reimbursement
2008-09	4,478,530	256,747
2009-10	5,548,517	275,293
2010-11	5,399,796	251,823
2011-12	6,026,553	266,200
2012-13	7,000,000	300,000

Capital for Facilities represents 4% (\$2.5 million) of the total budget in FY2012-13 (Table 6-2). Projects completed in FY2012-13 were: Renovation of Hallie McKinney

(relocation of the Advisement Center, Native American Counseling Center, Learning Center, and Magnolia Room: added ADA requirements with elevator, ramp and automatic door openers; and upgraded technology, restrooms, and staging area for food service provider) and Russell Building/Fine Arts/ Morrison ADA parking, landscaping and drainage project . Sources of revenue for both projects were Section 13/New College and grant programs.

Table 6-2. Five-year history of facility improvements by funding source.

Fiscal Year	Improvements	Bond Funds	Sect. 13/ New College	University	Grants/ Donations
2008-09	3,594,852	2,736,708	288,230	396,609	173,305
2009-10	6,574,843	5,772,549	330,360	183,851	288,083
2010-11	2,274,863	1,251,712	626,062	306,269	90,830
2011-12	2,199,243	0	213,673	743,906	1,241,664
2012-13	2,500,000	0	2,195,000	0	305,000

Auxiliary Enterprises represents 4% (\$5.1 million) of the total budget. Auxiliary Enterprises are self-supporting operations funded through fees charged to recipients of the services. Programs are athletics, food service (Sodexo), campus bookstore (Barnes & Noble), student union, housing, student activities, and other educational programs.

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 have a real and significant impact on the academic life of the University. Assets have grown over the last ten years from \$9.2 million to \$27.1 million. This included a \$9.8 million new housing facility (Shearer Hall and Suites) built in 2006 when Southeastern and the Foundation entered into a lease/management agreement. In FY2011-12, the Foundation’s revenues were \$4.7 million and expenses were \$2.2 million, increasing assets by \$2.5 million. Figures 6-6 and 6-7 illustrate the revenue expenses of the Foundation, respectively.

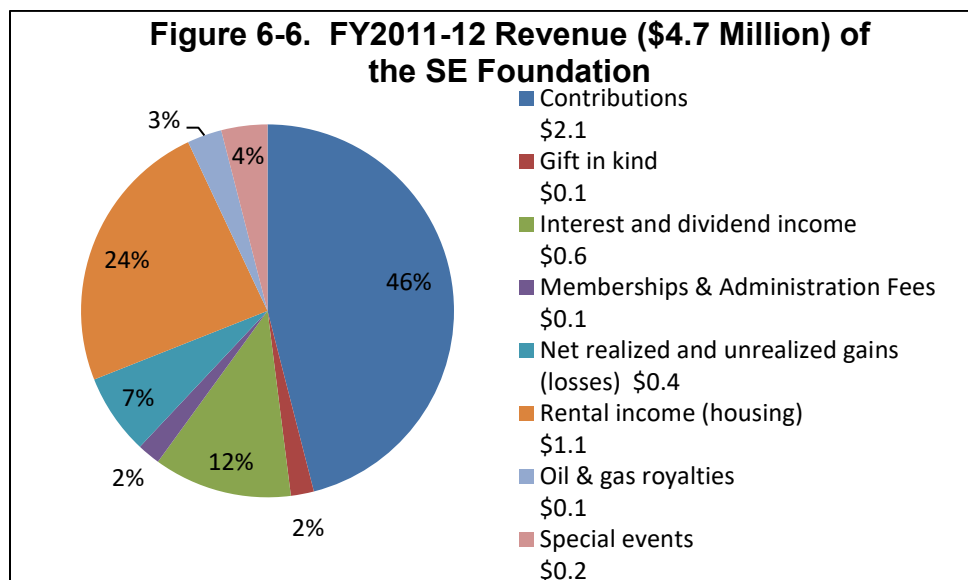
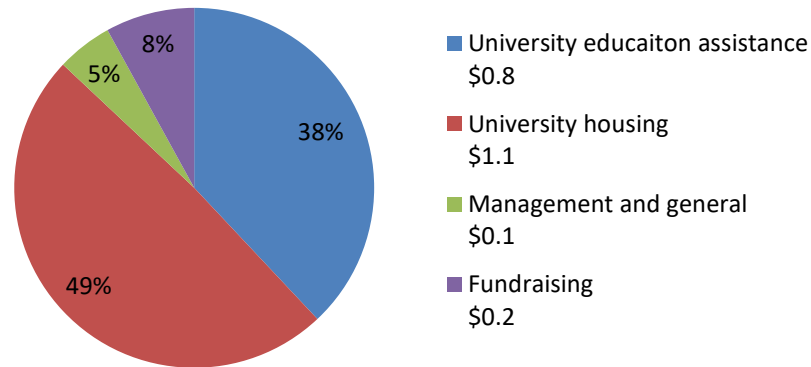


Figure 6-7. FY2011-12 Expenses (\$2.2 Million) of the SE Foundation



Southeastern Foundation assets (not including the housing facilities) have increased from \$12.5 million to \$20.3 million (62%) over the past five years. Table 6-3 reflects this increase.

Table 6.3. A five-year history of the asset value of the Southeastern Foundation.

Fiscal Year	Asset Value	Yearly (%) Increase
2008-09	12,544,506	
2009-10	13,828,149	10%
2010-11	26,671,453	21%
2011-12	19,132,930	15%
2012-13	20,265,839	6%

Southeastern Foundation provides annual support to the University through scholarships, chairs, professorships, lectureships, and operational support. Over the past 5 years, the Foundation has provided \$1.2 million in scholarships, \$0.5 million in funding chairs, professorships, and lectureships, and \$1.9 million in operational support, a total of \$3.6 million. Table 6-4 reflects this support.

Table 6-4. A five-year history of expenditures by the Southeastern Foundation.

Fiscal Year	Scholarships	Chairs, Professorships, & Lectureships	Operating Support
2008-09	284,109	93,100	446,410
2009-10	200,687	117,397	396,105
2010-11	230,833	164,364	399,684
2011-12	273,475	69,930	379,831
2012-13	248,671	69,930	311,312
5-year Total	1,237,775	514,721	1,933,342

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 growth of the foundation has included 44 new endowed scholarships and 6 academic enhancement endowments. New scholarship endowments total \$3.3 million and \$605,000 in new academic enhancement endowments (1 endowed chair, 1 endowed professorship, and 4 academic enhancement endowments).

Major Funding Programs are the following:

- **State Regents Matching Gift Program** – OSRHE match dollar-for-dollar private gifts up to \$250,000 for academic enhancement. Endowment minimums regional universities are: \$250,000 for Chairs, \$125,000 for Professorships, and \$25,000 Endowed Lectureships. The program began in FY1997-1998 and has raised over \$4.7 million.
- **Presidential Partners Program** – The unrestricted donations of the Presidential Partners are used for projects and expenses that support students and the University. These include scholarships for outstanding students, faculty and staff professional development, special projects for improving campus facilities, recruiting students and faculty, meeting short-term equipment needs, and hosting campus promotional events. This program began in FY2001-2002 and has raised over \$670,000.
- **Faculty-Staff Campaign** – Faculty and staff giving continues to make a significant impact on a many programs across campus. Their financial support is demonstration of their personal commitment to ensure a strong future for Southeastern by giving through payroll deductions, outright gifts, and gifts-in-kind. This program began in FY1999-2000 and has raised over \$575,000.
- **Annual Scholarship Fund** – Scholarships are essential to assisting students pursue their educational endeavors. The program targets Southeastern alumni to provide support for student scholarships on an annual basis. The program was created in FY2009-2010 and has raised \$200,000 with continued growth each year.

Budget Process

In August, OSRHE's annual E&G I Budget development process begins with the transmittal to each higher education entity a Survey of Budget Needs. Each institution identifies budget priorities and fixed cost increases based on system-wide and institutional strategic plans, with 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 faculty, graduate assistant and staff 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 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. Table 6-5 provides a time table 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 as follows:

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

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY	
TIME LINE FOR BUDGET	
August	OSHRE sends Budget Needs Survey to all institutions
October	Southeastern submits the Budget Needs Survey to OSHRE. OSHRE compiles aggregated requests from institutions into a higher education system budget
November	OSRHE approves budget
December	Oklahoma State Board of Equalization (7 member) estimates revenue for next year.
	Governor: Chairman
	Lieutenant Governor: Vice Chair
	State Auditor and Inspector:
	State Treasurer:
	Attorney General:
	Superintendent of Public Instruction:
	President of the Board of Agriculture:
	The Board is responsible for providing an estimate of all revenue that will be available for appropriation by the Oklahoma Legislature for the coming fiscal year. The Governor, through the Oklahoma Office of Management and Enterprise Services (OMES), then uses that estimate to prepare and submit the State's annual budget for approval by the Legislature. (95% of certified revenue can be budgeted)
January	Chancellor presents higher education budget to the Joint House and Senate
Budget	Hearing Committee
February	Governor presents the State of the State address, includes budget
February	Oklahoma State Board of Equalization certifies the revenue available for next year
February – May	Governor and Legislature finalizes budget – session ends the end of May.
OSRHE	Allocates State Appropriations to each institution. Southeastern finalized budget.
June	Southeastern submits budget for approval to RUSO and OSRHE

In the fall semester, the process of the search for vacant faculty positions that have been approved for funding in the next year's budget is implemented. Search committees are formed and notices of the vacant positions are advertised. This process is concluded during the spring semester with offerings being made or the position being removed from being filled. This includes non-faculty positions as well.

In the fall semester, 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 directs each dean or unit head to develop his/her area's needs through each department chair, who communicates with the faculty and analyzes program review and assessment results to develop departmental needs. The other areas (President, Business Affairs, and Student Affairs) follow a similar procedure.

Budget presentations are scheduled through several processes. From 2003 – 2006, a budget hearing was scheduled for presentation by each budget unit administrator. At that time there were seven budget units: President, Vice President for Academic Affairs (VPAA), Vice President for Business Affairs, Vice President for Student Affairs, Dean of the School of Arts and Sciences, Dean of the John Massey School of Business, and the Dean of the School of Education and Behavioral Sciences. Beginning in 2007, the VPAA consolidated all school budgets for presentation. In 2012, two dean positions were eliminated due to attrition and economic conditions. The Dean of Instruction became the unit administrator for the schools. At present, the positions that directly report to the President present their unit budget needs ([link organizational chart](#)).

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

A summary of the outcome of the budgets for the last five years was presented to the Executive Team, Administrative Counsel and was part of the presentation in the SOLD session on February 4, 2013. Points presented were:

- The Reserve Balance has increased from 3.6% in FY2008-09 to 7.2% in FY2011-12. The projection for FY2012-13 is 8.0%. OSRHE guidelines state a healthy reserve balance is 8.3% of the annual budget.
- State appropriations have declined from 50.11% in FY2008-09 to 41.79% in FY2012-13. Over this same time period tuition & fees have increased from 46.29% to 54.46%. As a public institution, we are becoming less state supported and more student tuition supported.
- Tuition increases have been: FY2008-09 9.90%, FY2009-10 0.00%, FY2010-11 5.5%, FY2011-12 5.5%, and FY2012-13 5.30%. We strive to make going to college affordable to the student.
- The Composite Financial Index (CFI) has increased from 0.55 in FY2008-09 to 2.43 in FY2011-12. An institution is in good standings with HLC if the CFI is in the range of 1.1 to 10.0. Southeastern's goal is to be between 2.5 and 3.0.

Personnel

The current number and quality of faculty and staff are sufficient to support the mission and academic/student support programs of the University. New faculty lines are difficult to fund in the current economic climate; however, existing lines that are available by means of retirements and resignations are strategically reallocated to high demand programs and/or support accreditation needs. This has increased both the efficiency and productivity of Southeastern's faculty resources. Southeastern maintains a student/faculty ratio of 20:1 which is consistent with other RUSO schools.

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. The numbers of specialized accreditations require academic expertise within a discipline. State and national accreditations are: Association to Advance College Schools of Business, Aviation Accreditation Board International, National Association of Schools of Music, Council for the Accreditation of Educator Preparation (formerly National Council for Accreditation of Teacher Education), and Council for Accreditation of Counseling and Related Educational Programs.

In addition to the quality established for accreditation, unit review, student evaluation, professional development, specialized training and other curricular and program improvements; quality of faculty can be established by degree attainment. Table 6-7 represents the current rank, gender, and ethnicity of our faculty.

Table 6-7. The rank, gender, and ethnicity of Southeastern faculty in 2012-2013.

Faculty Rank	Total	Gender		Ethnicity					
		Male	Female	Caucasian	Hispanic	Asian	Native American	African American	Other
Professor	51	35	16	46	1	2	0	0	2
Assoc. Prof.	28	13	15	22	0	1	2	0	3
Asst. Prof.	33	19	14	30	0	0	2	0	1
Instructor	15	9	6	15	0	0	0	0	0
Total	127	76	51	113	1	3	4	0	6

Salaries and benefits represent 61% of the E&G I budget. With reduction in state appropriations, a method was developed to reallocate existing funds to fund critical vacant positions. When a faculty member leaves the institution, 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 the Vice President for Academic Affairs (VPAA) who works directly with the Dean of Instruction 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.

Managing limited existing funds and having to meet current market salaries has resulted in fulltime faculty and staff positions declining over the past five years.

Table 6-8 reflects the decline in faculty of 7 (5%) over the past five years with tenured increasing by 9 (12%), tenure track decreasing 9 (26%), and non-tenure track decreasing (7) 28%.

Table 6-8. A five-year history of faculty at Southeastern by classification status.

Faculty Classification	Fiscal Year				
	2008-09	2009-10	2010-11	2011-12	2012-13
Tenured	75 (56%)	77 (58%)	75 (57%)	78 (61%)	84 (66%)
Tenure Track	34 (25%)	33 (25%)	35 (26%)	28 (22%)	25 (20%)
Non-Tenure Track	25 (19%)	23 (17%)	23 (17%)	22 (17%)	18 (14%)
Total Full-time Faculty	134	133	133	128	127

Table 6-9 reflects the decline in staff of 3 (1%). with Administrative decreasing by 2 (6%), Professional increasing 9 (8%), Technical Paraprofessional declining by 1 (10%), Clerical Secretarial declining by 5 (7%), Skilled Crafts declining 1 (10%), and Service Maintenance declining by 3 (5%).

Table 6-9. A five-year history of the change in number of employees at Southeastern by classification.

Employment Classification	Fiscal Year				
	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty (Full and Part-time)	268	268	268	268	268
Administrative	31/12%	31/12%	31/12%	31/12%	31/12%
Professional	106/39%	106/39%	106/39%	106/39%	106/39%
Technical/Paraprofessional	10/4%	10/4%	10/4%	10/4%	10/4%
Clerical/Secretarial	67/25%	67/25%	67/25%	67/25%	67/25%
Skilled Craftsmen	10/4%	10/4%	9/4%	9/4%	9/4%
Service/Maintenance	44/16%	44/16%	44/16%	44/16%	44/16%

Professional development becomes even more important with the reduction in faculty/staff. The University places a significant emphasis on professional development and building the next generation of leadership. This is demonstrated with the formation of the Southeastern Harvard Professional Development Program (SPDP) and the Southeastern Organizational Leadership Development Program (SOLD) that complement ongoing faculty/staff development efforts. Efforts such as: individuals participating in selected institutes and conferences, internal projects involving University case studies, and specific background materials presented to the Executive Team, Administrative Council, Executive and Budget Committees of the Faculty Senate, Executive Committee of the Southeastern Staff Association, and the Student Government Association.

Physical and Technological Resources

Physical Resources

Campus facilities play an important role in accomplishing the university's mission and strategic initiatives. Modern and updated facilities enable the university to make progress towards all of its major initiatives: (1) promote student enrichment activities, (2) expand beyond our regional image, (3) optimize the learning environment, and (4) enhance collaboration and partnerships. Since FY2003, Southeastern has seen significant improvements to the physical plant including new buildings, renovations, and landscaping projects. Energy efficiencies and ADA compliance renovations were central to the institution's efforts over the past decade. External grant funds, private donations, the Oklahoma higher education bond and university funds have been leveraged to maximize the physical plant improvements. The Campus Master Plan Action Plan 3 – Facilities Update lists projects from 2005 to present (<http://homepages.se.edu/master-plan>).

Campus Master Plan

Campus development, space planning, architectural design, energy management and environment control are integral components of the overall Southeastern planning process. The Campus Master Plan is the essential resource document for facility and campus planning. It is a framework for University decision-making to support the goals and objectives of Vision 2015. The Plan recognizes that a major role of the planning process is to provide for the campus community a setting that enhances the quality of life for students, faculty, staff and visitors. The Plan must also entertain the idea that the individuals change, but the academic pursuits and the student activities continue through the years. This concept of creating a design that endures must be embraced by the Plan.

The Plan establishes a broad framework that will guide development of the campus in terms of appropriate use of the land as well as the preservation and enhancement of the open spaces. In addition, the Plan must address the requirements of both pedestrian and vehicular traffic. Consideration in these areas should establish an attractive, welcoming link between Southeastern and the surrounding community. The goal is to ensure that development decisions made in the near future reflect and contribute to a clear, long-range concept of a unified, efficient, accessible, and attractive campus.

The Plan must support the University's mission by conserving the use of land and physical resources while sustaining an environment that reinforces a sense of community, while supporting the learning process and enhancing the traditions that are unique to Southeastern. Six objectives provide the foundation for long range planning:

- Provide a framework for the management of growth in the future
- Provide for continuous improvement of the campus facilities
- Conserve natural resources and historical aspects of campus
- Preserve open spaces
- Manage vehicular circulation and pedestrian traffic
- Provide for a distinctly Southeastern identity

The Plan does not consist of absolute laws, but rather policies and design principles. In order to be effective the Campus Master Plan must be implemented, enforced and when necessary, modified overtime. This requires an ongoing process, because no plan can be prescriptive enough to anticipate future events in detail.

Space Planning and Management

Statewide institutional space standards have been developed by the OSRHE. In summary, this measure compares the variables of hours of use per week, percentage of student stations occupied, and student stations per square feet with the standard established for each institution into one statistic. The ability to scrutinize the use of space by comparison to the established and generally accepted utilization criteria is critical. The space planning process at Southeastern is based on the concept that the need for modified or additional space will be developed initially at the departmental level. Individual departments are responsible for establishing goals, objectives and initial facility needs. The process continues with a summation of facility needs at the Dean and Vice Presidential levels. Finally, a university-wide plan for meeting the space and facility needs of the University is developed. The details of the planning process are contained in section 5 of the Master Plan ([link to MP](#)). The following resources were used as aids in determining space needs for Southeastern's organizational units.

- Space Planning Guidelines for Institutions of Higher Education
- Postsecondary Education Facilities Inventory and Classification Manual
- Survey of Space and Utilization Guidelines and Standards in the Fifty States

New & Renovated Facilities

Southeastern has made major progress in developing a “state of the art” campus to support the teaching/learning goals of the University. This support included the practice to become a better steward of the environment where sustainability planning was introduced in the buildings and landscaping projects to promote positive economic growth and social objectives. From FY 2005 to present, the University has leveraged public and private funding sources totaling \$68.9 million to support 48 facilities projects ([link to campus master plan](#)). Given the challenging economic conditions, the list of new and renovated facilities is evidence of the University’s commitment to create an environment conducive for students to reach their highest potential. .

Deferred Maintenance

The Director of Physical Plant and Director of Environmental Health and Safety are charged with assessing each facility to update the Deferred Maintenance Report. This report identifies 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 objective is to improve our existing facilities to support the teaching/learning goals of the University. The Durant Campus has sixty facilities that total 927,935 sq. ft. with a replacement value of \$165 million. The McCurtain County Branch Campus has five facilities 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.

Safe Shelters

There are seven safe shelter locations on campus with an occupancy level of 2,241. These facilities have been brought up to code over the past five (5) years with installing rated doors, window sealing, emergency lighting, and equipping each with emergency supplies and communication capabilities. Future efforts are to include: Morrison basement east and west hallways equipped with hurricane roll-down doors and window shutters (occupancy 498); Occupational Safety and Health with hurricane roll-down doors and window shutters (occupancy 484); and Hallie McKinney Basement upgrade will include major concrete sealing (occupancy 306).

Beautification

The campus beautification project continues to move forward in relations to campus master planning and development. A landscape architectural firm was hired in 2007 to develop such a plan to address pedestrian and bicycle corridors across campus, improve ADA ramps, sidewalks, parking and lighting, and provide the landscaping to complement the campus on a seasonal basis. Major groups involved in the effort include the Southeastern Foundation, Southeastern Alumni Association, and Student Government Association.

Technological Resources

Computer Laboratories

Southeastern has 531 personal computing workstations available in 23 computing laboratories. The typical workstation consists of:

- 22" flat screen LCD monitor
- Intel Core I5 CPU
- Several Gigs of Ram (4-6 GB)
- DVDRW/DVROM
- Multi-format card readers
- Sound Card and Speakers
- MS Windows (7/8) OS
- Standard MS Software Packages
- Deep Freeze (System Image)
- High Speed Internet Access

In most cases the instructor's workstation is connected to a digital projector. Some teaching stations use a large screen TV to display the instructor's view. Each Lab contains at least one high capacity Hewlett Packard Laser Printer. Each laser printer is shared among the lab PCs. The library computer lab also has a high-capacity color

laser printer and document scanning capabilities available. Each computer lab is evaluated to meet accessibility requirements.

Some labs are modified to include special features required by a class. The music lab (shown above) utilizes Mac computers and digital keyboards for music theory and composition classes. Other unique features installed are DVD Rom burners, wide paper laser printers, and video editing stations. All PCs on campus are installed and supported by the Information Technology Help Desk. A three-year replacement plan is in place to help insure that PC technology in labs and offices remains current. In addition to wired connections, most places on campus are now covered by wireless network access points which provide wireless network access for students, faculty, staff, and visitors

Student Access to Computing Facilities

Southeastern students are provided with numerous computer resources designed to support their academic mission. Several computing labs are available at times other than classroom instruction to insure that students have sufficient opportunity to complete research activities and assignments. Each student is provided with a unique Southeastern email address to allow students to electronically collaborate with their peers and instructors. Students are also provided with a domain account for login and file server access on campus. Southeastern IT staff manage student accounts using automated scripts.

Network Infrastructure

Southeastern installed its first campus wide fiber network in 1995 and has continually upgraded it. The first network consisted of dedicated fiber and 3com 10Mbit hubs and switches. As of May 2013, Southeastern's network infrastructure consists of industry standard switches capable of 1000 Mbit speeds. Some connection speeds are as high as 10 Gbit. This high bandwidth is required to support interactive video and IETV classrooms using the H.323 protocol. A direct fiber link to Onenet now provides Southeastern a 10 Gbit link to the Internet with a 10 Gbit connection at no direct cost to the institution. This service was made possible state-wide via a federal "B-TOP" grant. Onenet continues to provide internet service to most institutions in the State of Oklahoma allowing institutions of higher education to leverage collective resources while establishing collaborative technology platforms.

IETV and Distance Learning

Southeastern maintains and supports seven IETV classrooms for distance learning via video conference. These classrooms are in the process of being upgraded to include support for high definition (HD) video. The most recent IETV room upgrade was completed to Russell 100. The Network Operations department also supports the technical end of the Blackboard (Bb) LMS system (Bb Enterprise 9.1)

Research Computing Facilities

Each faculty member is provided with a PC and high speed Internet access for academic activities including research. Each department has secure access to shared disk space on the network file servers. This allows users to store documents internally and share research only within the department. Each department is also equipped with a shared networked laser jet printer.

Management Information

Southeastern's mission critical administrative servers use the POISE (Jenzabar PX) administrative software suite running on hp's OpenVMS operating system. OpenVMS runs primarily on hp's Integrity Platforms (Itanium) in a clustered environment. The POISE system houses applications and data for the following functions: admissions, student registration, financial aid, student billing, fiscal accounting, DPS (Purchasing System), payroll, personnel, *CampusConnect*, and online functions for students, staff, and faculty.

The flexibility of the POISE system continually allows Southeastern personnel to satisfy the data requirements of students, faculty, administrators, and external agencies. The POISE system is also supported and enhanced by ESP, a third party vendor located in Tulsa, OK. ESP performs many of the software updates mandated by state or federal agencies at no extra cost to Southeastern. A redundant data center location is in place for the case that the administration building is unavailable (disaster plan).

Protecting Personal Information

Southeastern maintains numerous electronic resources that are continually evaluated to insure the proper level of security is applied and that institutional resources are allocated based on the level of risk the institution is willing to accept for them. Information security measures that mitigate risk are applied at many levels within the organization. Most of the security measures already implemented are designed to mitigate risk for multiple systems and will easily extend to protect future resources and systems. Measures to mitigate the risks related to maintaining critical information system resources include:

- Acceptable Use Policies
- SIS User session recordings & logging
- Virus & Spam scanning
- Network firewalls
- Network monitoring
- Automatic logouts
- SSL encryption (including SSH & SFTP)
- Vendor support contracts for security appliances
- Annual Risk Assessment with continuous improvement
- Quarterly Vulnerability Scans on SIS (PCI Compliant)
- Staff Training (Ex: On campus CISSP Boot camp)

- End User IT Security Training
- Restricted Physical Access to Data Sensitive Locations (e.g. server room)

Routine Information Technology Maintenance

IT Maintenance & Upgrades: A five hour monthly IT maintenance window is scheduled for routine patches and other upgrades to occur. This schedule is posted on the IT web site and also emailed out to faculty, staff, and students. A backup strategy for each system is determined by the risk and mitigation for that system. Backup strategies include real time, daily, weekly, and remote site backup for some systems. Another campus data center location also equipped with UPS & Generator houses redundant campus systems (OSBDC Building). Email is the primary communication method used to communicate changes to the user community. Major system changes occur during off-season times (e.g. Spring Break/Holiday Seasons).

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

<p>Subcomponents</p> <ol style="list-style-type: none"> 1. 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. 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities. 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.
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The administrative structure of Southeastern engages all internal constituencies through the shared governance process and includes representation and collaboration with the students, faculty, staff, administration, its governing board (RUSO), and the state coordinating board (OSRHE).

Oklahoma State Regents for Higher Education (OSRHE)

The OSRHE System is the state’s legal structure for providing public education at the collegiate level. It is a coordinated system of colleges and universities located throughout the state. It is comprised of 25 institutions, including 2 research universities, 11 regional universities, and 12 community colleges. The Board consists of nine (9) members appointed by the Governor, confirmed by the Senate. The term of office is nine years or until their successors are appointed and qualified. The Regents constitute a coordinating board of control for all State institutions with the following specific powers: (1) it shall prescribe standards of higher education applicable to each institution; (2) it shall determine the functions and courses of study in each of the

institutions to conform to the standards prescribed; (3) it shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions; (4) it shall recommend to the State Legislature the budget allocations to each institution, and (5) it shall have the power to recommend to the Legislature proposed fees for all of such institutions, and any such fees shall be effective only within the limits prescribed by the Legislature.

The HLC Self Study Survey indicated 43% of the faculty, staff, and students believe that OSRHE has the appropriate level of input in governance at Southeastern. Further, 43% agree that OSRHE is knowledgeable about Southeastern and its mission and 48% believe OSRHE makes decisions that are in the best interest of the institutions under its oversight (including Southeastern) and the students they serve.

Regional University System of Oklahoma (RUSO)

While 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, the governing boards assume responsibility for the operation of the institutions, including determining management policy, employing personnel, fixing their salaries and assigning their duties, 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 Board of Regents of Oklahoma Colleges was created on July 6, 1948 to govern the six regional universities: East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, and University of Central Oklahoma. On July 1, 2006, the Board of Regents of Oklahoma Colleges changed its name to Regional University System of Oklahoma (RUSO). The Board consists of nine (9) members, eight (8) appointed by the Governor by and with the consent of the Senate, for nine-year staggered terms which expire on the 10th day of June. The ninth member is the elected State Superintendent of Public Instruction. The Board has the authority for the control and administration of the 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 RUSO Board is charged with providing proper oversight and control of the administrative, academic, and fiscal affairs of the institutions, and encourage 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 familiar 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 president of the institution, makes recommendations to OSRHE (coordinating board) regarding the institutions' functions and programs of study, standards of education, and the budgetary needs of the institutions for both general operations and for capital improvements. The RUSO Board provides leadership to the institutions it governs to insure 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 the campus of Southeastern Oklahoma State University where 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 including Commencement, Top Ten Freshmen Reception, E3 (Economic Development) Summit, Presidential Investitures, Gold and Blue Black Tie Event, Lectureships, Homecoming, ribbon cuttings for new buildings, and visits for campus tours/information (new regents).

The HLC Self Study Survey indicated that 44% of the faculty, staff, and students believe that the RUSO Board has the appropriate level of input in governance at Southeastern. The Survey also revealed that 40% of the faculty and staff thought that the RUSO Board was knowledgeable about Southeastern and its mission and 46% thought that the RUSO Board made decisions based on the best interest of the institutions under its oversight (including Southeastern) and the students they serve.

University Administrative Structure

The organizational structure within the University provides a systematic opportunity for input and dialogue for the students through the Student Government Association (SGA), the faculty through the Faculty Senate, and the staff through the Southeastern Staff Association (SSA). Continuous quality improvement mechanisms include academic program reviews, annual assessment plans, the University's annual academic plan (OSRHE), distance learning reports, student satisfaction surveys, course and faculty evaluation processes, and State Regents' academic planning and resource allocation (APRA) principles. This provides the foundation for establishing goals, linking planning and decision making to evaluation data and analysis, building budget priorities, and integrating the campus master planning process, program review recommendations (includes accreditation), and assessment results.

At the University level, the opportunity to provide input and dialogue is provided through regularly scheduled Faculty Senate meetings, Faculty Forums, American Association of

University Professors' meetings, School meetings, Student Government Association meetings and forums as well as meetings with the Southeastern Staff Association.

Executive Team

Administrative structure is a highly participative approach used with other administrators and any member of the Executive Team has total access to the President. Membership on the Executive Team members include the President, Vice President of Student Affairs, Vice President of Business Affairs, Vice President of Academic Affairs, Executive Assistant to the President, Dean of Enrollment Management, Executive Director of Information Technology, University Advancement Director, Special Assistant to the President and Director of Diversity/Affirmative Action Officer, University Advancement Executive Director, and the Director of Athletics.

Administrative Council

Communication and evaluative processes are utilized through representation of administrators on the Administrative Council. Membership on the Council includes the President, Vice President of Student Affairs, Vice President of Business Affairs, Vice President of Academic Affairs, Executive Assistant to the President, Dean of Enrollment Management, Executive Director of Information Technology, University Advancement Director, Alumni Relations Director, University Library Director, Continuing Education Director, Faculty Senate Chair, Assistant Vice President for Academic Affairs and Instruction, Center for Regional Competitiveness Director, Dean of Students, Assistant Vice President for Academic Affairs and Support, Dean of the School of Graduate and University Studies, Administrative Assistant to the President, Dean of Instruction, Special Assistant to the President/Director of Diversity/Affirmative Action Officer, Director of Finance/Controller, Staff Association President, Associate Dean of Academic Services, Aviation Institute Director, President's Office Assistant, and Human Resources Director.

Additionally, students, staff, and faculty are provided the opportunity to respond through course evaluations, assessment testing, and an annual evaluation administered through the RUSO via e-mail. Summaries of the evaluative data are shared with the appropriate departments and/or internal constituencies for review.

Student Government Association (SGA)

The SGA seeks to engender a close relationship among themselves as well as faculty, staff, and administration, secure a just and rightful government; to preserve revered traditions and to encourage wholesome school spirit comprised of loyalty, cooperation, and unity among students (Constitution Preamble <http://homepages.se.edu/sga/sga-constitution/>). The organization may adopt resolutions, bills, by-laws and other rules and regulations concerning all matters within its authority. The membership of the Student Senate consists of no more than 25 Senators. The duties of a senator include the adoption of resolutions, bills, by-laws, and other rule and regulations concerning all

matters within its authority, expend Student Senate funds, organize and oversee all SGA activities, and approve all student organizations. The SGA has the right, upon submission of a petition containing the signatures of 100 members of the SGA to initiate any legislation that is deemed necessary.

In addition to serving on the four standing and two additional internal committees of the SGA, members are also asked to serve on various University committees including Academic Appeals, Curriculum, Institutional Assessment, Library, Human Subjects, Campus Sustainability, Committee on Student Conduct, Homecoming Planning Committee, and Chapter Committees that helped prepare the HLC Self-Study Report.

Student Government Forums have been initiated in the last two academic years to encourage dialogue on important issues within the University as well as higher education in general. The SGA has sponsored the forums which are open to all faculty, staff, and students. Generally, a panel is formed consisting of leaders within that chosen topic. A question and answer period follows the panel discussion in an effort to provide the opportunity to acquire information and opinion from internal constituents. The last two forums have been on current trends and transitions underway within the field of education as well as safety and campus beautification. The forums have been embraced as an opportunity to voice opinion and acquire information for faculty, staff, and students.

The student body is represented to the administration of the University through the Student Government Association (SGA). The organization serves as a means of communication to the administration as well as a vehicle for students to advocate on a statewide level. The HLC Self Study survey indicated 41% of the faculty, staff, and students believed the students had an appropriate level of input in governance at Southeastern; 42% believed that appropriate policies and procedures are in place for students to participate in shared governance; and 44% believed that students adhere to policies and procedures that promote shared governance at Southeastern.

Faculty and Shared Governance

The faculty at Southeastern are actively involved in shared governance, and the purposes/mechanisms of this are outlined in in Section 3.7 of Southeastern's [Academic Policies and Procedures Manual](#), which draws heavily on the American Association of University Professor's 1966 Statement on Government of Colleges and Universities. The faculty has primary responsibility in such areas as curriculum, instruction methods, faculty appointment and status, tenure and promotion. There are four principal vehicles for faculty participation in shared governance: The Faculty Senate, General Faculty Committees, Academic Chairs, and the Forum on Shared Governance.

Faculty Senate

The Faculty Senate is the official representative body of the faculty. It consists of 24 faculty; 10 senators from the School of Arts & Sciences, 4 from the John Massey School

of Business, 6 from the School of Education and Behavioral Sciences, 1 from the Library, and the chair-elect, chair, and past chair. Senators serve for two years, and the chair-elect, chair, and past chair terms are for two years as well. The Faculty Senate typically meets once or twice a month during the academic year and the meetings are open to all faculty; administrators, staff, and students are also welcome to address the Faculty Senate when they have an issue or information for it. The Faculty Senate also surveys the faculty annually to measure the general opinion on processes and areas such as morale, the relationship between the faculty and the Administration, tenure and promotion, and salary (an example of the survey can be found [here](#)).

The Faculty Senate controls the function and membership of the general faculty committees and makes recommendations on policy to the appropriate administrators (typically the 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 as they arise.

In addition to working as a single body, the Faculty Senate also consists of six standing committees, each with its own primary areas of responsibility:

- Executive Committee: The Executive Committee consists of the officers of the Faculty Senate: the chair, chair-elect, past chair, recorder, treasures, archivist, and parliamentarian. The Executive Committee runs the meetings, appoints the members of the other Faculty Senate Committees, selects the faculty topic for and runs the Forum on Shared Governance, and meets monthly with the University President to present and receive information on any areas of concern.
- University Affairs Committee: The University Affairs committee is the primary conduit for communications between the Faculty Senate and the student body (especially the Student Senate) as well as the faculty at other universities. It also gathers information and present issues that are related to the quality of the physical environment of the university (parking, etc.).
- Personnel Policies Committee: The Personnel Policies Committee deals with areas that directly affect the well-being of the faculty at Southeastern, such as salary, insurance, tenure and promotion, and post-tenure review.
- Planning Committee: The Planning Committee works to promote the development of professional standards and scholarship, primarily through the annual Faculty Senate awards in teaching, scholarly activity, and service.
- Budget Committee: The Budget Committee advises the Faculty Senate, University Vice Presidents, and the President on matters relating to the budget. It also surveys the faculty on budget priorities.
- Committee on Committees: The Committee on Committee is charged with appointing faculty to the various general faculty committees. It also typically makes recommendations to the Senate on the function and membership statements for both new and existing committees.

In addition to its regular recurring work the Faculty Senate also participates in individual shared governance activities as they arise. Some examples of these activities are:

- The first full review and revision of the entire Academic Policies and Procedures Manual (APPM; initiated in 2010-2011, and ongoing).
- Participation in the review and revision of Southeastern's tenure and promotion policies (ongoing), the impetus for which came from a Faculty Senate survey and the Forum on Shared Governance.
- Participation in the post-tenure review task force organized by the Vice President for Academic Affairs.
- The inclusion of the Executive and Budget committees in the Southeastern-Harvard Professional Development Program.
- Consultations with the Vice President for Academic Affairs on the 2012-2013 issues with the selection of a chair of the Social Sciences.
- Work on a "policy for making policy" - previously, the mechanism for making changes to the APPM was not well defined. The Personnel Policies Committee worked with the Vice President for Academic Affairs and the Assistant Vice President for Academic Affairs to create a clearly defined mechanism for changing policy, which can be found in the preface to the APPM.

In general the faculty view the Faculty Senate favorably. In the 2012 Faculty Senate survey, 66% of the respondents thought that the Faculty Senate worked on issues that were important to them as faculty members, with only 16% disagreeing. This is reinforced by the HLC survey question 11 which when restricted to faculty responses had 42% of faculty reporting an improved role of the Senate in addressing faculty concerns to the administration and only 17% reporting a worsened role.

The Faculty Senate is still working on a number of issues of faculty concern. Primarily these relate to tenure, promotion, and post-tenure review; these areas have been of grave faculty concern for some time (see Questions 19 and 20 of the [Faculty Senate Survey](#) where the faculty who think these process are well-understood and have been administered fairly have numbered 25% or less as well as the faculty responses to HLC Survey Question 11 which show an increasingly negative perception of the tenure and promotion process since the last visit). As noted above, much progress has recently been made in these areas, but additional work is still needed.

General Faculty Committees

The faculty at Southeastern also engage in shared governance through participation in the general faculty committees. Each committee has both a function and membership statement determined by the Faculty Senate; these statements can be found in Section 3.5 of the Academic Policies and Procedures Manual. These committees include student representatives where appropriate and often guarantee broad faculty representation and perspectives by requiring a certain number of faculty from each school. Examples of general faculty committees include the Curriculum Committee (which makes recommendations on both interdisciplinary and departmental majors and minors), Academic Appeals, the Student Personnel Policies Committee, the Organized Research and Program Review Committee (which review mini-grant proposals for faculty research and travel), and the Graduate Council.

Academic Department Chairs

The 15 chairs of the academic departments play an important role in Southeastern's shared governance. In addition to coordinating the curricula for the major and minor concentrations in the academic disciplines, the department chairs prepare and submit departmental budgets, work with individual faculty on their annual faculty development plans and evaluations, and make recommendations on tenure and promotion applications from within their department. While the department chairs are responsible to the Dean of Instruction they are nominated by the faculty within their department and must be approved by the President (after recommendations have been made by the Dean of Instruction and the Vice President for Academic Affairs). They are evaluated annually with a comprehensive evaluation done every fourth year.

In addition to coordinating the internal workings of their departments, the department chairs also form the voting members of the Academic Council ([see Section 3.5.1 of the Academic Policies and Procedures Manual](#)). The Academic Council takes recommendations on academic policies from the general faculty committees (especially the Curriculum Committee, Graduate Council, and the General Education Committee) and the Faculty Senate and either rejects the recommendations (possibly working with the originating body to amend them) or accepts it and sends it to the Vice President for Academic Affairs for consideration.

One issue with the department chairs is that there is no policy governing the appointment or evaluation of interim chairs. Given the importance of department chairs (particularly with regard to faculty control of the curriculum), having a long-term interim chair or a departmental-administrative impasse over chair nominees can undermine the strength and independence of an academic department as well as the integrity and accountability that independent departments provide. It is the goal of the Vice President for Academic Affairs and Dean of Instruction to work with departmental faculty to identify a "permanent" department chair as soon as judiciously possible; however, each selection process is unique and in some instances may be delayed because of other pending personnel matters within the department.

Forum on Shared Governance

The final vehicle for faculty participation in shared governance is the Forum on Shared Governance. As it was originally conceived, the faculty would meet with the administration annually to go over areas of faculty concern. The way this worked is that the Faculty Senate would come up with a list of questions prior to the forum (based on faculty input), the administration would develop responses to the questions, and then the questions and responses would be discussed at the forum itself (the outline of the process can be found in section 3.8.1 of versions of the Academic Policies and Procedures Manual prior to 2012).

The Annual Forum on Shared Governance initially worked well as a way to communicate issues between the faculty and administration. In the years that followed the effectiveness of the forum waned (many faculty found the question-response format increasingly “canned” and “ritualized”). It was no longer held after 2007 even though it remained a component of official policy. Following ongoing discussions, in 2011-2012 the President and the Executive Committee of the Faculty Senate worked on a new Shared Governance Forum. The new forums are to be held twice a semester and be limited to two topics of discussion (one chosen by the President and one by the Faculty Senate Chair). The first of the new forums was held in spring 2012, and the topics have been tenure and promotion data and proposals and new models of shared governance. The initial faculty response to the forums has been positive; in the 2012 Faculty Senate Survey 51% of the faculty responding agreed the new format was a step in the right direction for shared governance, with only 13% disagreeing.

American Association of University Professors (AAUP)

Additionally, in 2010 a chapter of the AAUP was formed on the Southeastern campus. As it stands currently, it is not a governance organization but rather a faculty advocacy and professional organization. The AAUP chapter does work to organize and enhance faculty involvement with and input into various processes at Southeastern as well as help ensure that those processes (including shared governance ones) adhere to the best practices in the academic profession.

Southeastern Staff Association (SSA)

The purpose of the SSA (<http://homepages.se.edu/ssa/>) is to enable non-faculty employees to participate effectively in the achievement of the goals of Southeastern. Membership in SSA consists of non-faculty employees (professional, secretarial/clerical, service) who are not classified as assistant vice president or above. Representatives are selected from each membership category and placed on a slate with the officers. The preamble states “Southeastern Oklahoma State University depends on the efficiency and commitment of non-faculty employees. Commitment comes from meaningful involvement and participation in the policies of the University. The purpose of the Southeastern Staff Association is to enable non-faculty employees to participate effectively in the achievement of the goals of Southeastern Oklahoma State University.”

The functions of SSA are to enhance and enrich a professional relationships between staff and other university personnel in order to achieve the mission and goals of Southeastern Oklahoma State University; to provide a forum for the expression of concerns and ideas and to provide a means of communication among the staff members of Southeastern Oklahoma State University; and to respond to changes in technology, policy, federal and state regulations, economics, and demographics by promoting staff training and development that will mutually benefit the individual member as well as the institution.

The HLC Self Study survey indicated that 37% of the professional staff and 32% of the support staff believe they have an appropriate level of input in governance. Further, 33% of professional staff indicated appropriate policies and procedures are in place for them to participate in shared governance and 39% believe professional staff adheres to the policies and procedures that promote shared governance at Southeastern. For support staff, 32% indicated that appropriate policies and procedures are in place for them to participate in shared governance at Southeastern and 40% believed that policies and procedures that promote shared governance at Southeastern are followed.

Shared governance continues to be a priority through involvement of the SSA. SSA is promoted as an organization that allows its members to become more knowledgeable about ways to contribute to the University and the community as well as a vehicle to foster better working relationships with colleagues and give a voice to suggestions or concerns regarding employment at Southeastern.

5.C. The institution engages in systematic and integrated planning.

Subcomponents

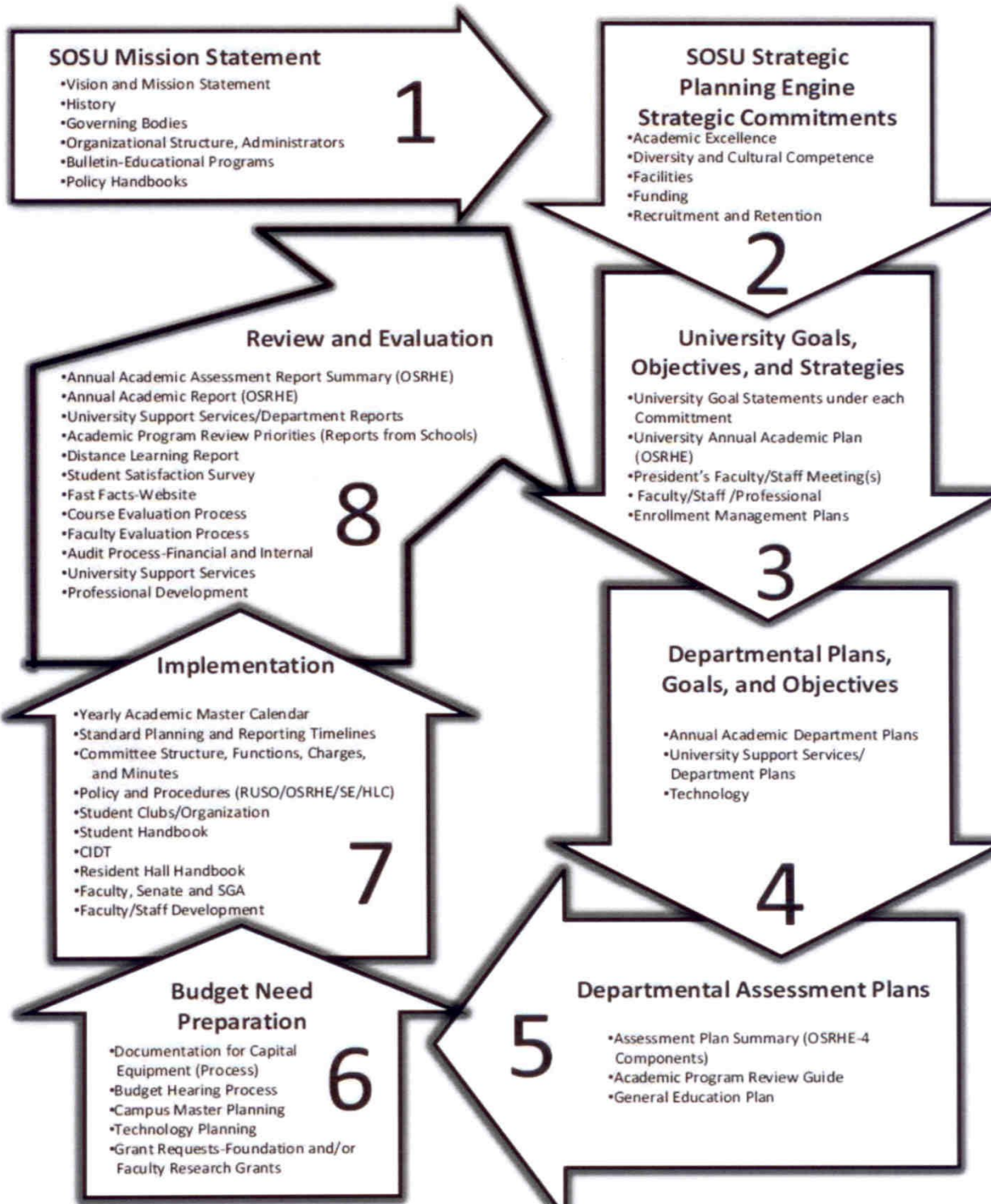
1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives 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.

Southeastern engages in systematic and integrated planning following the strategic planning chart and model on the following page. This continuous quality improvement model effectively links planning and budget activities throughout all levels of organization to ensure that Southeastern is a good steward of its resources and they are used to fulfill the institution's mission, scope and function, strategic goals, and academic priorities. There is well-established and detailed planning for every major activity on campus including academics, budgeting, facilities, library, student services, and technology. The planning process is more inclusive now and includes input from the different campus constituencies including the Faculty Senate, Student Government Association, Southeastern Staff Association, and Southeastern chapter of the AAUP. For example, the campus master plan clearly delineates goals and accomplishments of improvements to the physical plant and campus. Each year, the Information Technology departments submit an annual technology plan to the state of Oklahoma. The Institutional Degree Completion and Academic Plans, program review, and annual assessment reports provide the overall framework for ensure quality academic

offerings. The library uses assessment findings to improve the types and quality of its programming. All the units in Student Affairs have developed assessment plans and submitted assessment reports; however, they are less developed than some of the other areas to make changes in programming based on assessment data and subsequently evaluating the success of the modifications. The investment in TaskStream is expected to further enhance the linkage between budget and planning

for all units on campus.

SE Strategic Planning Chart and Model



The roots of the current for model of systematic and integrated planning are found in the Southeastern-Harvard Professional Development Program (SPDP) which began in the summer of 2009; this program was funded by the generosity of a private donor. This program has put theory into practice by developing both short-range and long-range actions plans that address current challenges as well as better prepares Southeastern to meet the challenges of the future. The mission of Southeastern Oklahoma State University is to provide an environment of academic excellence that enables students to reach their highest potential. Accordingly, the University has a strong commitment to the highest quality of teaching, research, and scholarship. The students, faculty and University staff are the key to the attainment of this overarching goal and the SPDP is the cornerstone of this effort.

By encouraging and supporting the continuing professional development of faculty and staff members, the University is able to build capacity to meet this goal, and through the work of academic staff in particular, to advance the quality of learning of the students. The opportunity for the faculty and staff of Southeastern to participate in professional development at the highest levels of their profession will have a transformative benefit, both immediate and lifelong, for the students.

Starting in 2009, individuals and groups of individuals from Southeastern began attending programming at Harvard in an effort to begin the process of the transformation. To date, 21 individuals have participated in 36 institutes, seminars, or programs at Harvard. In addition to the programs listed below, two other individuals attended the Vanderbilt Leadership Development Program:

- Seminar for New Presidents (1)
- Harvard Institute for Educational Management (9)
- Harvard Leadership Institute for Academic Librarians (1)
- Harvard The Art and Craft of Discussion Leadership (2)
- Institute for Management and Leadership (8)
- Management Development Program (5)
- Surviving and Thriving in the New Normal (1)
- Crisis Leadership in Higher Education (6)
- Inner Strengths for Successful Leaders (3)

After participants returned from their Harvard programs they were requested to serve as facilitators for three separate professional development sessions in 2011 (June 21, September 30, and November 10-12 of 2011). Assisting at the sessions were facilitators from the Harvard University Graduate School of Education. That group included Dr. Joseph Zolner, Senior Director of Higher Education Programs; Dr. Judith Block McLaughlin, Senior Director of Higher Education Programs and Senior Lecturer on Education; and Dr. James Honan, Senior Lecturer on Education.

Participants were involved in both large and small group discussions. Each small group was charged with raising an issue or concern and then formulating an action plan to address that particular issue. The group also offered input on changes to the organizational structure at the University.

Through the process, the University gained different perspectives and ideas on how we can all work together as we continue to move forward as a University. Those groups developed action plans. Since that time, eight teams have worked diligently in developing and implementing those short-term plans. The short-term action plans implemented by the eight teams include academic planning and programming review, civic engagement, I AM SE (campus beautification), Blue/Gold—including a mascot character, stipends/salary/morale, a True Blue campus/community project, a master planning calendar, development of a Founder's Day event (Southeastern history and identity), internal communications (Yammer system), and improved billing statements for students.

The real work continues as we have seen the implementation of the action plans and continue to see those evolve into work on longer term initiatives. Higher education faces some unique challenges and this process is a strategic way to address both the present and the future.

We continue to move forward with the SPDP through integration of the long-term action plans. This is the next stage of development in our initiatives from the major session in November 2011. The 30 long-term action plans have been initially reviewed for integration by group facilitators to determine viability of integrating plans into their current team efforts. Currently, Southeastern is transitioning those 30 plans into the continued implementation of the results of the eight teams. The key thrust of the integration will be to sustain the momentum of the program for the long term.

All development and change initiatives will continue to involve the Executive Team, the Administrative Council, the Executive and Budget Committees of the Faculty Senate, the SE chapter of the American Association of University Professors (AAUP), the Student Government Association, and the Southeastern Staff Association.

The resulting outcomes have been improved and ongoing communication with executive, administrative, faculty, staff, and student groups. There has been continued implementation of leadership development programs; short-term action plan implementation; and long-term integration into those plans emerging from the SPDP.

The continuing work through the organization change and transformation project will also play an important role to ensure positive relationships with internal constituencies. This includes the next phase of the SPDP, the Southeastern Organizational Leadership Development (SOLD) Program, ongoing faculty/staff development efforts, individuals participating in external institutes, and internal case studies and related discussions. Specifically in regards to the SOLD program, several additional ideas and seminars (other than the core courses) have been added for staff/faculty development. Those include, but are not limited to, diversity, economic development, university financial fundamentals, campus safety, university history, and engagement programming.

The continuing organizational change and transformation project has resulted in a number of positive outcomes during 2012—stipend increases for two consecutive years; revision of the SE tuition waiver benefit for eligible dependents; a new format for the shared governance forum implemented in the spring; and regular meetings established by administrators with the Faculty Senate, the Southeastern Staff Association, the Student Government Association, and the chapter of the AAUP. Additionally, during fall 2012, the administration established informal receptions with each School which was received favorably by faculty.

Positive relations with external constituencies will continue to be emphasized by fostering close working relationships at the state, regional, and local levels. Current administration and faculty members serve on the boards within the University, community, region, State and National levels as the University continues to value the partnerships and collaborations we have facilitated and maintained with our partners.

In summary, Southeastern's investment in its faculty, staff, and students through the establishment of the SPDP and associated activities has produced two major outcomes. First, numerous tangible and practical accomplishments have been achieved as noted throughout the self-study report, even during very some very challenging economic conditions. Faculty, staff, and students have worked together to turn challenges into opportunities; these efforts have transformed the institution and better prepared it for the future.

The second major benefit of this initiative is the development of the next generation of leaders at Southeastern. Everyone's time at an institution is finite and new individuals must be prepared and able to meet future challenges. Over 90 faculty, staff, and students directly participated in the initial programming on campus; countless others are now involved in putting theory into practice by implementing the action plans. This effort has enabled numerous individuals to develop the skills, behavior, and knowledge needed to serve as the next generation of leaders at Southeastern.

5.D. The institution works systematically to improve its performance.

Subcomponents

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.

Southeastern is a mature institution that has continuously made improvements over its more than 100 years of existence. This culture of constantly assessing and improving and then reassessing continues to this day. A list and description of many of the different tools we use to assess our performance is given in Subcomponent 1 below. Examples of improvements we have made since the last accreditation visit are given in

Subcomponent 2. Also given are examples of improvements that need to be made in the near future.

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 but data is collected on an ongoing basis. Academic departments and programs are also assessed by way of Key Performance Indicators (KPI's) 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.

Non-tenured faculty members are assessed through annual evaluations and by their tenure and promotion portfolios. Tenured faculty members are assessed every three years through the post-tenure review process. Adjunct faculty are assessed by their department chairs and through student evaluations.

Assessment plans and assessment reports are also written by departments in Student Affairs areas (such as the Office of Student Life, Residence Life, the Educational Opportunity Center, the Talent Search Program, Student Support Services, the Dean of Students, Project TEACH (Training Educators to Accept the Challenge), the Counseling Center, Student Health Services, the Wellness Center, the Academic Advising and Outreach Center and the Glen D. Johnson Student Union). Some (such as Residence Life) also use KPI's. The area of Enrollment Management is in the process of developing KPI's that they can use for assessment purposes. Southeastern's TRIO program uses the Blumen database for assessment purposes. Project TEACH is funded by a grant from the United State Department of Education and is assessed by comparison to goals set forth in that grant.

Strategic Planning Documents

In the summer of 2009 the Southeastern Professional Development Program (SPDP) was begun. Originally the program was called the Harvard Initiative. It was funded by a private donor. Twenty-one different administrators, faculty, and staff attended seminars, institutes and programs focusing on leadership and management on the campus of Harvard University in Boston. When these participants returned to campus they were requested to serve as facilitators for three separate professional development sessions in 2011. Many more administrators, faculty and staff beyond the original 21 were invited to participate. This allowed individuals from many different disciplines to work together to solve common problems. Assisting at the sessions were facilitators from the Harvard University Graduate School of Education.

Participants were involved in both small group and large group discussions. Each small group was charged with raising an issue or concern and then formulating an action plan to address that particular issue. Each group also offered input on changes to the organizational structure at the university. Altogether, eight teams worked diligently in

developing and implementing short-term action plans. Thirty long-term action plans were also developed for review and possible implementation in the future. These action plans were eventually classified into nine different themes. A list of the action plans and themes can be found in the resource room. A detailed description of Southeastern's strategic planning process can be found in Core Component 5C

Financial Documents

Southeastern undergoes an annual external audit of its net assets including revenues, expenses, changes in net assets and cash flows. For the past 5 years the audit has been done by Cole & Reed of Oklahoma City. The results from the most recent audit can be found at <http://www.se.edu/office-of-finance/docs/independent-audit-report-06-30-2012.pdf>

This audit found that the university's total assets increased \$1.1 million while its total liabilities decreased by \$700,000 from June 2011 to June 2012. During the same time period, state funding for the university remained unchanged while in the previous year it had decreased by \$1 million. The shortfall in state appropriations has been made up with increases of 5.5% in resident tuition and 6.5% in non-resident tuition. The bulk of the university's assets lie in land, buildings, infrastructure, library and equipment. A separate audit by a different accounting firm is done annually for the Southeastern Foundation. The Foundation's endowment consists of approximately 200 individual funds established for a variety of purposes. The results of the most recent audit of the Southeastern Foundation can be requested from the Foundation director. Neither of the audits mentioned above found any instances of non-compliance or other matters that were required to be reported. It was also found that "Southeastern Oklahoma State University complied, in all material respects, with the compliance requirements that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2012."

Student Satisfaction Surveys

Southeastern uses Noel-Levitz, a recognized leader in higher education consulting, to administer student satisfaction surveys. Surveys were given to 407 students in the spring of 2007 and then to 447 students in the spring and fall of 2012. The results were used to identify major strengths and challenges and to help with enrollment goals and student success.

Southeastern's top 5 strengths in 2012 as identified by the students taking the survey were found to be:

1. The content in the major courses is valuable.
2. The instruction in the major field is excellent.
3. The students are able to register for the classes they need with few conflicts.
4. The academic advisors are knowledgeable about the requirements.
5. The academic advisors are approachable.

There were also 15 other areas that the students ranked high in importance where Southeastern was above the national average. These same 5 strengths were also in the top 6 strengths for the 2007 survey, with the additional strength of students feeling safe and secure while on campus.

Southeastern's top 5 challenges in 2012 as identified by the students taking the survey were found to be:

1. There are still too many conflicts when students register for classes. (Note: This item was found to be both a strength and a challenge, because even though the students reported few conflicts, they thought there was still room for improvement).
2. There is not enough variety of courses offered.
3. There is not enough financial aid offered.
4. Financial aid awards are announced too late to be useful.
5. Faculty are not always fair and unbiased in their treatment of students.

For the 2007 survey, the top challenges were found to be faculty getting feedback to students in a timely manner, financial aid concerns, lack of parking and inadequate campus lighting. With help from a Title III grant, Southeastern will continue to use Noel-Levitz every other year.

Assessment Reports

Evidence of academic performance can be found in Chapter 5 where assessment of student learning (both curricular and co-curricular) is covered extensively. Each year Southeastern submits an annual assessment report to OSRHE that summarizes activity in the following five areas ([link to Assessment Reports](#)):

- Entry-level Assessment
- Mid-level Assessment
- Program Outcomes Assessment
- Student Satisfaction
- Graduate Assessment.

It is worth noting that the process by which we do assessment has recently undergone significant change. Starting in the fall of 2012, Southeastern began using an electronic assessment and management system called TaskStream. This software allows us to streamline the assessment reporting process, create a more efficient system for greater user participation, allow for greater transparency in reporting, and utilize technology for true institution-wide assessment and not just academics.

It is used (or will be soon) at many different levels. In academics it is used at the course level and at the program level. Outside of academics it will be used by Business Affairs and Student Affairs and for administrative functions. Oversight and training related to TaskStream is the responsibility of the Assistant Dean of Adult and Online Education/Assessment Management System Coordinator.

Accreditation documents

Another way that we develop and document our performance is by way of documents created and compiled for accreditation purposes. Some of Southeastern's more prominent accreditations are:

- Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools
- The Association to Advance Collegiate Schools of Business, International (AACSB)
- Aviation Accreditation Board International (AABI)
- National Association of Schools of Music (NASM)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- Council on Accreditation of Educator Preparation (CAEP); formerly National Council for Accreditation of Teacher Education [NCATE]

Key Performance Indicators

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 graduates in a program
- number of fulltime equivalent faculty (FTEF) in a program
- number of 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
- ratio of cost to SCH
- ratio of cost to FTEF
- ratio of SCH to FTEF
- ratio of graduates to FTEF

These KPI's are used for such things as determining which departments are the most cost effective and efficient in producing graduates and SCH. This information, in part, drives 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. If a program does not meet these requirements over a three-year period then it can be suspended/deleted.

Other information garnered from KPI's are things such as the rate at which we utilize adjunct professors and how it has changed over time. Analysis has shown that, as of 2012, approximately 25% of our SCH were produced by adjuncts. The person in

charge of analyzing KPI's in the academic area is the Assistant Vice President of Academic Affairs and Outreach.

KPI's are also submitted to RUSO as part of the annual evaluation of the President. These KPI's provide the Board with a snapshot of the institution for the following areas: enrollment data (e.g., headcount, SCH production, and number first-time freshmen), retention rates, graduation rates, number of degrees granted, fiscal management (e.g., state appropriations, prior year-end cash balance, and reserve percentage), education programs (e.g., number of programs and number of accredited programs), faculty (e.g., number of fulltime faculty, number of adjunct faculty, and demographic characteristics of the faculty), and characteristics of the freshman class (e.g., average ACT, number of valedictorians, average GPA, number that qualified for Regent Scholarship, and percent that needed remedial classes).

Academic Plan

Each year Southeastern submits an *Institutional Degree Completion and Academic Plan* to OSRHE (<http://www.se.edu/academic-affairs/annual-assessment-reports/>). This document lists the academic goals for the coming year and strategies for achieving those goals. Topics vary from year to year but the 2012-2013 plan covered areas such as freshman preparedness, enrollment, accreditation, new programs, outreach initiatives, technology, remote sites and partnerships.

Evaluation of Faculty

Tenure-track faculty are evaluated annually by their department chair and the dean. They are also evaluated by the portfolios they submit when they apply for promotion and/or tenure. Evaluations are made in the three general areas of teaching, scholarship and service. Tenured faculty undergo post-tenure review every three years. They are also evaluated in the areas of teaching, scholarship and service. Adjunct faculty are evaluated by their department chairs. All faculty are also evaluated by student evaluations given in their classes.

Professional Development

In recent years, Southeastern has also instituted several other new opportunities for faculty development. For instance, in 2011 we started Brain Storm which is a week-long research conference in the spring that highlights faculty and student research on our campus. Also in 2012 the Dean of Instruction began having "Faculty Development" days where faculty get to present and hear what their fellow faculty members from other areas have been working on. The Faculty Senate has recently begun having "brown-bag lunches" at least once a month. Each of these informal sessions revolves around a particular topic regarding teaching or scholarship. These events have led directly to new research that is being conducted by interdisciplinary teams of faculty.

Staff development occurs in some of the same ways as listed above for faculty. However, there is another venue at Southeastern by which staff development occurs and that is through the program known as Southeastern Organizational Leadership Development (SOLD). There are two levels of SOLD that staff can complete. Both levels consist of taking courses over topics as diverse as “Maintaining a Respectful Workplace”, “Nutrition and Type II Diabetes”, “Stress”, “Legal Issues for Supervisors”, “Record Retention”, “The Importance of Valuing Culture”, “How to Budget”, “Sexual Harassment” and many more. Altogether there have been more than 50 such courses offered with attendance ranging from 5 to well over 100 with an average attendance of about 50. On the self-study survey, 92% of the staff indicated that they had attended at least one SOLD event.

Faculty have also participated in SOLD, especially when the topic was designed for them such as one course that was entitled “Legal Issues for Faculty”. On the self-study survey, 59% of the faculty indicated that they had attended at least one SOLD event. More information about SOLD, including a listing of future courses can be found at <http://homepages.se.edu/sold/>. Additionally, 73% of the faculty that responded have completed at least one National Incident Management System course.

Master Plan

One way that Southeastern plans for the future is by way of its Master Plan. The Master Plan is an integral component of the overall strategy for university development. It supports Vision 2015 and is driven by the academic priorities of the university. The Master Plan and Vision 2015 can be found at <http://homepages.se.edu/master-plan/>.

Information Technology Improvements

Another way Southeastern plans for the future is by way of its PC Replacement Plan. The need for more computers on campus and the infrastructure to support those computers is always increasing. In 2003, a plan was developed and has since been continuously updated to determine priorities and how funds will be allocated. The plan can be found at <http://www.se.edu/information-technology/policies/computer-replacement-and-growth-policy/>

A complete list of IT improvements from the last decade can be found in the resource room. Some of the highlights include new data closets, many wireless installations and upgrades, use of virtual servers, upgrading of Blackboard, multiple improvements to the CampusConnect system, integration with cloud applications, installation of 75 Smart Classrooms, and 16 new computer labs. On the self-study survey, 82% of all respondents say that students, faculty and staff have sufficient access to computers and technology.

Improvements due to academic assessment

Improvements that the university has made as a result of assessment of student learning can be found in individual departments' annual assessment reports and program review documents. [refer to appropriate core component here too]. In the last 5 years, 34 bachelors and 13 masters programs have been modified, 5 bachelors programs have been deleted and 2 new masters programs have been added.

Improvements due to strategic planning

Improvements that have been made as a direct consequence of the Southeastern Professional Development Program include the following:

1. The university structure was reorganized. One of the major elements of this reorganization was the elimination of the School Deans and the creation of a single Dean of Instruction.
2. Communication on campus has been improved by the creation of a [Master Calendar](#) and a Southeastern Network on Yammer (a social network for companies).
3. Morale on campus has been improved through the creation of a tuition waiver policy put in place for employees and their dependents and implementation of a five-year compensation plan.

Capital improvements

Since the last HLC visit, many capital improvements have been made on Southeastern's campus (both locally and at the branch campuses). Some of the major projects that have been completed are:

1. A new general classroom building
2. A new event arena
3. A new living area for students - Shearer Hall and Suites
4. A new student union

On the self-study survey, 74% of all respondents say that the appearance of our campus is improved and 89% think our campus is more accessible to individuals with disabilities. A complete list of improvements (both completed and ongoing) can be found at [Facility Improvements](#).

Financial improvements

1. Southeastern has gone from having 2.74% of our budget in reserve in 2008 to over 8% in 2013 and it is projected to be 8.3% in 2014. This puts us on a more sound financial position and satisfies the minimum requirements of the Oklahoma State Regents for Higher Education.
2. The Southeastern Foundation assets have grown 30% from \$13.4 million in 2010 to \$17.4 million in 2013.
3. The last few years have seen over \$200,000 in new scholarship endowments.
4. The Presidential Partners program has raised over \$589,000 in the last 11 years.

5. To save money on travel, many faculty and staff have begun to attend “webinars” rather than in-person conferences when available.
6. Significant utility costs have been saved with an Energy Performance contract through Siemens®.

Other improvements

To improve safety on campus, lighting in parking lots has been increased and police boxes have been installed in multiple locations across campus. On the self-study survey, 56% of all respondents said that safety and security on campus is “greatly improved” or “improved” while only 3% think it is worse. Compared to ten years ago, 69% believe that we are better prepared for a disaster or national emergency.

Areas where further improvements are needed

Based upon the results of the self-study survey, it becomes clear that most of our university challenges fall into one of two general areas:

- lack of funding, and
- lack of faculty/staff input in university decisions.

In the last ten years, the percentage of our budget that comes from the State of Oklahoma has fallen from 61.3% to 41.9%. This has had many negative effects. In the self-study survey, 76% of faculty and 51% of non-faculty say that they are not happy with their compensation, 74% say the university budget is not adequate for us to fulfill our mission, 82% of faculty say their department budget is not adequate to fulfill their mission, 89% of faculty believe the funds for faculty travel are not adequate, and 92% of faculty believe the funds needed for the scholarly and creative activities of faculty are not sufficient. 78% do not believe that we have sufficient numbers of full-time faculty to guarantee the integrity of our programs and 65% believe that we rely too heavily on adjuncts.

On the HLC Self-Study Survey, only 3% of faculty believe that the faculty role in determining budgets has improved since the last HLC visit; 48% believe that it is about the same while 45% believe that it is “worse” or “much worse”. Similarly, 12% think that the faculty role in long-range planning at the University level has improved or greatly improved; 48% believe it is about the same and 40% so think that it is “worse” or “much worse”.

These challenges, in addition to other mentioned in other chapters of the self-study report have damaged morale on our campus. Only 9% of faculty think that faculty morale is improved since the last HLC visit; 63% believe it is “worse” or “much worse”. For non-faculty taking the survey, 25% say morale has improved; 26% believe that it is “worse” or “much worse.”

Discussion

The past ten years have been trying economic times for Southeastern. The percentage of our budget that comes from the State of Oklahoma has fallen from 61.3% to 41.9% over this time period. In spite of this, Southeastern has excelled in many areas. We have maintained quality programs, we have seen many capital improvements on campus and we have managed to put ourselves on a more sound financial footing by adding to our reserve.

We have also made improvements when it comes to preparing our future leaders. Two major professional development programs have been initiated – the Southeastern-Harvard Professional Development Program (SPDP) and the Southeastern Organizational Leadership Development (SOLD) program. The SPDP has become the foundation for developing and initiating short term action plans to resolve immediate issues and long range action plans identifying issues of the future. The SOLD program provides an on-campus professional development experience through workshops, seminars and short conferences focused on ways to increase personal, career, and community civic growth opportunities. The administration has used these two programs in discussing the economic conditions the University faces in developing the budget and to receive back viable information from faculty/staff/student as the budget is finalized. This cross section of participants brings together all the family members of the University to work on identifying and resolving issues.

Another recent improvement is in the area of shared governance. Our current Administration is willing to solicit and listen to faculty input on a wide range of matters. In the last couple of years Southeastern has instituted a Faculty Forum on Shared Governance; forum occurs twice per semester and has yield tangible results previously noted in the self-study report. An anonymous survey of faculty, staff, and students conducted by RUSO as part of the President's evaluation revealed that the percentage of respondents that agreed that *shared governance is practice* increased form 61% in 2012 to 77% in 2013.

However, as an institution, we still face many challenges, with many of them stemming from our lack of funds. Although Southeastern has implemented a five-year plan to improve faculty and staff salaries, the last across the board salary increase was in 2006-2007. It is doubtful that these modest raises will make salaries competitive with peer/regional averages. At the end of 2013-2014, the mandatory reserve is projected to be at the required level of 8.3% (it was at 3.6% in 2008-2009). During this same time period, Southeastern's CFI increased from 0.55 to 2.43. It is anticipated that some of the funds committed to raising the reserve can now be used to increase faculty and staff salaries. To fund a 1% increase in salary it would cost the university \$271,621. With no increases in state funding, it would take a 2.2% increase in tuition to cover the cost. The redirection of existing funds has been used to cover increases in mandatory costs that have averaged \$600,000 per year. This lack of adequate compensation has caused morale to suffer (especially among faculty). The HLC Self-Study Survey revealed that some faculty and staff do not believe that Southeastern can continue to offer quality programs at the current level of state funding. Some individuals also

believe that Southeastern is relying too heavily on adjunct instructors and that not all modes of course delivery are equal in quality.

These perceptions are not consistent with the results of anonymous RUSO surveys of faculty, staff, and students used as part of the President's annual evaluation. For example, the percentage of respondents that agreed to strongly agreed that *state funding is adequate* ranged from a low of 42% in 2011 to a high of 62% in 2013 (number of respondents ranged from 458 to 638). During the same time period, the percentage of respondents that agreed to strongly agreed with the statement *I am satisfied with the direction the University is going* increased from 75% to 82%. Lastly, overwhelming majority of respondents (92% to 95%) agreed to strongly agreed that the *quality of instruction is good*. The data from these surveys cannot be broken down by respondent group (faculty, staff, or student); however, the overall results and changes in perception through time provide a different view of Southeastern than the HLC Self-Study Survey.

Most do not project significant increases in funding from the state of Oklahoma in the next several years. For this reason, the number one challenge facing Southeastern in the next ten years will be finding alternative revenue sources. A multi-faceted approach to recruit and retain students will be used to generate additional revenues. First, new revenues can be generated by increasing the retention and completion of existing students. Southeastern has developed institutional strategies to achieve the ambitious but achievable goals set for both retention and completion. Second, the development of a more intentional strategy to attract, enroll, and retain international students should increase the number of international students on campus. Southeastern currently is searching for both a Director of International Student Services and an International Student Services Admission/Immigration Advisor. Third, the delivery of targeted programs to high demand areas at additional locations should increase the numbers of students and SCHs generated. For example, Southeastern has requested authorization to offer the B.S. in Occupational Safety and Health at the Van Alstyne Campus of Grayson College in Texas. No other institution in the area offers this type of program and it will be offered at a location that is less than 45 minutes away from the Dallas-Fort Worth metroplex. Although not new sources of revenue, development of strategies to more efficiently use existing funds will help offset the consequences of increased mandatory costs and/or reduced state allocations. The more strategic alignment of new faculty to high-demand and high-profile programs will more effectively use existing resources as will the close examination of the increase in course sections during periods of enrollment decline.