



Southeastern Oklahoma State University

HLC Assurance Argument October 2023

Criterion 1-Mission

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

1.A Core Component

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope, and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services, and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Argument

1.A.1. Mission Development Process

Composed in 2001 and reviewed in 2022 by faculty, students, administrators, alumni, and community leaders and approved by the Regional University System of Oklahoma's governing board, Southeastern Oklahoma State University's mission reflects a commitment to empowering students to achieve academic excellence; it also reflects the faculty's, administration's, and staff's belief that excellence is achieved through exposure to high-quality instruction, extracurricular experiences, and activities that promote responsible citizenship and lifelong learning. The mission is: "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."

1.A.2. Relevance of Mission

The mission statement was [reaffirmed](#) by the President's Executive Team and the [Strategic Planning Committee](#) (p. 6) in March 2022. The institution reflects regularly on its mission's relevance and engages with faculty and other stakeholders to guide operations. Since 2014, as part of an annual survey, the faculty senate has asked full-time and part-time faculty members

their view of the institution’s fulfillment of the mission. Each year, the faculty responses have indicated their perception that the University is fulfilling its mission well or satisfactorily. The results are as follows: [2019](#) (91%), [2020](#) (95%), and [2021](#) (91%), reflecting a consistent report from respondents believing that the institution fulfills its mission “well” or “satisfactorily”. In [2022](#), “yes,” “sometimes,” and “no” were the selections offered to the respondents when asking their belief in the University fulfilling its mission. 65% of the respondents answered “yes” and 32.6% indicated “sometimes”. The data indicates that most faculty believe that the University continues to focus on its fulfillment of the mission statement.

As a result of significant enrollment changes between 2013 and 2017, a survey of the Faculty Senate, Graduate Council, General Education Council, and Staff Association Executive Team was conducted in 2018. Consistent with overall faculty results, [87.5% of the respondents](#) stated that, even with the changing enrollment patterns, the current mission statement aligned with the institution’s activities while the ways in which the mission is met have evolved to meet changing student needs and the demands of the regional population and economy. The University remains committed to a continued conversation about the alignment between mission and institutional activities. As a part of this process, the comments from those who stated in surveys that the mission needed to be explored have been considered in further discussion on mission relevance. During the Shared Governance Forums in fall 2022 and spring 2023 the administration and faculty discussed changes in the student population, the demand for academic programs over the last 20 years, and how such changes related to the existing mission statement as part of the larger conversation about the strategic plan development.

1.A.3 Scope of Mission for Constituents

The mission statement determines how the institution responds to opportunities and challenges that students, faculty, and staff have encountered and continue to face at Southeastern. In terms of [Scope and Function](#) (pp. 3-4), Southeastern’s major emphasis continues to be a quality undergraduate education, one that prepares students for a changing society, and graduate-level programs to serve the needs of the region. Southeastern also fosters the region’s cultural opportunities, economic growth, environmental quality, scientific and technological progress, as well as social and personal well-being.

Prompted by the COVID-19 pandemic, higher education has come with a set of opportunities and challenges in a rapidly evolving environment. Southeastern was recognized as [one of the top schools in the nation](#) in providing a quality education during the COVID-19 crisis according to Educate to Career (ETC), a non-profit organization that ranked 1,200 schools by their ability to offer a quality education under any conceivable scenario: in-classroom, online, and a blended format. This recognized the institution’s commitment to the mission during the pandemic, specifically through a Task Force established by the President, emphasizing offering a high-quality education while protecting the health and safety of the community for the [pandemic response](#). Faculty were heavily involved in the development and execution of policy and practice to ensure the academic enterprise continued with integrity. [Return to Campus Plans](#) were updated and released July 2020 through summer 2021. Decisions were thoroughly vetted and shared through multiple channels of communication and constantly reviewed and updated as the pandemic continued.

Southeastern offers [36 undergraduate degree programs and 15 graduate degree programs](#), to students locally, regionally, nationally, and globally to equip and empower students to navigate an ever-changing societal landscape. As such, the academic program offerings are the conduit for the institution in fostering cultural opportunities, economic growth, environmental quality, scientific and technological progress, as well as social and personal well-being as students meet their goals and enter the workforce.

1.A.4 Institutional Alignment with Mission

The Mission, Scope, and Function statements require the University to address the evolving educational needs of students. Significant changes in enrollment patterns have prompted stakeholders to consistently monitor enrollment trends and revisit the mission to ensure it informs the direction of the University. The most notable difference regards the mode of course delivery options. The percentage of students, both undergraduate and graduate, taking only online courses is increasing, while the number of on-campus students has been decreasing.

In [fall 2023](#), Southeastern enrolled 5,623 students (56.4% undergraduate / 43.6% graduate) with 3,875 students (68.9%) choosing an online-only delivery, 1,140 (19.9%) choosing hybrid or blended delivery, and 608 (11.2%) choosing face-to-face delivery. The latter is a marked decrease from the 2,627 (58%) students who chose face-to-face delivery in fall 2018.

Since [fall 2018](#), overall undergraduate enrollment has steadily decreased in small increments but has seen an increase in fall 2023. During the same time span, graduate enrollment, driven exclusively by online programs, grew 83%, from 1,340 students to 2,363.

Undergraduates are required to complete 44 hours of [general education courses](#). Consistent with the University mission, the general education courses serve as the foundation for each degree and provide the intellectual skills, knowledge, and perspectives essential to all students by virtue of their involvement in a diverse, technological, and evolving global society. Graduate programs are selected to address cultural opportunities (M.S. in Native American Leadership), economic growth (Master of Business Administration), scientific and technological progress (M.S. in Occupational Safety and Health, M.S. in Aerospace Administration and Logistics, and Master of Technology in Biology), to respond to educational needs globally (multiple M.Ed. degrees), and social and personal wellbeing of the communities Southeastern serves (Master of Early Intervention and Child Development and M.A. in Clinical Mental Health Counseling). To meet the growing demand in healthcare needs in the region, the Department of Nursing and Allied Health was established in fall 2022 with the M.S. in Healthcare Administration as the first program slated to begin in spring 2024.

Consistent with the mission's emphasis on academic excellence, all additions, deletions, or changes to academic programs must be approved by at least two separate faculty committees. The first committee route will include one or more of these, per [Southeastern's Academic Policies and Procedures Manual \(APPM\)](#):

- [Curriculum Committee \(APPM pp. 35-36\)](#)
- [General Education Council \(APPM pp. 44-45\)](#)

- [Graduate Council](#) (APPM pp. 45-46)
- [Teacher Education Council](#) (APPM p. 46)

The [Distance Education Council](#) (APPM pp. 43-44) may also be consulted, if appropriate.

The APPM specifies that each of these is responsible for appropriate recommendations to approve all changes, additions, and deletions for their respective curricula.

The Curriculum Committee, Distance Education Council, General Education Council, Graduate Council, and Teacher Education Council recommendations must then be approved by the [Academic Council](#) (APPM pp. 41-43). All courses and programs of study must comply with requirements for suitability and rigor established by the Regional University System of Oklahoma (RUSO) and the Oklahoma State Regents for Higher Education (OSRHE), and substantive changes to programs and degrees must be reviewed and approved by these bodies.

To provide academic support to students, multiple services are offered to help them achieve academic excellence. These services include [professional advisors for undecided majors](#), a [Career Management Center](#), [student exercise facilities](#), as well as [student health](#) and [counseling centers](#). Since 2013, Southeastern has been one of the largest Native American-serving institutions in the country. Due to the large Native American population of 1,447 students enrolled in Fall 2022, the University continues to sponsor the [Native American Institute](#) on campus to assist with advisement, major choice, financial aid, and extracurricular cultural experiences. This highlights an important measurement of the University's commitment to serving our Native American students. These services will be discussed in further detail under Criteria 3 and 4.

Student Support Services aims to help all students reach their highest potential. In [fall 2023](#), 41% of Southeastern students are first-generation and 33.2% came from Southeastern's original 10-county service area.

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

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

1.A.5. Publicly Articulated Mission

During the [University Address](#) in August 2022, President Newsom reaffirmed the mission statement to all University employees. The mission statement is shared publicly as the first entry under the Mission & History link in the "About" [menu option](#) prominently placed on the University's website and in the [University's Strategic Plan, Vision 2040](#), highlighting the goals

and institutional priorities for forthcoming endeavors.

Over the last ten years, the University has experienced a decline in state funding as related to increased enrollments and budgets. During this time, the Education & General Budget Part I (E&G I) state funding as a percentage of the overall budget dropped from 42.3 % in 2013 to 22.1% in 2023, effectively shifting the predominant financial cost of higher education to the students instead of the state.

[State appropriations](#) represent 22.1% of Southeastern’s total budget with student tuition and fees representing 66%. Compared to fiscal year 2013, this is a decrease of approximately 20% in the state appropriations portion and an increase of 9% in student tuition and fees. When federal stimulus funding is removed from FY2023, the change is even more dramatic with over 75% of the budgeted revenue coming from student tuition and fees.

As detailed in Criterion 5, despite these cuts, the University continues to prioritize student instruction in its budgetary decisions, with input on financial decisions from multiple constituencies, including the Faculty Senate, which has a standing Budget Committee ([APPM](#) pp. 28-29), the [Staff Senate](#), and the Student Government Association, all of which have established procedures for communication with the administration on budgetary issues. Even in times of budgetary constriction, the University continues to make strategic investments in areas of academic growth. More details about budgeting priorities and decisions are provided in Criterion 5.

Sources

1.A.1

No sources.

1.A.2

- [SE Executive Team](#) Strategic Planning Session March 21, 2022, [slide deck](#), p.26
- [SE Strategic Plan, Vision 2040](#), Committee p.6
- SE Annual Faculty Survey
 - [2019 Results, p.28-29](#)
 - [2020 Results, p.29](#)
 - [2021 Results, p.42](#)
 - [2022 Results, p.5 \(not numbered\)](#)
- [SE 2018 Mission Statement Survey Results](#)

1.A.3

- [SE Academic Catalog 2023-2025](#), Scope and Function, pp.3-4
- [Southeastern Ranked Among Top Schools for Quality Education During COVID-19](#)
- [SE President’s Message 5-18-20 re COVID-19](#)
- [SE Return to Campus Plan 2020](#)
- SE’s [OSRHE Program Status Report May 26, 2023](#), p.5

1.A.4

- SE Fall 2023 enrollment ([SE Quick Facts 2023](#))
- SE Undergraduate enrollment Fall 2023 from Fall 2018 ([SE Quick Facts 2018](#))

- SE General Education courses ([SE Baccalaureate Degree Requirements, General Education, Academic Catalog 2023-2025](#), pp.71-73)
- [SE Academic Policies and Procedures Manual \(APPM\) 2023-2024](#)
- [Curriculum Committee, APPM](#) pp.35-36
- [General Education Council, APPM](#) pp.44-45
- [Graduate Council, APPM](#) pp.45-46
- [Teacher Education Council, APPM](#) p.46
- [Distance Education Council, APPM](#) pp.43-44
- [SE Academic Council, APPM](#) pp.41-43
- [SE Academic Advising and Outreach Center](#)
- [SE Career Management Center](#)
- [SE Wellness Center](#)
- [SE Student Health Services](#)
- [SE Counseling Center](#)
- [SE Native American Institute](#)
- [SE Quick Facts Fall 2023](#)
- [SE Honors Program](#)
- [SE Student Life](#)

1.A.5

- SE Faculty and Staff Meeting, August 18, 2022, [slide deck](#)
- SE Mission Statement webpage
- [SE Strategic Plan, Vision 2040](#)
- [Oklahoma State Allocation History Southeastern FY18 FY23](#)
- SE Faculty Senate Budget Committee, [APPM](#) p.28-29
- [SE Staff Senate Meeting Minutes Sample](#)

1.B Core Component

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1. Commitment to the Public Good

Southeastern utilizes resources in service to the public good, particularly in ways that strengthen education, economic and workplace development, and artistic and cultural expression.

Southeastern's commitment to the public good is evidenced by the University's [mission](#) to provide an environment of Academic Excellence, the first area of Focus in the [current strategic plan, Vision 2040](#), which concentrates on elevating teaching and learning through ongoing faculty development and academic mentorship of students; expanding academic programs to include Allied Health, Hospitality, and Technology; and enhancing relationship-building and collaboration. Southeastern's unique partnerships with Grayson College, through the Pathways Program, Murray State College on the "Murray @ SE" Nursing program, Rose State College, and Tinker Airforce Base, with students enrolled in the Aviation Alliance, allow students to complete transfer degree programs.

In addition to the main campus in Durant, Southeastern has extended its impact by actively pursuing educational opportunities that serve local student interests. Southeastern's [satellite locations](#) in Ardmore, McAlester, and McCurtain County serve their respective areas through providing access to in-person and online education, making it simple to apply and attend classes in a way that works best for students' lives and lifestyles.

Community engagement is an important part of Southeastern's identity and evidence of the commitment the University makes to its external partners. Southeastern maintains an integral relationship with several public and private sector stakeholders in its service area, such as the Massey Family Foundation sponsoring the [John L. Massey Leadership Scholars Program](#), co-hosting with the Southern Workforce Board the annual [8th Grade Discovery Day](#) on campus, which allows hundreds of students from area schools to explore career clusters, and [the Choctaw Nation of Oklahoma's College Freshman Year Initiative](#), providing support for Choctaw students attending college. As a regional public university that serves a diverse region, Southeastern

strives to align its mission and resources with the needs of the surrounding region, understanding that mutual investment between the institution and the community yields long-term benefits to both.

Through direct or in-kind sponsorship, Southeastern supports the mission of non-profit organizations, some of which are administratively and/or physically housed at Southeastern, including the [Oklahoma Small Business Development Center](#) and the [Office of Management and Enterprise Services](#). Southeastern also provides direct service to the community through numerous programs, including the [Annual Oklahoma Inter-High School Curriculum Meet](#), [Southeastern at Choctaw Nation Program](#), [the Choctaw Nation’s CO-OP Program](#), and the [Prospective Teacher Academy](#). Southeastern utilizes [Handshake](#) to aid students in identifying internship opportunities during their studies and post-graduation employment opportunities.

Southeastern has begun developing in-house [microcredential opportunities](#) for external audience skill development with BOLT (Basics of Language Training)-English, BOLT (Basics of Language Training)-Formatting, and Remote Work (Guided Experience). In addition, partnering with [Ed-2-Go](#) has allowed Southeastern to offer a range of training programs online to meet workforce demand.

Southeastern also champions the arts, supporting a myriad of cultural and artistic programs such as the [Musical Arts Series](#), currently in its 50th season, and the [Texoma Piano Competition](#). Southeastern is home to the magnificent [Semple Family Museum of Native American Art](#). Funded by a gift from the Semple family, the Museum serves as the permanent home of Southeastern’s extensive Native American Art Collection, representing over 30 federally recognized tribes and 80+ artists. Perhaps the most notable cultural community program the University hosts is the [Oklahoma Shakespearean Festival](#)’s (OSF) Professional, Children’s Theatre, and Young Actors Studio productions annually each summer for the past 44 years. The OSF’s commitment to arts education and experiential learning is manifested throughout the academic year through the Academy for Performing Arts for children and young actors.

1.B.2. Focus on Education

The mission statement reflects institutional priorities. The University prides itself on being a teaching institution, and the mission states “students will have personal access to excellent teaching and challenging academic programs”. Significant resources are invested in student support, reflected in the statement that the University will provide extracurricular experience, career preparation, and responsible citizenship. Budget and expenditures align with the primary educational mission of the University. The University’s commitment to achieving its educational purpose is at the core of an inclusive budget planning process which involves input from the Faculty Senate Budget Committee, [budget requests](#) from the University’s Academic Department Chairs, and discussions and reviews with each individual academic and administrative department. Finally, the University’s broad offering of general education and graduate programs is evidence of the commitment to promote lifelong learning.

1.B.3 Engaging with External Constituencies

To address issues of access and under-preparedness among students, Southeastern has aggressively pursued and secured federal grants supporting high-risk populations. The TRIO programs housed at Southeastern work directly with the service area to provide access and educational support for underserved areas. These grants work closely with the public-school systems, state workforce offices, and other state agencies to place students into secondary education. Southeastern currently offers [Upward Bound](#), [Southeastern Talent Search Educational Program Services](#) (STEPS), [Educational Opportunity Center](#), a [PI-STEM Academy](#), [Student Support Services](#), and the [McNair Scholars Program](#). In addition to TRIO, other grant-funded entities on campus that have specific outreach functions are the [GEAR UP](#), [Child Care Resource and Referral Program](#), and the [Oklahoma Small Business Development Center](#). Southeastern's commitment to finding innovative ways to serve historically underrepresented communities is reflected in its ongoing cultivation of external grants and funding to supplement existing campus resources in these areas.

The [ten-year retention report covering 2010-2021](#) highlights that the fall 2021 first-to-third semester retention rate was 59.1%, an increase from fall 2020 (54.3%), but still part of a decline from 2017's 63.9%. Undoubtedly, COVID-19 played a part in the decline in recent years. The [fall 2021 to fall 2022 FTFT student retention rate](#) was 59.1%.

The May 2023 Report on Southeastern's [Quality Initiative Project](#) provides a progress update on the project, which aims to improve and maintain the quality of online pedagogy and to provide a Student Success Team (SST) concierge model of advising for each student. The SST concierge model aims to support the student's academic progress by offering advising for academics, financial aid, and career planning/pursuit, with the aim of increasing retention and graduation rates. Multiple technological transitions at the University delayed the implementation of this model until Spring 2024.

Southeastern continues to partner with the Choctaw Nation of Oklahoma and Chickasaw Nation to serve tribal citizens and employees. The University provides office space for tribal educational support staff free of charge.

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

Southeastern shares multiple athletic facilities with area K-12 schools and is crucial to the ongoing physical development of students from rurally isolated, low-income areas. For over thirty years the campus has hosted the Bryan County Basketball tournament, allowing students from small high schools to play games in a Division II arena. The McCurtain County Campus provides facilities for the Choctaw Nation's Clinic, post-tornado in fall 2022. In response to citizen requests for additional safe walking spaces, Southeastern partnered with community

groups, including Imagine Durant, Durant Trails and Open Space, and the City of Durant, to open the Schuler Loop, a designated 1.75-mile walking trail that winds through the main campus (2015) and in 2017, Southeastern secured a grant to provide the community with outdoor exercise equipment, adding an additional 1.3-mile walking trail open to the public.

These activities are evidence that the University understands that its mission requires addressing not only the educational needs of the community but its physical and cultural needs whenever possible.

Southeastern has also maintained or entered new partnerships, with a focus on access and affordability to education. Among them are the following:

- Southeastern offers courses from its Aviation Sciences Institute at [Rose State College](#) and at [Tinker AFB](#), both in Midwest City, OK, through partnerships for aviation management education.
- In Aug. 2021, Southeastern added [Delta Air Line’s Propel College Career Path](#) to existing partnerships with American Airlines Envoy Air and Southwest Airlines Destination 225, which meant that Southeastern aviation graduates now have career pathway options with all three major U.S. airlines.
- In Dec. 2021, Southeastern began a partnership with Murray State College in Tishomingo, OK to offer nursing classes on Southeastern’s Durant campus, calling it the “[Murray at Southeastern Nursing Program](#)”; the first cohort of 14 began in Jan. 2023.
- In Dec. 2021, Southeastern joined the Texoma Promise program, [partnering with Grayson College](#) in Denison, TX to advance economic mobility for rural North Texas students by increasing access to tuition-free college education and opportunities.
- In Jan. 2022, [Southeastern partnered with North Central Texas College](#) in the Red River Promise program, aimed at reducing the cost of college to students and families in rural communities served by NCTC.

Sources

1.B.1

- [SE Mission & History](#)
- [SE Locations](#)
- [SE Strategic Plan](#)
- Massey Family Foundation and the SE [John Massey Leadership Scholars Program](#)
- Southern Workforce Board and SE cohost [8th Grade Discovery Day](#)
- [Choctaw Nation of Oklahoma College Freshman First Year Initiative](#)
- [Oklahoma Small Business Development Center](#)
- Office of Management and Enterprise Services, [State Use Program](#)
- [Annual Oklahoma Inter-High School Curriculum Meet](#)
- [Southeastern at Choctaw Nation Program](#)
- Choctaw Nation of Oklahoma [CO-OP Program](#)
- [SE Prospective Teacher Academy News Release 3-29-23](#)
- [Handshake at Southeastern website](#)
- [SE Microcredentials at the SE Career Management Center](#)
- [Ed2Go Career Training](#)

- [SE Musical Arts Series](#)
- [Texoma Piano Competition](#)
- [Semple Family Museum of Native American Art](#)
- [Oklahoma Shakespearean Festival](#)
- 1.B.2
 - [SE VPAA FY24 Budget Needs Survey](#)
- 1.B.3
 - [SE Executive Summary TRIO Programs May 2023](#)
 - [SE Upward Bound](#)
 - [SE Educational Talent Search](#)
 - [SE Educational Opportunity Center](#)
 - [SE PI-STEM Academy](#)
 - [SE Student Support Services](#)
 - [SE McNair Scholars Program](#)
 - [SE GEAR UP](#)
 - [SE Child Care Resource and Referral Program](#)
 - [Oklahoma Small Business Development Center](#)
 - [SE Ten-Year Retention Study 2023 \(2010-2021\)](#)
 - [SE Fall 2021 to Fall 2022 FTFT Student Retention Rate](#)
 - [SE Quality Initiative Project Report May 2023](#)
 - [SE Aviation Science Institute at Rose State College](#)
 - [SE Aviation Science Institute at Tinker Air Force Base](#)
 - [SE Partnership with Delta Air Lines](#)
 - [SE Partnership with Murray State University for Nursing](#)
 - [SE Partnership with Grayson College for the Texoma Promise program](#)
 - [SE Partnership with North Central Texas College for the Red River Promise program](#)

1.C Core Component

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.

Argument

1.C.1 Curricular and Cocurricular Activities

According to [Diverse Issues In Higher Education Rankings](#), Southeastern continues to be ranked among the top schools in the nation for producing Native American graduates of baccalaureate and master's programs from across disciplines. In 2019-2020 six undergraduate degree programs at Southeastern were ranked in the top 20 Native American degree producers. In 2020-2021 Southeastern ranked #14 in producing Native American baccalaureate degrees and #4 in producing Native American master's degrees across all disciplines.

Native American student enrollment at Southeastern holds steady at [26.9%](#) and is supported by the [Native American Institute \(NAI\)](#), which is partly funded through grants from the Chickasaw Nation and Choctaw Nation. Southeastern is home to the Freshman Year Initiative Counselor funded by the Choctaw Nation, hosts the Chickasaw Summer Leadership Academy annually, and is staffed to support Native students and tribal partnerships including an Executive Director of Tribal Relations, Director of the NAI, and Native American Student Coordinator, all of whom report to the Assistant Vice President for Academic Affairs (AVPAA).

The [Choctaw Nation CO-OP program](#), established in 2021, works directly with the Southeastern Career Management Center to place students in paid internships with the Choctaw Nation of Oklahoma. Students focus on project-based work and job shadowing in IT, Human Resources, and Business-related areas. In 2022, six of the seven graduating CO-OP students were fully employed by the Choctaw Nation.

In 2015, the University moved away from its initiative to grow the international population. With waning support from the state and a downturn in enrollment, the International Student Services Office was closed, and its functions moved to the Admissions Office. Student services for international students are provided within the current Student Affairs division. In 2023, an ad hoc Global Education committee was formed by the VPAA, with a full-time faculty member appointed as Interim Director of Study Abroad efforts.

Significant changes in the student demographic include the growth from [52.6% in fall 2017](#) to [60.4% in fall 2022](#) of female students enrolled.

[Table 1.C.1.1](#) reflects the ongoing progress made by Southeastern to recruit and retain a more diverse faculty. The most recent comprehensive study review by HLC in 2014 showed 15.4% (20/130) of all full-time faculty self-identified as racial and ethnic minorities and by 2023 this number grew to 22% (30/136). Additionally, the percentage of female faculty has grown from 38.9% (44/113) in 2018 to 51% (69/136) in 2023. Although Southeastern still has room for improvement, [the total number of underrepresented populations hired since 2018](#) reflects progress and commitment to recruit and retain a diverse faculty – 36% (30/83) self-identified as racial or ethnic minorities and 53% (44/83) of those new hires were female.

In terms of [rank](#), as illustrated in Table 1.C.1.2 below, the percentage of female faculty increased at every level since 2018, most significantly at the Assistant Professor (53% compared to 2018’s 38%) and Associate Professor (61% compared to 2018’s 48%) levels. Minority faculty increased at the Instructor level (20% compared to 2018’s 15%), decreased at the Assistant Professor (28% compared to 2018’s 33%) level, and remained constant at the Associate Professor (29%) and Professor (13%) levels.

Table 1.C.1.2: Comparison of AY2018 and AY2023 FT Faculty Rank, Gender, and Race

AY2018 Rank, Gender, and Ethnicity of Full-Time Faculty at SE

Rank	Male	Female	<i>% Female</i>	Non-White	<i>% Non-White</i>	Totals
Professor	35	13	27%	6	13%	48
Associate Professor	11	10	48%	6	29%	21
Assistant Professor	15	9	38%	8	33%	24
Instructor	8	12	60%	3	15%	20
Totals	69	44	38%	23	20%	113

AY2023 Rank, Gender, and Ethnicity of Full-Time Faculty at SE

Rank	Male	Female	<i>% Female</i>	Non-White	<i>% Non-White</i>	Totals
Professor	26	12	32%	5	13%	38
Associate Professor	11	17	61%	8	29%	28
Assistant Professor	19	21	53%	11	28%	40
Instructor	11	19	63%	6	20%	30
Totals	67	69	51%	30	22%	136

1.C.2 Fair and Equitable Treatment of Diverse Populations

The institution has created substantive [policy](#) and practice to ensure the inclusive and equitable treatment of diverse populations and to foster a climate of respect among members of the campus

community. The Special Assistant to the President for Compliance in conjunction with the Disability Services Office, Human Resources, and the Assistant Dean of Student Affairs oversees due process, grievances, education, and awareness initiatives. More information is readily available from the [SE Civil Rights Policy and RUSO Title IX Policy webpage](#).

The [Office of Disability Services](#) works with constituents across campus to ensure access and accommodation necessary for success. From fall 2018 to fall 2023 the number of [accommodation letters sent](#) annually increased from 79-123, a trend emerging as the University increased the number of online graduate students and required increased support staff for students with disabilities, with a focus on fully-online students.

In 2020 the President created the [Diversity, Equity, and Inclusion Task Force \(DEI\)](#) to inform and address these issues. The committee, including faculty, staff, and students, met throughout 2020-2021 to create a vision statement on shared values, study student enrollment trends, support students of diverse backgrounds, and to make recommendations for recruitment and retention. The work of the committee is ongoing.

Understanding and appreciation of a global, multicultural society is integrated into [general education requirements](#). The General Education Council's revision and clarification of objectives and outcomes has maintained an emphasis on multicultural learning. General education courses such as "Introduction to American Sign Language", "World Regional Geography," "Introduction to World Music," "Choctaw Language and Culture," and "World Literature in Translation" explicitly address cultural diversity and prepare students for global citizenship. Individual programs and majors also offer discipline-specific courses that address cultural diversity, such as "Intercultural Communication" and "Native American Literature."

The Native American Studies minor and the Native American Leadership M.S. are housed in the Department of Art, Communication, and Theatre, and supported by full-time faculty and a program coordinator. The M.B.A. added two concentrations, in Native American Leadership and Women in Leadership, and the M.S. in Sports Administration added a concentration in Native American Leadership, providing more focused training for working in culturally diverse environments.

The University's mission includes educational opportunities for global awareness and service as the cultural, artistic, and informational center for the community. Southeastern provides cultural opportunities for awareness and understanding through forums, speakers, concerts, and events hosted by Student Affairs, Student Life, Residence Life, student organizations, and academic departments. Southeastern hosts the [Native American Symposium](#) every two years, publishing its proceedings online and providing links in *WorldCat*. This event, celebrating its 15th year in 2023, features scholars and artists and has, most recently, elevated graduate student work from the Native American Leadership program. Other long-standing programs include the Choctaw Language Program, the Brad Henry International Scholars Program, and the Musical Arts Series.

An Ad Hoc Global Education Committee consisting of faculty and administration works with a newly appointed Interim Director of Study Abroad to support [study-abroad opportunities](#), such as an exchange program with China and Taiwan in biological sciences, and short-term experiences connected with the Southeastern Honors Program. These programs afford students

the opportunity for international travel and global awareness on a scale that is sustainable given student population and size. See also Criterion 3.B.3.

1.C.3 Fostering a Climate of Respect

Following the pandemic, the Office for Student Life and the [Student Government Association](#) worked with campus partners to strengthen and build an inclusive campus climate that fosters a mutual understanding among diverse groups in addition to opportunities for civic engagement including annual recognition of the [Martin Luther King Jr. Day of Service](#), Constitution Day, and Higher Education Day at the State Capitol. An emphasis on student leadership, connectivity to campus, and committed campus advisors have set these organizations up for success. Recently formed student organizations include the [Hispanic Academic and Leadership Organization](#), [Women Empowered](#), and the newly re-organized Black Student Association and Native American Student Association.

Sources

1.C.1

- [Diverse Issues in Higher Education – Top 100 Producers, 2021](#)
- SE [Native American Enrollment from SE Quick Facts Fall 2022](#)
- SE [Native American Institute](#)
- [Choctaw Nation CO-OP Program](#)
- SE Quick Facts Sheet [Fall 2017](#)
- SE Quick Facts Sheet [Fall 2022](#)
- [Table 1.C.1.1: The Ethnicity and Gender of SE Faculty 2014 and 2018; New Hires 2018-2023](#)
- [Rank, Gender, and Ethnicity of SE Faculty 2018-2023](#)

1.C.2

- [SE Civil Rights Policy –2020](#)
- [SE Civil Rights Policy and RUSO Title IX Policy webpage](#)
- [SE Office of Disability Services](#)
- [SE Accommodation Letters Sent Spring 2018-2023](#)
- [SE Diversity Equity and Inclusion Task Force](#)
- [SE General-Education-Degree-Requirements-Dec-2021.pdf](#)
- [Native American Symposium 2021 Proceedings](#)

1.C.3

- [SE Student Government Association Constitution](#)
- SE Civic Engagement Opportunities Example [Martin Luther King, Jr. Day of Service](#)
- [Hispanic Academic and Leadership Organization](#)--SE Student Organization Documents
- [Women Empowered](#)--SE Student Organization Documents

1.S. Criterion 1 Summary

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

Summary

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

- [Survey data from 2018-2023](#) indicate that multiple constituencies perceive the University's mission statement as appropriate and guiding its activities, even as emphases within the mission may shift.
- In recent years, the demand for online and professional graduate programs have led to consistent review and modifications, including new emphasis areas, to provide "professional, academic, and career-oriented undergraduate and graduate programs to meet the changing needs of the workforce."
- Southeastern has simultaneously maintained its commitment to on-campus, undergraduate education through increased investment in programs such as the Native American Institute and Honors Program. While the undergraduate headcount has declined 4% since 2018, undergraduates still account for 56% of overall enrollment. 30% of students attend at least one course face-to-face.
- With recent cuts to state appropriations, Southeastern has relied upon a robust system of shared governance to gain input from multiple constituencies in establishing priorities to maintain the commitment to providing a high-quality education to the region with a focus on *Vision 2040*.
- The mission is well publicized and received both inside and outside the institution.
- A central part of Southeastern's mission is serving the rural, culturally diverse 10-county region in which it is located. 29.6% of Southeastern's students are of Native American Heritage, and half of students are the first-generation.
- Robust services aimed at a diverse student population, such as the Native American Institute and Student Support Services, help to maintain and achieve the mission.

The student population at Southeastern faces many challenges. Many students come from some of [the poorest communities in the country](#). Each year more than half of graduates are first-generation. Several incoming freshmen enter academically under-prepared for college-level work. Many students are adults returning to college to make a better life for their families, while trying to provide for them. Southeastern's mission maintains a focus on their needs; the mission guides activities in service of them; the mission requires regular scanning of both internal and external environments to be responsive; the mission reminds the institution to keep the students at the center of the work.

Sources

- [2018 Survey of the Faculty Senate, Graduate Council, General Education Council, and Staff Association Executive Team Re: Mission](#)

- [U.S. Census Figure 1. Counties in Persistent Poverty: 1989 to 2015-2019](#)

Criterion 2-Integrity: Ethical and Responsible Conduct

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

2.A Core Component

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

1. The institution develops, and the governing board adopts, the mission.
2. The institution operates with integrity in its financial, academic, human resources, and auxiliary functions.

Argument

2.A.1 Development and Adoption of the Mission

Revised in 2001 by faculty, students, administrators, alumni, and community leaders and approved by the Regional University System of Oklahoma's (RUSO) governing board, [the mission statement](#) reflects both the institution's commitment to empowering students to achieve academic excellence and the faculty, administration, and staff's belief that excellence is achieved through exposure to high-quality instruction, extracurricular experiences, and activities that promote responsible citizenship and lifelong learning. The mission was reaffirmed in 2022 by the President's Executive Team. With limited state funding, low numbers of high-school graduates in the region, and an increase in student demand for alternative delivery formats, Southeastern's mission statement continues to determine how the institution responds to these and other challenges in a rapidly evolving environment.

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

2.A.2 Operating with Integrity

Governance

Southeastern maintains the authority to institute its own policies, within the requirements of its governing board, on ethical conduct, academic freedom, and academic integrity through University policy handbooks effectively promulgated through the administrative process and [shared governance](#).

Through the University website, Southeastern shares with external stakeholders the institutional commitment to ethical and responsible behavior.

Fair, ethical, and legally compliant policies and procedures reflect the high standards of professional conduct and the solid core values of Southeastern. These characteristics are the foundation for the operational and managerial principles detailed in the publications of the University, the state regents (OSRHE), and the regional regents (RUSO). These publications include the [OSRHE Policy and Procedures Manual's Ethics Policy 2.10](#) (pp. 31-34), the [RUSO Policy Manual](#), the [SE Academic Policies and Procedures Manual](#) (APPM) for faculty, the [SE Administrative, Professional and Support Staff Employee Handbook](#) (Employee Handbook), and the [SE Student Handbook](#).

The University, RUSO, and OSRHE update and revise their respective policies and procedures as needed for compliance with state and federal statutes and regulations. The [Faculty Senate](#) regularly reviews and provides input for current and new policies and procedures ([APPM](#) p. 25). In addition, the [Staff Senate](#) (formerly the Staff Association; name and organizational structure changed in [December 2020](#) as a means of strengthening the voice of Staff Senate) reviews policies and procedures in the Employee Handbook and has a voice regarding possible changes, additions, and deletions in current policies/procedures. The Office for Student Affairs conducts annual policy audits of the [Student Handbook](#) and [Federal Disclosures](#).

When new policies affect more than one group (crossing over among faculty, staff, and/or students) the University recognizes a new [Policy on Policies](#), established by an ad hoc committee called by President Newsom in September of 2020 which also includes the SGA. Southeastern's Compliance Officer regularly reviews and updates the [Civil Rights policy](#) and assists in modifications to the Employee Handbook and the APPM. The General Counsel updates the Title IX policy for the entire state system, which provides RUSO institutions with a consistent framework for handling cases. The RUSO Board annually seeks input from the six institutions it governs on policy and procedure updates and proposed additions. The OSRHE staff and advisory committees review and revise policies as needed to reflect current practice.

Established in 2011, [RUSO's EthicsPoint](#) is an anonymous tip line website and toll-free phone reporting system for students, employees, visitors, and vendors to report known or suspected policy violations. This system provides a formal mechanism for investigation, follow-up, and response. RUSO legal counsel reviews each complaint and assigns it to one of these categories: Athletics, Financial, Human Resources, Information Technology, Medical, Research, Risk and Safety matters, Student Affairs, and Others. The complaint is then forwarded to two investigators on the pertinent campus, who meet and decide who should conduct the investigation based on University policy, filing a report upon investigation completion. Since March 2018, Southeastern has received 37 EthicsPoint reports, with 17 related to Human Resources.

Fiscal

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

Southeastern establishes and maintains policies consistent with state and federal regulations, generally accepted accounting practices, including conducting regular internal and external

audits. Audit results are reported directly to the President and to the RUSO Board.

- **External Financial Audit**—The last ten independent audit reports are publicly available through webpages for [Faculty & Staff Resources](#) and the [Office of Finance Forms and Reports](#). The annual audit is conducted with standards generally accepted in the U.S. and applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller of the United States. The RUSO Board selects an independent accounting firm to complete the annual audit of Southeastern’s financial statements from the qualified firms that submitted a bid. From 2014-2018, Arledge & Associates conducted the external audit. Since 2019, Hinkle & Company have performed Southeastern’s external audit. The [2022 audit](#) indicated an improved overall financial position for the University despite declining state appropriations. More details are in Criterion 5.
- **Operating Budget**—the [RUSO Policy Manual’s Ch. 2](#) concerns the institutional fiscal operations under its oversight. The operational budget is presented annually to the RUSO Board for approval through summaries of the following areas: Educational and General Part I and Part II, Auxiliary and Ancillary Operations, and Student Activities. Summaries submitted for E&G I and II are consistent with the guidelines of the Oklahoma State Regents for Higher Education (OSRHE) and the National Association of College and University Business Officers (NACUBO). Other summaries include estimates of the beginning cash balances, current and prior year revenue, expenditures, and transfers, and ending cash balances. Board approval is required when expenditures exceed the annual operational or interim budget previously approved. More details are in Criterion 5.

To evaluate and improve the effectiveness of Southeastern’s risk management, control, and governance processes, the RUSO Board hires internal auditors ([RUSO Policy Manual](#), 2.7 pp. 2-12) to provide consulting services to Southeastern's Office of Finance. Under the direct supervision of the RUSO Executive Director, the internal auditor ensures university financial activities are conducted with the standards of professional practice for internal auditing developed by the Institute of Internal Auditors.

Grants—All grant monies are managed by Southeastern’s Office of Finance. The proposal process may result in a grant, gift, or contract. Prior to submission, each proposal is reviewed by the Assistant Comptroller and approved by supervisors, Vice Presidents, and the President. If awarded, the Assistant Comptroller then monitors to ensure budgets, receipts, expenses, reporting, and closing requirements are examined to ensure compliance with Generally Accepted Accounting Practices (GAAP) and the Office of Management and Budget (OMB). Federal grants are audited annually by the RUSO Board-appointed external audit firm. In FY2021-2022, Southeastern had [32 state, tribal, or federal grants](#) totaling \$14,347,482.

Student Financial Aid—Southeastern's Office of Financial Aid, under the Division of Business Affairs, is guided by a [Statement of Ethical Principles](#). Under the Director of Financial Aid’s supervision, this office informs students of policies that impact initial and ongoing eligibility of Title IV programs that include Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Oklahoma Tuition Aid, Direct Student Loan, Parent Loan, or Federal Work Study. Through its website [Financial Aid](#) also provides [links](#) for all the required Federal Disclosures and the Student’s Right to Know information. Financial Aid participates in the

annual external audit and findings are included in the annual reports. The most recent review by the [Department of Education](#) was in 2017.

Southeastern Foundation—Founded in 1967, the Southeastern Foundation is recognized by the IRS as a 501(c)(3) nonprofit, tax-exempt organization intended to acquire, manage, and disburse funds to be used for the betterment of the University. The Foundation is managed by the Office of University Advancement and governed by an independent Board of Trustees. Annual audits are conducted by CPAs from a firm chosen by the Board of the Foundation. The Director of Finance/Controller and the Foundation Accountant at Southeastern oversee the [annual audit](#).

Academic

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

Conversations about Artificial Intelligence’s impact on academic integrity and how to best respond are occurring in departments by discipline.

To meet its obligations in maintaining the integrity of its academic programs, Southeastern has a standing [Organized Research and Program Review Committee](#) (ORPRC). Per the [Academic Policies and Procedures Manual](#) (APPM p. 40), all academic programs typically undergo program review every five years or otherwise receive some type of specialty accreditation.

[Program review schedules](#) are established and posted by OSRHE for each university under its purview. Program review involves a self-study conducted by faculty, the facilitation of review by external peer-reviewers from other institutions, and a review of the external evaluation report. ORPRC recommendations for each academic area are submitted to Academic Affairs. Four programs at Southeastern have specialty accreditation in lieu of program review:

[AABI](#) (Aviation Accreditation Board International): Aviation Pilot B.S.

[AACSB](#) (Association to Advance Collegiate Schools of Business): undergraduate and graduate Business programs and certificates

[CAEP](#) (Council for the Accreditation of Educator Preparation): undergraduate Teacher Education programs

[NASM](#) (National Association of Schools of Music): undergraduate Music programs

Southeastern has a process for undergraduate grade appeals and immediate reinstatements of academic suspensions through the [Academic Appeals Committee](#) (APPM p. 34), whose voting members reflect a cross-section of the university, with the majority being faculty members. At the graduate level, the [Graduate Council](#) (APPM pp. 45-46) hears academic appeals which include grade changes, exceptions to admissions policy, and requests for extension of the time limit to finish a degree.

Section 6.1 of the [APPM](#) (p. 120) requires faculty to distribute a course syllabus on the first day of class. The syllabus includes, at a minimum, student expectations, class schedule, and grading policy. All faculty are required to submit their syllabi to the Department Chair before the

semester begins, ensuring that expectations are made clear from the start of the academic semester.

The [Distance Education Council](#) ([APPM](#) pp. 43-44) provides leadership in evaluating, reviewing, assessing, and developing distance education philosophy and curriculum. To improve the quality of distance education, Southeastern subscribes to Quality Matters and is an [Oklahoma Affiliate Institution](#). Faculty members wishing to design or to teach in the online environment are required to be certified either through Quality Matters or equivalent training provided by the Center for Instructional Development and Technology (CIDT). Department Chairs are authorized to access instructors' online class modules to verify that necessary academic components and academic rigor are being achieved. Serving distance students with integrity is also reflected in Southeastern's renewed annual approval status by the National Council for State Authorization Reciprocity Agreements ([NC-SARA](#)) in 2023.

Human Resources

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

The University added gender identity and sexual orientation as protected statuses in its [non-discrimination statement](#) in 2015. In 2017, the University overhauled its Civil Rights policies to provide more structure for the handling of grievances and the investigation of instances of discrimination, harassment, and retaliation. In October 2020, Southeastern revised its [Civil Rights policy](#), significantly updating procedures regarding any violation of the University's non-discrimination statement. This policy encompasses the institution's protocol for discrimination, harassment, and retaliation claims across student, faculty, and staff constituencies. Within the Civil Rights and Title IX policies, reporting routes are made clear as well as potential interim remedies, resolutions, penalties, and investigatory, hearing, and appeal procedure. Additionally, in 2020 the RUSO Board implemented a [sexual harassment policy](#), with which Southeastern's civil rights policy aligns.

The [Faculty Appellate Committee](#) hears procedural due process appeals for the tenure/promotion process and acts as the appellate committee on the dismissal of tenured faculty ([APPM](#) p. 36) and the [Faculty Grievance Committee](#) hears and makes recommendations regarding grievances submitted by faculty ([APPM](#) pp. 36-37).

Sources

2.A.1

- [SE Mission & History webpage](#)
- [Oklahoma State Regents of Higher Education \(OSRHE\) webpage](#)
- [Regional University System of Oklahoma \(RUSO\) webpage](#)

2.A.2

- [SE Statement on Shared Governance webpage](#)
- [OSRHE Ethics Policy](#) 2.10
- [RUSO Policy Manual](#)
- SE Academic Policies and Procedures Manual ([APPM](#))
- SE Administrative, Professional and Support Staff [Employee Handbook](#)
- [SE Student Handbook](#)
- [SE Faculty Senate](#)
- SE [APPM](#) p. 25
- [SE Staff Senate](#)
- [SE Staff Association to Senate Name Change](#)
- [SE Policy on Policies](#)
- [SE Civil Rights and Title IX Policy](#) (rev. 2020)
- [SE Student Handbook](#)
- [SE Federal Disclosures webpage](#)
- [RUSO's Ethics Point webpage](#)
- [SE Division of Business Affairs Six-Point Statement of Ethics webpage](#)

Fiscal

- [SE Faculty and Staff webpage](#) links to Independent Audits
- [SE Office of Finance Forms and Reports](#) webpage links to Independent Audits
- [SE's 2022 Audit by Hinkle & Co.](#)
- [SE FY2023 Budget](#)
- [RUSO Policy Manual](#) Ch. 2: Fiscal Oversight Operations
- [RUSO Policy Manual](#), 2.7
- [SE FY2021-2022 Grants List](#)
- [SE Office of Financial Aid Statement of Ethical Principles webpage](#)
- [SE's Office of Financial Aid webpage links](#)
- [SE's Department of Education Review Final Report](#) (2017)
- [SE Foundation's Annual Audit](#) (2022)

Academic

- [OSRHE's Academic Integrity Policy](#)
- [SE Organized Research and Program Review Committee](#) (ORPRC) webpage; see also, [APPM](#) section 3.5 pp. 40-41
- SE Program Review ([APPM](#) p. 40)
- [OSRHE Program Review Schedule webpage](#)
- Aviation Accreditation Board International ([AABI](#)): Aviation-Pilot B.S.
- Association to Advance Collegiate Schools of Business ([AACSB](#)): undergraduate and graduate Business programs
- Council for the Accreditation of Educator Preparation ([CAEP](#)): undergraduate Teacher Education programs
- National Association of Schools of Music ([NASM](#)): undergraduate Music programs
- [SE Undergraduate Academic Appeals Committee](#) ([APPM](#) p. 34)
- SE [Graduate Council and Academic Appeals](#) ([APPM](#) pp. 45-46)
- SE Syllabi Requirement ([APPM](#) p. 119, section 6.1)

- [SE Distance Education Council \(APPM pp. 43-44\)](#)
- [Quality Matters Oklahoma Affiliate Institution Status](#) webpage
- National Council for State Authorization Reciprocity Agreements ([NC-SARA](#)) 2023 webpage list

Human Resources

- [SE APPM](#)
- [SE Employee Handbook](#)
- [SE Non-Discrimination Statement](#) (2015)
- [SE Civil Rights and Title IX Policy](#) (rev. 2020)
- [RUSO Title IX-Sex Discrimination, Sex-based Misconduct and Sexual Harassment Policy](#)
- [SE Faculty Appellate Committee \(APPM p. 36\)](#)
- [SE Faculty Grievance Committee \(APPM pp. 36-37\)](#)

2.B Core Component

2.B. The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose, and economic development.

Argument

2.B.1 Ensuring Accuracy of Information

Southeastern presents itself with integrity through complete and visible webpages, publications, processes, and structures. The primary repository of information for all external and internal individuals is the main [website](#), which includes, but is not limited to, information related to prospective students, current undergraduate and graduate students, faculty and staff, alumni, and other stakeholders. It provides information regarding policies and procedures as well as admissions, advising, financial aid, cost of attendance, a net price calculator, scholarships, program degree requirements, academic processes, career management, professional and continuing education as well as student rights and responsibilities.

Staff are vetted through the hiring process by supervisors and Human Resources. More information on staff qualifications is available in Criterion 3. Professional staff directory entries include the top three responsibilities for their position. See [sample](#).

The HLC date-stamped accreditation status is located on the [Accreditations and Program Review Schedule webpage](#), linked from the homepage, and linked from the [Southeastern and Institutional Accreditation with HLC webpage](#), linked through the Academic Affairs webpage. Multiple discipline-specific accreditations are publicized through the Accreditations and Program Review Schedule webpage, linked on the main landing webpage and on departmental homepages.

Southeastern upholds the charge of the National Association for College Admission Counseling's (NACAC) [Guide to Ethical Practices in College Admissions](#), with particular emphasis on aiding students in the transition to postsecondary education. These core values apply to all Southeastern representatives or those involved with student recruitment activities representing The Office of Admissions & Recruitment, including marketing, to act ethically and responsibly when recruiting students.

Enrollment Management team members assist students ethically, respectfully, equitably, and professionally in all interactions throughout their lifecycle in the enrollment process. This work is guided by best practices of the [Texas Association of Collegiate Registrars and Admissions Officers](#) (TACRAO) and the [Great Plains Association for College Admission Counseling](#) (GPACAC). In addition, Enrollment Management provides supplemental training during the

initial onboarding process and ongoing support for all team members involved in student recruitment efforts.

Third-party vendors and commissioned agents aiding in the recruitment of prospective students must ensure that their relationship is completely transparent to students and families and conducted with integrity and accountability. Enrollment Management reviews policies and procedures practiced by these affiliates regularly.

2.B.2 Providing Evidence to Support Claims

The Office of University Communications and Marketing creates content for and manages eight different social media accounts across five different platforms (Facebook, Twitter, Instagram, YouTube, LinkedIn) which include both the main University and ‘Explore Southeastern’ accounts. Over 100 different social media accounts across different platforms represent the University and are comprised of and managed by different departments and organizations.

Southeastern has two ancillary websites that provide easy access to the University home page.

- The [Athletics website](#) includes relevant information regarding [recruiting](#), graduation, and academic success rates for student athletes, gender equity, Title IX, and NCAA policies. Southeastern Athletics produces and manages content across 20 different social media handles encompassing the department as well as providing social media outlets for individual programs. Department administration has access to all affiliated handles, with Athletic Communications posting mainly on the department-wide handles, while giving each coaching staff the ability to construct its own image for recruiting purposes. Athletics at Southeastern engages more than 40,000 followers on social media across its primary platforms.
- Southeastern has partnered with an online program management (OPM) company, Academic Partnerships, to support a [website](#) for the marketing of some online graduate and undergraduate programs. The website includes admission and course requirements, calendars, and currently, the site hosts nine graduate programs, thirteen undergraduate majors, and six graduate certificate programs.

For prospective students and their support networks, the University provides some printed publications in hard copy and webpages for [Undergraduate Admissions](#) and [Graduate Admissions](#); these resources typically focus on costs and scholarship opportunities, admission requirements, advising, tutoring, student life, academic programs, or academic support programs. On the Undergraduate Admissions webpage, via the [Parent FAQs](#) link, all prospective students or other interested parties have access to multiple reports and publications such as the [Annual Security and Fire Safety Report](#), which includes crime statistics and Clery Policy Statements, and the [University Emergency Preparedness and Crisis Management Plan](#). These reports are combined in the Health and Safety link on the Parent FAQs page. The [Academic Catalog](#) (pp. 8-14) provides the public with a listing of all full-time faculty, the year they began at the institution, their rank, their department, and their degrees.

For current students, the two primary publications concerning requirements, programs, control, and rights and responsibilities are the [Academic Catalog](#) and [Student Handbook](#). Both publications are offered online in a searchable and printable format. The [Academic Catalog](#) (pp. iv-v) and the [Student Handbook](#) (p. 3) describe the University's governance system and detail the legal control system involving the Oklahoma State Regents for Higher Education (OSRHE) and the Regional University System of Oklahoma (RUSO). The [Catalog](#) (p. 4) explains the current accreditation status of the institution. Information regarding admission, matriculation, and transfer credit policies, degree requirements, course descriptions, and academic appeals process is provided. The Student Handbook provides guidance to students and University agents on issues regarding student expectations, rights, and responsibilities.

Southeastern values transparency and provides the public with a full view of assessment activities. For the public, faculty, and other invested parties, the institution provides multiple reports concerning academic performance and assessment. Available to all on the [Academic Affairs webpage](#) are the [Common Data Set](#), [Preliminary Enrollment reports](#), [Graduation Rates](#), [Retention Rates](#), the 2018 HLC Final Team Report, and [Academic Assessment reports](#).

Sources

2.B.1

- [SE main website](#)
- SE [Accreditations and Program Review Schedule webpage](#)
- [Southeastern and Institutional Accreditation with HLC webpage](#)
- SE [Accreditations and Program Review Schedule webpage](#)
- [SE Academic Accreditations for the University and Programs](#)
- National Association for College Admission Counseling's (NACAC) [Guide to Ethical Practices in College Admissions](#)
- [TACRAO College Program Guidelines](#)
- [GPACAC College Fair Policy](#)

2.B.2

- [SE Athletics ancillary webpage](#)
- [Academic Partnerships \(OPM\) SE Online Programs ancillary webpage](#)
- [SE Undergraduate Admissions webpage](#)
- [SE Graduate Admissions webpage](#)
- [SE Parent FAQs link](#) from the Undergraduate Admissions webpage
- [SE Annual Security and Fire Safety Report \(2023\)](#)
- [SE University Emergency Preparedness and Crisis Management Plan \(2023\)](#)
- [SE Academic Catalog 2023-2025](#), pp. 8-14
- [SE Academic Catalog 2023-2025](#)
- [SE Student Handbook](#)
- [SE Academic Catalog 2023-2025](#), pp. iv-v
- [SE Student Handbook](#), p. 3
- [SE Academic Catalog 2023-2025](#), p. 4
- [SE Academic Affairs webpage](#)

- [SE Common Data Set, Preliminary Enrollment reports, Graduation Rates, Retention Rates](#)
- [SE Academic Assessment webpage](#)

2.C Core Component

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution’s integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution’s financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution’s administration and expects the institution’s faculty to oversee academic matters.

Argument

2.C.1 Governing Board is Trained and Knowledgeable for its Responsibilities

As the [Oklahoma State Higher Education System Overview](#) explains, Southeastern is under the control of both a coordinating board (OSRHE) and a governing board (RUSO). See also [SE’s governance webpage](#).

Both the coordinating and the governing boards are trained and knowledgeable in making informed decisions with respect to the institution’s financial and academic policies and practices. Per the [Oklahoma State Statute Title 70 §70-3228. Regents—Continuing education requirement](#), each appointee must “attend a minimum of fifteen (15) clock hours of continuing education during the first two (2) years of the term of office” and “at least two (2) of the fifteen (15) hours must be in ethics.” In addition, “the continuing education courses which shall satisfy the continuing education requirement shall be held within this state and shall be selected by the Oklahoma State Regents for Higher Education. The Attorney General shall advise the [OSRHE] Board on the selection of continuing education courses.” The statute notes that failure to satisfy this requirement disqualifies that regent from being reappointed to any board within the Oklahoma State System of Higher Education.

2.C.2 Deliberations Reflect the Priorities to Preserve and Enhance the Institution

The Oklahoma State Regents for Higher Education (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 one higher education center. 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 CEO of the Regents' staff. OSRHE's central concern is the public interest, and the staggered terms of membership provide both stability and opportunity for change. OSRHE's [primary functions](#) are:

- prescribe academic standards of higher education
- determine functions and courses of study at each public institution
- grant degrees and other forms of academic recognition for completion of the prescribed courses at public institutions
- submit to the Oklahoma Legislature a combined budget for all state-supported institutions of higher education and 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
- operate the Oklahoma College Assistance Program

See [sample OSRHE Board meeting agenda](#).

The Regional University System of Oklahoma (RUSO) Board is a governing board, its powers and duties written in the [Oklahoma Constitution Article XIII-B-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, including East Central University, Northeastern Oklahoma State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, and the University of Central Oklahoma. This Board consists of [nine members](#); eight are appointed by the Governor and confirmed by the State Senate for 9-year, staggered terms. Members are appointed by numbered positions that represent eight designated regional county groupings such that all regions are represented. The ninth member of the RUSO Board is the State Superintendent of Education. 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

Among specific areas of administrative 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
- auxiliary activities budgeting and administration, including the issuance of revenue bonds and administration of self-liquidating properties

[\(Oklahoma Statute Title 70, Chapter 50, Article V, Section 3510](#) and [RUSO Policy Manual section 1.5.a-o](#), pp. 23-24)

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

2.C.3 Board Deliberations Reflect the Institution’s Internal and External Constituencies’ Reasonable and Relevant Interests

The [RUSO Policy Manual](#) contains two primary concepts regarding the Board and its interaction with the regional universities including Southeastern: (1) “authority resides only in the Board as a whole and not in its individual members” and (2) “the Board exercises its control over the universities through the President of each university” (1.4.c and d, p. 22). The [policy manual](#) also delineates four goals for the Board: (1) Leadership; (2) Effectiveness; (3) Excellence; and (4) Accountability. Each goal contributes to the preservation and enhancement of the six regional universities. Under Excellence, the Board “encourages the pursuit of excellence by defending the unique role and mission of the universities it governs” (section 1.6.c.1, p. 26). See [sample RUSO Board meeting minutes](#).

2.C.4 The Necessity of the Governing Board’s Independence from Undue Influence

There is a clear financial separation between members of the Board and the institutions under their jurisdiction. Board members cannot be employed or enter any contract or business transaction with any regional university during their term of office. Once a Board member’s term has expired, he/she cannot be hired by any of the senior regional universities in any capacity for two years.

Further, RUSO expenditure policies confirm the commitment to independence from undue influence and follow state statutes regarding the Public Competitive Bidding Act of 1974, [61 O.S. Section 101 et. Seq.](#) for “purchases relating to public construction and improvement contracts” and bidding requirements, “as defined by Oklahoma Statutes (see [18 O.S. Section 803](#))”. RUSO Public Construction and Improvement Projects policies ensure that revenue bonds comply with the “provisions of [70 O.S. Sections 4001-4017](#) and [62 O.S. Section 695.8](#)” and provide further Board accountability in preserving such independence.

2.C.5 Administrative Management and Curriculum Management

While the RUSO Board maintains authority over Southeastern, it gives the responsibility for the internal management of the institution to the President. In addition, the RUSO Board holds faculty accountable for the delivery of curriculum to the institution. Both roles are explicitly outlined in the [RUSO Policy Manual](#). These policies note “that the responsibility for

administration of each university is delegated to each university president,” “that the Board exercises its control over the universities through the President of each university,” and “that the students and faculty should have representation where appropriate on committees that address issues affecting their living and learning, and that the university Presidents will give due consideration to faculty and student recommendations when making their presentations to the Board” (1.24.1, p. 36).

Sources

2.C.1

- [Oklahoma State Higher Education System Overview](#), Oklahoma State Regents of Higher Education (OSRHE) webpage
- [SE Governance](#) webpage
- [Oklahoma State Statute Title 70 §70-3228.Regents—Continuing education requirement 2014 and addition in 2022](#)

2.C.2

- [OSRHE’s composition](#), OSRHE webpage
- [OSRHE Current Regents listing](#), OSRHE webpage
- OSRHE’s Primary Functions as [Coordinating Board \(Oklahoma State Statute 70 O.S. § 3514.\)](#) (Oklahoma State Courts Network webpage, linked through the OSRHE webpage)
- [Sample OSRHE Board meeting agenda from 2023](#)
- RUSO as Constitutional Board per the [Oklahoma Constitution Article XIII-B-2](#)
- [RUSO Current Board Members](#) listing, RUSO webpage
- [Oklahoma State Statute Title 70, Chapter 50, Article V, Section 3510](#)
- [Oklahoma State Statute Title 70, Chapter 50, Article V, Section 3510](#) and [RUSO Policy Manual](#), section 1.5.a-o, pp. 23-24

2.C.3

- [RUSO Policy Manual](#) 1.5.c, d, and e, p. 23
- [RUSO Policy Manual](#) 1.6.c.1, p. 26
- [Sample RUSO Board Meeting minutes from 2023](#)

2.C.4

- [Oklahoma Statute Title 61. Public Buildings and Public Works](#). See Section 101 et. Seq.
- [Oklahoma Statute Title 18. Corporations](#). See Section 803
- [Oklahoma Statute Title 70. Schools](#). See Sections 4001-4017
- [Oklahoma Statute Title 62. Public Finance](#). See Section 695.8

2.C.5

- [RUSO Policy Manual](#) 1.24.1, p. 35

2.D Core Component

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

Argument

2.D. Institutional Commitment to Academic Freedom and Freedom of Expression in the Pursuit of Truth in Teaching and Learning

Southeastern provides protections for faculty to teach and students to learn in an open and inclusive environment which fosters freedom of expression and the pursuit of truth. Both OSRHE and RUSO support the principles of academic freedom and professional ethics through both policy and action. Section 1.1. of Southeastern’s [Civil Rights and Title IX Policy](#) explicitly protects academic freedom: “The definition of discriminatory misconduct, including harassment and retaliation, in this policy is meant neither to proscribe nor to inhibit discussions, in or out of the classroom, of complex, controversial, or sensitive matters, when related to a reasonable pedagogical purpose. Southeastern promotes intellectual inquiry and debate. The mere expression of views that might be seen as offensive does not by itself create a hostile environment or constitute a per se violation of this policy. The exercise of protected speech does not violate this policy.”

Academic freedom is essential to the pursuit of truth. Recognizing this, Southeastern empowers faculty to choose the textbooks they believe appropriate for their courses, develop course syllabi, select their own teaching methods, and pursue research in their areas of interest in their fields. The [APPM](#) (pp. 65-67) emphasizes that academic freedom should be distinguished clearly from constitutional freedom, which citizens enjoy equally under the law. Academic freedom is an additional assurance to those who teach and pursue knowledge and, thus, pertains to rights of expression regarding teaching and research within specific areas of recognized professional competencies. The [APPM](#) (pp. 72-74) also assures that if a faculty member (tenured or non-tenured) believes their academic freedom has been compromised, they may file a formal appeal with the Faculty Appellate Committee.

Southeastern appreciates its role as a marketplace of ideas and the campus as a venue for vigorous debate and freedom of expression. To strengthen and clarify the University position, Southeastern implemented a [Campus Free Expression Policy](#) (Jan. 2017), which states explicitly: “... the intent of ... is to maintain the integrity of the academic environment while protecting the use of campus space as a vibrant ‘marketplace of ideas’ where free expression, speech, demonstrations, and other expressive activities may take place.” The policy also states: “Southeastern will not interfere with the rights of individuals and groups to the free expression of their views or impermissibly regulate their speech based on its content or viewpoint.” In addition, the 2019 Oklahoma Legislature passed a law, [SB361, 70 O.S. §2120](#), requiring each state university to develop new university policy supporting first amendment and free expressive speech, establish new training for faculty, staff, and students, provide an annual report to the governor and legislature, and provide notification of lawsuits related to these rights. Southeastern maintains a [Campus Free Expression webpage](#) with the policy, forms, professional development opportunities, procedural requirements, distribution cards, and the [Annual Campus Free](#)

[Expression Report.](#)

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

Sources

- [SE Civil Rights and Title IX Policy](#), Section 1.1
- [SE APPM](#) pp. 65-67
- [SE APPM](#) pp. 72-74
- [SE Campus Free Expression Policy](#)
- [SE Campus Free Expression webpage](#)
- [SE Annual Campus Free Expression Report 2022](#)
- [Oklahoma Legislature SB361, 70 O.S. §2120 on Campus Free Speech Policies](#)
- [SE Henry G. Bennett Memorial Library Policy Manual](#)

2.E Core Component

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior, and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
3. The institution provides students with guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

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

2.E.1 & 2.E.2 Professional Standards and Oversight of Research as well as the Integrity of Research and Scholarly Practice

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

2.E.3 Guidance for Students in Use of Research and Information Resources

In both course work and academic advising, Southeastern advises students on the importance of academic integrity. The [Academic Advising and Outreach Center](#) (AAOC) serves the needs of students with less than 24 credit hours, transfer students, and students with academic deficiencies, populations that may be more vulnerable to the temptation of academic dishonesty. In both [Composition I](#) and [II](#), students are required to complete assignments and modules that address the ethical use of information sources. Similar information is covered in the College Success course taken by approximately [55% of first-year students](#). The [Writing Center](#) assists students when they lack information regarding the ethical use of information resources. For distance students or students who cannot access the Writing Center, Southeastern offers an [online tutorial center](#) that assists them with papers.

For instructors, if a paper is submitted through the University learning management system, it is possible for the paper to be automatically assessed by the plagiarism-detection program, Turnitin.

Some instructors also use Turnitin tools, such as non-originality reports, to aid students in assessing the originality of their work and remaining within copyright restrictions when utilizing others' writing and ideas.

Research ethics can be found in general education Composition courses, discipline-specific upper division undergraduate and graduate level courses on research methods, and other general education ethics courses. Discipline-specific ethics courses are a required component in all behavioral science and business programs.

2.E.4 The Enforcement of Academic Honesty and Integrity Policies

Southeastern's [Student Handbook](#) (pp. 4-5) defines academic dishonesty and includes cheating, plagiarism, appropriation, and improper collaboration. When a student has violated the standard of academic integrity, the faculty member may determine penalties such as failure of the assignment or course, withdrawal from the course, reduction of course or assignment grade, or performing more or additional academic work, depending upon the severity of the lapse. Acceptance of the consequence will make the faculty member's decision final. If the student does not accept the decision of the faculty, the student can address the issue with the department chair and then the VPAA. If the student still feels unsatisfied, they can address the Academic Appeals Committee (undergraduates) or the Graduate Council (graduate students) whose decision will be final. Faculty are encouraged to report issues of academic misconduct to the Student Conduct Office through the [Incident Reporting System](#). Additional sanctions may be applied for students with multiple reports of academic misconduct.

The faculty version of academic misconduct in scientific research is regulated by section 7.7 of the [APPM](#) (p. 136).

The Henry G. Bennett Library provides student guidance in the effective use of research and information resources in multiple formats, including face-to-face and online instruction, and responds to individual inquiries in person, online, and by phone. This includes the Library Guides [Research Essentials: Cite Your Source](#) and [ENG 1213: Composition II Cite Your Source](#). The Writing Center supports these activities and provides evening and weekend services to students in the library. Students also have access to online writing evaluations to assist with research and information resources.

Sources

2.E.1 & 2.E.2

- [SE Institutional Review Board](#) (IRB) webpage
- [SE Institutional Animal Care and Use Committee](#) (IACUC) webpage

2.E.3

- [SE Academic Advising and Outreach Center](#) (AAOC) webpage
- [SE ENG 1113: Composition I Syllabus sample](#)
- [SE ENG 1213: Composition II Syllabus sample](#)

- [SE ORIE Report Fall 2022](#)
- [SE Writing Center webpage](#)
- [SE Tutoring webpage](#), with links to Tutor.com

2.E.4

- [SE Student Handbook](#) on Academic Dishonesty pp. 4-5
- [SE Maxient Incident Reporting Document](#), linked through the Faculty & Staff Resources webpage
- SE [APPM](#), section 7.7, p. 135
- [SE Library LibGuides Research Essentials: Cite Your Source](#) webpage
- [SE Library LibGuides ENG 1213: Composition II Cite Your Source](#) webpage

2.S Criterion 2 Summary

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

Summary

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

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

Sources

There are no sources.

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

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

3.A Core Component

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential 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).

Argument

3.A.1 Courses and Programs are Current and Require Student Performance Levels Appropriate to the Credential Awarded

Southeastern's courses and programs are current and appropriate to higher education in accordance with the institution's two governing boards, the Oklahoma State Regents for Higher Education (OSRHE) and the Regional University System of Oklahoma (RUSO). Degrees offered are published in the [Academic Catalog](#) and on the University website and designed to meet the needs of both students and employers in the institution's service area consistent with the mission. Curriculum is regularly updated and reviewed in a variety of ways by multiple groups, including those described below.

Changes to the curriculum are developed at the department or program level, then proposed to one or more of the following: the [Curriculum Committee](#)-undergraduate, the General Education Council, the [Graduate Council](#), or the Teacher Education Council. If the changes are approved, the proposal is then reviewed by the [Academic Council](#) before being added to the Academic Catalog. The Distance Education Council may also be consulted prior to the Academic Council review.

Southeastern follows the [OSRHE Policy 3.7.4](#) (pp. 74-75) for program review process that applies to graduate and undergraduate changes that must be approved by OSRHE. The general purposes of program review are to verify that each program is achieving its stated goals and to reaffirm that those goals are appropriate (Southeastern [Academic Program Review Guide](#) or

APRG p. 2). See 4.A.1 for more detail on program review. See the summary of academic program changes over a six-year period below.

Table 3.A.1.1: Summary of changes to academic programs at Southeastern

2016-17 to 2021-22	Undergraduate	Graduate
Programs making changes	32	8 + 1 Certificate
Program deletions	4	1
Program additions	1	1 + 4 Certificates
Program suspensions	2	0

All courses and programs are in current compliance with University Accreditation and Program Specialty Accreditations. Southeastern is a member of the following: Oklahoma System of Higher Education, HLC, American Association of Colleges for Teacher Education (AACTE), American Council on Education (ACE), National Association of Schools of Music (NASM), National Commission on Accrediting, and Council for the Accreditation of Educator Preparation (CAEP). The University is fully accredited by the Oklahoma State Board of Education and HLC ([APPM](#) 1.3 and 1.4 pp. 12-13).

Southeastern has specialty accreditation for several areas from the following entities: (1) Association to Advance Collegiate Schools of Business, (2) Aviation Accreditation Board International, (3) Council for Accreditation of Educator Preparation, and (4) National Association of Schools of Music ([APPM](#) 1.3 p. 13). See 4.A.1 for more detail on the specialty accreditation process.

HLC Assignment of Credit Hours and Federal Definition

Southeastern complies with HLC’s policy on credit hour assignment and the Department of Education’s credit hour definition.

General Education Program Goals and Assessment

The [General Education Council](#) (GEC) provides leadership in evaluating, reviewing, and developing the philosophy, curriculum, and policies of general education. Any recommendations they make are submitted to the Academic Council for review ([APPM](#) pp. 44-45). Students from all undergraduate classifications are selected to participate in university-wide mid-level testing, either on assessment day or in targeted courses, each semester. The [General Education Assessment ETS Proficiency Profile Report 2020-2021](#) presents the results of this annual process. Per OSRHE, Southeastern’s [General Education Goals and Outcomes Assessment Plan](#) must be updated and submitted annually. See Criterion 4 for more information.

Placement Process

The Learning Center provides learning support and preparatory instruction, including assessment and development of skills in basic English, reading, and mathematics, particularly for new undergraduate students who may be academically at risk. All entering students are first assessed based on their ACT or SAT sub-test scores. Students not meeting established cut-scores and/or who have not taken the ACT or SAT, or who have not completed college level course work in one or more of the deficiency areas are required to undergo secondary testing, with the Southeastern Computerized Placement Test (CPT) for English, Mathematics, and Reading. Created by Southeastern faculty and staff members, these tests are accessible through the student's LMS account. According to Southeastern's [Annual Student Assessment Report](#), of the 2,139 admitted undergraduate students during the 2021-2022 academic year, 438 were required to participate in at least one secondary entry-level assessment to determine whether remediation was warranted, which resulted in the following percentages placed in remedial courses: English – 11%, Math – 12.8%, and Reading – 7.4%.

Students not satisfied with their CPT exams can re-test by completing the STORM (Supplemental Training on Remedial Math) and/or BOLT (Basics of Language Training) Learning Modules, self-paced modules consisting of pre-tests, post-tests, quizzes, videos, and assignments to help students increase their CPT score. The [average percentage change in scores](#) for students who completed STORM was 57%, BOLT Reading 24%, and BOLT English (i.e. writing, grammar, and punctuation) 24%.

Students who met admission requirements but were deficient in one or more areas were assessed using multiple measures, including secondary testing, to determine appropriate course placement or eligibility for participation in Southeastern's remediation courses, which include zero level math courses and co-requisite courses in math and English/reading. The Learning Center currently offers two zero-level math courses and co-requisite courses in English Composition I and College Algebra, which allow students to receive credit for the college level class while receiving academic support and specialized instruction in a support lab.

3.A.2 Learning Goals Articulated and Differentiated for Multi-Level Programs

Southeastern articulates and differentiates learning goals for its undergraduate, graduate, post-graduate, and certificates through a review of course-level and program-level student learning outcomes (SLOs).

All course development undergoes a process of review, and review of SLOs occurs annually at the program level. Program-level outcomes are published on the program's webpage, and course-level Student Learning Outcomes (SLOs) are required on the syllabus. See samples from [BUS2633.1](#) and [BUS5253.1](#).

Southeastern's General Education Program articulates its goals and outcomes annually through the [General Education Goals and Outcomes Assessment Plan](#) and in the [Academic Catalog](#).

Every program at the university develops and periodically revises its goals and outcomes, reflecting an academic commitment to the acquisition and application of current knowledge and skills. The goals and outcomes are included in the Program Outcomes Assessment Report ([POAR sample](#)), which each program files annually; these are reviewed and scored by the Institutional Assessment Committee (IAC), whose review summaries are publicly available through the [Academic Assessment website](#).

3.A.3 Consistency of Program Quality and Learning Goals Across Modes of Delivery and Locations

Several methods are used to ensure consistency of academic quality and rigor across instructional modalities.

Program Quality

All academic programs at Southeastern were developed by faculty, reviewed by the institutional committee structure and academic administration, and approved by the state-level governing board.

Program goals/objectives and SLOs are identified in the assessment plan and POAR, which are reviewed annually by the Institutional Assessment Committee (IAC) ([APPM](#) p. 38). These goals, objectives, and outcomes guide both teaching and assessment in all programs.

Department faculty control decisions regarding program delivery at additional locations and through various modes, ensuring consistency in the goals/objectives, program requirements, and SLOs for each course offered. The same degree checklists and graduation requirements are used wherever and however a program is offered. Regardless of location or delivery mode, programs are required to follow the same program outcomes assessment and program review protocols.

Locations

Southeastern has five established additional locations in Oklahoma and one in Texas. There are currently no plans to develop new additional locations.

- Eastern Oklahoma State College, McAlester Campus, McAlester, Oklahoma
- Murray State College, Ardmore Campus, Ardmore, Oklahoma, (Formerly known as University Center of Southern Oklahoma)
- Rose State College, Midwest City, Oklahoma
- Southeastern-McCurtain County Campus, Idabel, Oklahoma
- Tinker Air Force Base (AFB), Tinker AFB, Oklahoma
- Grayson College Main Campus, Denison, Texas

HLC completed a [multi-location review](#) for Southeastern's additional sites in April 2022.

Anchor faculty and faculty from the main campus teach courses at the additional locations. Overall, full-time faculty currently produced about 42% of the credit hours at all additional

locations in [2022-2023](#). The department chair and VPAA review credentials and approve all adjunct faculty hired regardless of location.

For some programs, discipline-specific accreditations further demonstrate the quality of programs at remote locations. As one example, the Elementary Education program at Grayson College was part of a 2023 review by [CAEP](#) for continued accreditation and no issues were raised.

Delivery Mode: Online

Southeastern's ongoing commitment to quality in distance education is evident in its meeting the requirements to participate in the State Authorization Reciprocity Agreement (NC-SARA), since 2015. Southeastern's [NC-SARA partnership](#) confirmation was renewed most recently in February 2023.

For a 10-year data overview see [SE semester credit hours by delivery modes 2012-2023](#).

To ensure the quality of online instruction, faculty who teach online are required to complete Quality Matters training before or during their first year of teaching online; 212 individuals have participated in QM training between 2013 and 2022 ([QM Activity Report](#)). Additional resources and support are provided through the Center for Instructional Design and Technology ([CIDT](#)) by instructional designers who assist in consultation and course building, provide training, and conduct course reviews.

[A formalized faculty development and course review process for online courses](#) has been developed by the Distance Education Council, approved by the Academic Council and Faculty Senate, for pilot reviews to begin in spring 2024 once courses have transitioned to Canvas. This process includes completion of Quality Matters Workshops and a rotating cycle of self-review and formal review over a 4-6-year plan, depending on the number of unique courses the faculty member teaches. CIDT will identify courses scheduled for review, communicate with the faculty to assist in preparations, and conduct formal reviews. The Distance Education Council will return to Faculty Senate and Academic Council to discuss progress and obtain feedback in spring 2025 before proposing that the plan be moved into official policy.

Sources

3.A.1

- [SE Academic Catalog 2023-2025](#)
- [SE Curriculum Committee Meeting Minutes Sample](#)
- [SE Graduate Council Meeting Minutes Sample](#)
- [SE Academic Council Meeting Minutes Sample](#)
- Program Review, [OSRHE Policy Manual 3.7.4](#) pp. 74-75
- SE Academic Program Review Guide ([APRG](#)) p. 2
- [SE APPM](#) 1.3 and 1.4 p. 13
- [SE APPM](#) 1.3 p. 13
- [SE General Education Council Meeting Minutes Sample](#), [APPM](#) pp. 44-45

- [SE General Education Assessment ETS Proficiency Profile Report 2020-2021](#)
- [SE General Education Goals and Outcomes Assessment Plan](#)
- [SE Annual Student Assessment Report](#)
- [SE Average Percentage Change Scores for BOLT and STORM](#)

3.A.2

- [SE BUS2633.1 Sample Syllabus](#)
- [SE BUS5253.1 Sample Syllabus](#)
- [SE General Education Goals and Outcomes Assessment Plan](#)
- [SE Academic Catalog 2023-2025](#)
- [Sample Program Outcomes Assessment Report \(POAR\) for Biology 2022](#)
- [SE IAC Review Summaries of Program Outcome Assessment Reports](#)

3.A.3

- [SE APPM pp. 38-39](#)
- [HLC Multi-Location Review of SE May 2022](#)
- [SE Semester Credit Hours at All Locations 2022-2023](#)
- [CAEP Approval of SE's Elementary Education Program 2023](#)
- [NC-SARA Renewal for SE February 2023](#)
- [SE Semester Hours by Delivery Mode 2013-2023](#)
- [SE QM Activity Report 2023](#)
- [SE CIDT](#)

3.B. Core Component

3.B. The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1 The General Education Program's Alignment with Mission, Course and Program Offerings, and Degree Levels

Mission and Vision

Southeastern's General Education Mission "seeks to provide a broad foundation of intellectual skills, knowledge, and perspectives essential to all students by virtue of their involvement as human beings in a diverse, technological, and evolving global society. The program is designed to ensure that students acquire a broad understanding of humankind's multicultural 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" ([Academic Catalog](#) p. 62).

The General Education Vision Statement emphasizes that "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" ([Academic Catalog](#) p. 62).

3.B.2 General Education Framework Imparts Broad Knowledge and Intellectual Concepts

The philosophy or framework for the General Education Program was developed through the collaborative efforts of shared governance by the administration, faculty, staff, and students in the late 1980s (circa 1988). The [General Education Council](#) (GEC) revised the [learning outcomes and assessment plan](#), implementing both in 2018. Based on the 2014 HLC feedback, Student Learning Outcomes were significantly reduced and streamlined. A Director of General Education was appointed in 2016, establishing a new structure for oversight of the program. See also 3.A.2, 3.B.1, and 4.B.1-3.

The University annually assesses the General Education Program's progress in meeting goals and learning outcomes, as well as the reasonableness of those goals and outcomes. This programmatic evaluation is led by the General Education Council (GEC, [APPM](#) pp. 44-45).

3.B.3 Curriculum Prepares Students to Live and Work in a Multicultural World

The institution offers opportunities for students to be exposed to human and cultural diversity and to build skills to live and work in a multicultural world. Southeastern is in Bryan County, Oklahoma, which the [Census Bureau 2021](#) data indicate is a cultural melting pot as it is comprised of at least seven different racial groups.

The University's student population in fall 2022 represents at least seven ethnicities, 51 states or territories, and 53 countries, with 44.5% of students reporting a minority ethnicity/race. See also 1.C.1. Moreover, 26.9% of students identify as having at least a partial Native American/Alaskan Native heritage and 10.4% identify as being solely of Native American/Alaskan Native descent, qualifying Southeastern as a [Native American-Serving Nontribal Institution](#) (NASNTI).

Southeastern students are exposed to many cultural opportunities that reflect the Native American cultures of southeastern Oklahoma. In addition to the Choctaw Nation's Cultural Center, students can explore and make use of the Native American Collection held by the Henry G. Bennett Memorial Library. Students can also explore the University's [Semple Family Museum](#), home to an extensive Native American Art Collection, representing 26 federally recognized tribes and 80+ artists. Every year, the University celebrates "[Native November](#)" with a variety of activities. Southeastern hosts the biennial [Native American Symposium](#), an interdisciplinary conference with scholars from around the country.

Another part of the evidence of Southeastern's commitment to diversity lies in its Native American academic programs. Southeastern is the only university in the country to offer a [Choctaw Language minor](#). The University offers [a minor in Native Studies](#), which is interdisciplinary and includes courses in Native Studies, literature, history, sociology, art, and the Choctaw and Chickasaw languages. In addition, the Choctaw and Chickasaw language courses fulfill general education requirements and are open to all students. Southeastern also offers [an online master's program in Native American Leadership](#).

The General Education Program forms part of the foundation on which human and cultural diversity growth is built. Consideration of values and ethics is also incorporated

into the General Education Program. Related evidence can be found in Southeastern’s Fine Arts and Humanities Learning Outcomes 2-4 and Social and Political Institutions’ Learning Outcomes 3-4 ([Academic Catalog](#) pp. 62-63).

The institution’s [study-abroad programs](#) recognize human and cultural diversity, helping students acquire an appreciation for diversity while providing them with the necessary skills to live and work in a multicultural world. One recent example is [Biological Sciences Program students taking study-abroad trips](#) to China and Taiwan to learn about diversity in medical and biological research practices. In summer 2023, three students and two faculty members spent six weeks in Taiwan as part of an OK-LSAMP (NSF) grant.

Southeastern recognizes human and cultural diversity and provides its students opportunities to grow and build lifelong skills to live and work in a multicultural world through its service learning and co-curricular community service activities, which provide students with exposure to and engagement with diverse communities. Throughout the year, student organizations such as the Black Student Association, Hispanic Academic and Leadership Organization, Native American Student Association, and Women Empowered, and others sponsor educational and service events open to the student body.

3.B.4 Faculty and Students’ Contributions to Scholarship, Creative Work, and the Discovery of Knowledge

The institution’s faculty and students contribute to scholarship, creative work, and the discovery of knowledge to an extent appropriate to the University’s program offerings and mission. Every program at the University engages students in the collection, analysis, and communication of information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. These and other programmatic goals and learning outcomes are pursued via a variety of faculty-designed, discipline-specific coursework, capstone experiences, internships, faculty-mentored student research, and faculty research with a plethora of assessment methods employed to measure progress toward goals and learning outcomes. See also 2.C.5, 3.A.2, 4.A.1, & 4.B.1-3.

Faculty members’ contributions to scholarship, creative work, and the discovery of knowledge are appropriate to the institution’s offerings and mission given that Southeastern is primarily a teaching-focused university, with a standard 4/4 faculty teaching load, which limits the number of scholarly products faculty can be expected to produce. However, faculty performance in the realm of scholarship and creative work constitutes a substantive part of the basis for faculty evaluation and tenure and promotion decisions ([APPM](#) pp. 67-93). Thus, in keeping with the University’s mission, faculty engage in scholarly and creative activities aimed at both academic and public audiences.

In that vein, from the 2013-14 fiscal year to the present, Southeastern’s faculty members secured 101 grants accounting for \$2,937,027 in funding, with a range of annual grant funding being \$239,703--\$325,731 if the 2019-2020 COVID-19 pandemic year is excluded.

Table 3.B.4.1: Grants & Funding Awarded to Southeastern Faculty by Fiscal Year

Total Grant Money Awarded by Fiscal Year FY1314 to Date		
<i>Fiscal Year</i>	<i>Annual Total</i>	<i># of Grants</i>
FY1314 Total	\$ 279,128	14
FY1415 Total	\$ 545,273	11
FY1516 Total	\$ 478,784	8
FY1617 Total	\$ 566,230	15
FY1718 Total	\$ 401,805	17
FY1819 Total	\$ 101,333	9
FY1920 Total	\$ 5,450	2
FY2021 Total	\$ 169,358	8
FY2122 Total	\$ 221,025	9
FY2223 Total	\$ 168,641	8
FY1314-Date Total	\$ 2,937,027	101

Southeastern’s faculty members advance knowledge in their respective fields by conducting research, authoring books or articles, making conference presentations, or producing other scholarly or creative products. In FY2022-2023, through applications to the Organized Research and Program Review Committee, faculty received funding to support 44 travel requests and five research projects, a total of \$53,986 (see Table 3.C.5.1).

Bringing new knowledge and creative endeavors to southeastern Oklahoma and northeastern Texas is central to the role the University plays in the Texoma community. Southeastern frequently partners with local institutions on research and creative projects. Occupational Safety and Health faculty are often consulted by local industries on topics concerning current safety issues and serve in leadership roles with the Oklahoma and Texas Chapters of the American Society of Safety Professionals (ASSP), the American Industrial Hygiene Association (AIHA), and the Oklahoma Safety Council (OSC). For more information on creative collaborations, see also Criterion 1.B.1. Southeastern faculty bring their research and creative endeavors to the local public in many ways. Each summer since 2021, the University has hosted the Pedagogical Integration of Science Technology Engineering and Mathematics ([PI-STEM](#)) Summer Academy, funded by the Oklahoma State Regents for Higher Education (OSRHE) and intended to engage Oklahoma rising 8th and 9th grade student participants in focused and motivating STEM activities.

Southeastern supports the development of undergraduates’ research skills through its

[McNair Scholars Program](#), established in the 2022-23 academic year and funded by a 5-year grant of \$266,440. The program's inaugural participants included 18 student scholars and 17 faculty mentors. The [John Massey Leadership Scholars Program, with an inaugural class of ten](#) in fall 2023, aims to equip student participants to serve and lead their communities, organizations, and the world with purpose and integrity. The majority of Southeastern's undergraduate programs and many of its graduate programs include a capstone experience or internship for students, which in many cases includes or requires research. The University annually sends several students to [Oklahoma Research Day](#).

Sources

3.B.1

- SE General Education Mission, [Academic Catalog 2023-2025](#) p.62
- SE General Education Vision, [Academic Catalog 2023-2025](#) p.62

3.B.2

- [SE General Education Program Goals and Outcomes Assessment Plan](#)
- [SE General Education Council](#) (GEC), [APPM](#) pp. 44-45

3.B.3

- [U.S. Census Bureau, Bryan County, 2021](#)
- Western Interstate Commission for Higher Education (WICHE), [NASNTI Information](#)
- [Semple Family Museum of Native American Art](#)
- [SE Native November Activities](#)
- [SE Native American Symposium 2021 Proceedings](#)
- [SE Choctaw Language Minor](#)
- [SE Native Studies Minor](#)
- [SE Master of Science in Native American Leadership](#)
- SE Fine Arts and Humanities General Education Learning Outcomes and Social and Political Institution Learning Outcomes, [Academic Catalog 2023-2025](#) pp. 62-63
- [SE Study Abroad](#)
- SE Biological Sciences Study Abroad Trips: [China Approval 2016](#); see also [BCPCA Invitation 2017](#)

3.B.4

- SE Faculty Evaluation, Tenure, and Promotion Processes, [APPM](#) pp. 67-93
- [SE PI-STEM Summer Academy webpage](#)
- [SE Involvement in Oklahoma Research Day 2023](#)
- [SE McNair Scholars Program 2023](#)
- [SE John L. Massey Leadership Scholars Program 2023](#)

3.C. Core Component

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1 Diverse Composition of Faculty and Staff, Reflecting the Constituencies Served

Southeastern is committed to ensuring that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. The following table which breaks down the total number of faculty and staff at Southeastern by ethnicity. See also this table on [faculty ethnicity, race, gender, and rank for the same time period](#).

Table 3.C.1.1: Ethnicity of Southeastern’s Faculty and Staff 2018-2023

Ethnicity	Total Number	Percent
Asian	14	2%
Black / African American	33	6%
Hispanic / Latino	19	3%
Native American / Alaska Native	50	8%

Two or More Races	23	4%
White	456	77%
Total	595	100%

As noted in the narrative for 3.B.4, [Census Bureau 2021 data](#) indicate that Southeastern’s location is culturally diverse. As shown in Table 3.C.1.1, the University’s faculty and staff reflect that diversity. This coupled with the data in Table 3.B.3.1 illustrates Southeastern’s commitment to ensuring its faculty, staff, and students reflect human diversity in accordance with the University’s mission.

3.C.2 Sufficient Numbers and Continuity of Faculty for the Work, Including Oversight of the Curriculum and Expectations for Student Performance

Since the elimination of the position of Dean of Instruction in 2016, the Department Chairs report directly to the VPAA. This change was a result of a reduction in force and the faculty’s desire for a smaller administration. Given the rapid growth of the institution in recent years demands on Department Chairs, administrators, and staff have risen to the point that reintegration of additional leadership positions was warranted. As a result, the institution hired two Assistant Vice Presidents of Academic Affairs (AVPAA) in the summer of 2022, and in summer 2023, an Interim Dean of the John Massey School of Business was appointed to provide the increasing daily support necessary for department chairs and program directors.

Faculty ([APPM 3.7.4](#), pp. 50-51) councils and committees lead curricular change; depending on the nature of the charge, the Curriculum Committee, the General Education Council, the Graduate Council, and the Teacher Education Council review proposed changes prior to the Academic Council’s review, which then moves the change on to the VPAA and the Regents. These multiple levels of input and oversight ([APPM Appendix A](#)) ensure that each program aligns with the University's mission and needs.

In relation to oversight of the curriculum and expectations for student performance, under the Department Chairs' leadership, faculty prepare syllabi and instructional objectives for each course ([APPM 3.2](#) pp. 23-24). The department chairs are responsible for collecting syllabi each semester before classes start.

From a low in [2016](#) (3,725), Southeastern’s enrollment has seen record highs in recent years, including this fall [2023](#) (5,623 students). This growth has been largely in [graduate enrollment](#), which saw an increase of 68.3% in just two years. [In 2016](#), Southeastern had 138 full-time faculty and 132 part-time faculty, with a faculty-to-student ratio of 1 to 17. As of 2023, Southeastern has [139 full-time faculty](#). Of the full-time faculty in AY2223, 80% had or were near completion of terminal degrees. In AY2223, Southeastern also employed 140 part-time faculty, of which 33% have terminal degrees. The current faculty-to-student ratio is 1 to 22.

In 2023, 1,016 course sections were offered in which 639 sections had an enrollment of 19 or fewer students (62.9%). In the same year, 240 sections (16.3%) had 20-35 students, 72 sections

(7.1%) had 36-50 students, 63 sections (6.2%) had 51-100 students, and one section (0.2%) had over 100 students enrolled. See also the [Five-Year Course Section Summary](#). The institution has maintained a low student-to-faculty ratio (22 to 1) to the extent possible while experiencing rapid enrollment growth.

To support the enrollment growth, several faculty and staff positions have been added as seen in the table below.

Table 3.C.2.1: New Positions Supporting Program Growth 2018-2023

	Faculty	Staff
Academic Advising and Outreach Center		7
Academic Affairs		4
Aviation Sciences	3	4
Accounting & Finance	3	
Behavioral Sciences	7	
Center for Instructional Development and Technology		5
Educational Instruction and Leadership	3	1
Financial Aid		1
Help Desk		1
Human Resources		2
Kinesiology	2	
Management & Marketing	4	
Registrar		4

As the Graduate School enrollment has grown, additional faculty and staff positions have been needed to support these students and programs. In Table 3.C.2.1 above, the added faculty positions for Accounting & Finance, Behavioral Sciences, Educational Instruction & Leadership, Kinesiology, and Marketing & Management directly relate to increased enrollment in the M.B.A., M.Ed. (Curriculum & Instruction, Educational Leadership, School Counseling), and M.S. in Sports Administration programs.

The added staff positions in the Academic Advising and Outreach Center assist with the influx of online master’s students. Previously, graduate students were advised by program coordinators (faculty), but with the dramatic increase in graduate students, a need was identified to hire dedicated master’s advisors for those programs with larger enrollments. Currently, the largest graduate programs, the M.B.A. and M.Ed., have dedicated professional advisors. Additional advisors are hired as the need arises with enrollment growth in programs.

To assist with the increase in applications for admission and onboarding, additional staff have been hired for the Graduate Office, Financial Aid, and the Registrar’s Office. Because these students are primarily online, staff have also been hired in CIDT and the Help Desk to assist online students and faculty with the online learning environment.

3.C.3 Faculty Qualifications

The institution verifies that instructors are appropriately qualified through the hiring process which requires a screening committee appointed by the Department Chair in consultation with the VPAA ([APPM](#), section 4.1.5 pp. 58-59). All applications are screened based on job-related qualifications as outlined in the position description.

For faculty without the terminal academic degree for a given position, but who have work experience, certification or licensure, or other forms of tested experience that qualify them to teach in each program, the Department Chair completes a [Faculty Evaluation Form for Equivalent Experience](#). A copy of all updated faculty CVs (full-time and part-time) along with a copy of all Equivalent Experience Evaluations are on file in the Academic Affairs Office.

Only graduate faculty are authorized to teach graduate level courses. The Graduate Council ([APPM](#) p. 46) reviews the credentials of:

- terminally degreed, full-time faculty who are teaching in-field every three years
- terminally degreed faculty teaching out-of-field annually
- masters-qualified instructors annually

For terminally degreed out-of-field and masters-qualified instructors, the Department Chair must complete a Faculty Evaluation Form for Equivalent Experience, which is then reviewed by the VPAA. Several master's programs maintain special accreditations such as AACSB, CAEP, and NASM which require attention to ensure accreditation requirements regarding faculty qualifications are met. See also Criterion 4.A.4.

3.C.4 Faculty Evaluations

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

Annual Faculty Development Agreements and Evaluations

Each fall all full-time faculty members complete a [Faculty Development Agreement](#) in which they detail professional goals for the current year; this agreement is discussed with and approved by their Department Chair.

Each fall, prior to setting goals for the current year, all full-time faculty members participate in an annual [Faculty Development and Evaluation Summary](#), a process described in the [APPM](#) 4.4.2-4.4.5 (pp. 68-72) and conducted by the Chair utilizing the previous year's Faculty Development Agreement. The process for contesting yearly evaluations is detailed in the [APPM](#) 4.4.6 (pp. 72-75).

The Tenure and Promotion Review Processes

The tenure and promotion review processes detailed in the [APPM](#) section 4.5.3 (pp. 84-90) reflect the AAUP’s recommendations with the primary responsibility for tenure decisions lying with the faculty.

Candidates for tenure are evaluated on the categories of effective classroom teaching, scholarship, and service to the institution, profession, and public. For those with reduced teaching loads, a category for administrative duties is provided. Each category contains [specific criterion](#) and [exemplars](#) linked to those used for the Annual Faculty Development and Evaluation processes.

In fall 2023, Southeastern has 68 tenured faculty, 43 tenure-track faculty, and 33 full-time non-tenure track faculty.

The Post-Tenure Review Processes

The University’s [Post-Tenure Review](#) process ([APPM](#) 4.4.7.1-8 pp. 75-81) was specifically designed to be developmental and give tenured faculty the opportunity to receive constructive feedback from their peers once every three years. Department Chairs evaluate and monitor those members who require Equivalent Experience forms to assure acceptable performance of their duties.

3.C.5 Resources for Instructors to Maintain Current Content and to Develop as Teachers

Research/Scholarship Funding

Scholarly and creative work by faculty is captured in individual promotion and tenure reviews, program review self-studies, and specialty accreditation reviews. Organized Research typically funds one request per faculty member per year, but a secondary request can be funded should additional funds remain afterward. Available funding has increased in recent years, in part due to some carry-over from COVID-19-restricted travel year(s). Of the 49 applications for funding during AY2023, 44 supported travel to conferences and five supported research. Organized Research continues to foster a rich environment for faculty to present, research, and engage in their fields for the betterment of Southeastern's student body and community.

Table 3.C.5.1: SE Organized Research Expenditures Totals FY16-17 through FY22-23

	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23
Total Fiscal Year Expenditures	\$31,034.41	\$30,532.29	\$39,977.47	\$35,595.16	\$5,261.64	\$36,490.22	\$53,986.47
Total Applications			43 apps travel 5 apps research	31 apps travel 5 apps research	5 apps travel* 3 apps research *1 not approved	26 apps travel 8 apps research	44 apps travel (2 virtual) 5 apps research

The interest from an endowed gift to support AACSB has been used to defray the costs of faculty in the John Massey School of Business to attend research and accreditation conferences. Income from the Ivy leveling courses in the M.B.A. programs has also been utilized to support JMSB faculty conference participation since 2018. During 2018-2019, the JMSB faculty conference travel expenditure was %36,901.66; in 2021-2022, that expenditure was \$41,823.45. Every faculty member that requested travel was given a minimum of 70% of the funds requested during the five-year period.

Table 3.C.5.2: John Massey School of Business Actual Expenditures for Faculty Travel AY17-18 through AY22-23 (JMSB Strategic Plan 2018-2023 p.29)

	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Total Academic Year Expenditures	\$36,901.66	\$22,512.33	\$3,701.00	\$41,823.45	\$43,334.00

Professional Development Opportunities

With the increase in online enrollments, the University has invested significantly in ongoing professional development to faculty teaching online. The Center for Instruction Development and Technology (CIDT) offers [workshops](#) and one-on-one instruction throughout the semester to aid faculty in preparing and enhancing their courses, in areas such as assistance with settings, entering content, use of various tools, video capture and editing, graphic design, accessibility, and even the development of virtual reality enabled modules.

In the spring and fall 2023, Southeastern has been in the process of an LMS transition from Blackboard to Canvas. See Criterion 5.B.1 for more details on professional development related to the LMS. The CIDT staff led multiple 6-month training cohorts for faculty in Canvas with virtual meetings that could be attended live, or the recording could be viewed afterward, courses within Canvas providing additional resources, and assignments designed to give faculty experience from the student perspective.

To improve the quality of distance education, Southeastern subscribes to Quality Matters and is an [Oklahoma Affiliate Institution](#). Faculty members wishing to design or to teach in the online environment are required to be certified either through Quality Matters or equivalent training provided by the Center for Instructional Development and Technology (CIDT). 212 individuals have participated in QM training between 2013 and 2022 ([QM Activity Report](#)).

The Distance Education Council is responsible for Southeastern’s Online Course Template, designed to help faculty meet Quality Matters standards. The course template is provided within each online course in the LMS.

The Mutual Mentoring Group, developed by Drs. Hardy, Shannon, and Smith, supports faculty development and performance by engaging novice and seasoned faculty in experiences that facilitate reciprocal development, synthesis of interdisciplinary projects, and the development of local networks of professional contacts and resources. In the [SE Strategic Plan, Vision 2040](#), the University formally seeks to expand and institutionalize the program “for the aid of all faculty in developing their teaching skills, research acumen, and proficiency at service to the University” (p. 7).

3.C.6 Accessibility of Instructors for Students

Southeastern’s policy for office hours, implemented in fall 2023 ([APPM](#) p. 102), states that, unless contractually obligated otherwise, a full-time faculty member is required to schedule office hours according to the following ratio: half as many office hours per week as credit hours taught in each semester and be available additional hours by appointment. Full-time faculty members teaching online classes should be available for synchronous online office hours in approximate proportion to their online teaching load. Departments establish policies regarding the expected mechanisms for online office hours, and for publicizing faculty office hours.

3.C.7 Qualified and Trained Professional Staff, Supported by Professional Development Opportunities

All professional staff members are appropriately qualified and trained. Per the [Employee Handbook](#) section 1.5.6 under “Conditions of Employment”, the Human Resources Office verifies staff degrees and transcripts as part of the hiring process.

When new graduate advisors are hired, a member of the Graduate Studies Office trains them on graduate policies and where they can be found in the Graduate Catalog.

Staff in various departments have ongoing professional development. One example is that the professional advising staff, especially those in the Online and Distance Advising Center, take advantage of such opportunities through the Association of Continuing Higher Education (ACHE), of which Southeastern is an institutional member. Over the past two years, the professional advising unit has also developed regular advisor training meetings, typically biweekly.

Regardless of position, all new hires at Southeastern are required to complete the following courses in SafeColleges:

- Sexual Violence Awareness for Employees (Campus SaVE Act)
- Bloodborne Pathogen Exposure Prevention
- Safety Data Sheet

Depending on the responsibilities in an employee’s position, additional safety training modules may be mandated within SafeColleges on an annual basis to adhere to state and federal compliance standards. Periodically, the annual faculty convocation is also used as a venue through which faculty are refreshed with FERPA requirements, and pertinent staff are also periodically refreshed with such requirements via similar meetings. See also 5.B.1.

Sources

3.C.1

- [SE Faculty by Ethnicity, Race, Gender, and Rank 2018-2023](#)
 - [U.S. Census Bureau, 2020 Data on Bryan County, Oklahoma](#)
- 3.C.2
- [SE APPM 3.7.4](#), pp. 50-51
 - [SE APPM Appendix A](#)
 - [SE APPM 3.2](#), pp. 23-24
 - [SE Quick Facts Fall 2016](#)
 - [SE Quick Facts Fall 2023](#)
 - [SE Report to HLC Indicator 1—Enrollment Changes 2021](#), p. 1
 - [SE CDS 2015-2016](#)
 - [SE CDS AY2223, Section I](#)
 - [SE Five-Year Course Sections Summary 2019-2023](#)
- 3.C.3
- [SE APPM 4.1.5](#) pp. 58-59
 - [SE Faculty Evaluation Form for Equivalent Experience](#)
 - [SE APPM](#) pp. 45-46
- 3.C.4
- [SE Faculty Development Agreement Form \(APPM Appendix F\)](#)
 - [SE Faculty Development and Evaluation Summary Form \(APPM Appendix G\)](#)
 - [SE APPM 4.4.2-4.4.5](#) Annual Faculty Development and Evaluation, pp. 68-72
 - [SE APPM 4.4.6](#) Process for Contesting Annual Evaluation, pp. 72-75
 - [SE APPM 4.6](#) Tenure and Promotion Review Process, pp. 84-90
 - [SE Faculty Development and Evaluation Criteria \(APPM Appendix D\)](#)
 - [SE Catalog of Faculty Development and Evaluation Criteria Exemplars](#)
 - [SE Post-Tenure Review](#)
 - [SE APPM 4.4.7.1-8](#), Post-Tenure Review Process, pp. 75-81
- 3.C.5
- [SE CIDT Professional Support for Faculty Sample List](#)
 - [Quality Matters Oklahoma Affiliate Institution](#)
 - [SE Quality Matters Training Activity Report](#)
 - [SE Strategic Plan *Vision 2040*](#), p.7
- 3.C.6
- SE Faculty Office Hours Policy, [APPM](#) p.102
- 3.C.7
- [SE Employee Handbook](#), section 1.5.6 Staff degree and transcript verification by HR

3.D Core Component

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

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides 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 offerings 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 performing spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1. Student Support Services Suited to the Needs of the Student Population

At Southeastern, student support services advocates for students individually and collectively by promoting diversity, encouraging responsible citizenship, and through acknowledging student achievement. The institution has developed an infrastructure that supports learning, health, engagement, and safety.

Student Wellness Services

- As a result of the campus closure in spring 2020 due to COVID-19, the *Counseling Center* staff initiated a web-based therapy to continue counseling services, an option that remains for students throughout the state of Oklahoma; however, offering this outside of Oklahoma is not permitted due to changes in emergency orders. Another mental health resource added during COVID-19 to help support students, no matter their location, is Learn to Live, a self-guided cognitive behavioral therapy modular learning program that addresses some common mental health concerns and assesses the need for referral for more intensive services.

New intake procedures allow counseling staff to be more accessible to students in need faster. Other new procedures in the implemented electronic health records also allow for easier tracking of outreach numbers.

- *Student Health Services* provide full-time nurse and weekly limited contract physician services for acute treatment of many common illnesses and ongoing treatment of mental illness in collaboration with counseling to provide continuity of care.
- The *Wellness Center* is available to all currently enrolled students, faculty, or staff members with a current SE I.D. Intramural Sports are also available to all currently enrolled students. Monitoring and evaluating the numbers continues, with the anticipation that they will return to the average annual participation rates since COVID-19.
- [Health Education](#) is achieved through the outreach efforts of nursing and counseling staff within Student Wellness Services as another component of health promotion and prevention efforts. Staff are often asked to present content in classroom settings; they also provide a calendar of annual programming that incorporates educational components. The provided learning outcomes measurements indicate most participants experience an improvement in confidence, function, and/or knowledge and most found the content relevant to their college experience. See Criterion 4.B.1, also.
- The *Department of Public Safety* is comprised of Campus Police, Environmental Health and Safety, Emergency Management, and Motor Pool. Public Safety provides [Annual Security and Fire Safety Reports](#) which include Clery Report statistics. This division is also responsible for the [Emergency Operations Plan \(EOP\)](#) and other reports and resources to ensure the safety of faculty, staff, and students.

3.D.2. Learning Support and Preparatory Instruction

Southeastern hosts four *TRIO programs*, designed to provide educational opportunities for low-income, first-generation, and disabled Americans. These federally funded programs assist eligible participants to enter college, to graduate, and to participate more fully in America's economic and social life. TRIO programs at Southeastern include Educational Talent Search, renewed in 2021; Upward Bound, three grants renewed in 2022 and two new grants added serving an additional 120 students per year over the next five years; Student Support Services, renewed in 2020; the Educational Opportunity Center, renewed in 2021; and the Ronald E. McNair Post-Baccalaureate Achievement Program (McNair Scholars), funded for the first time in 2022.

- The specific purpose of the *Educational Talent Search* program is to identify and assist students from disadvantaged backgrounds who have the potential to succeed in higher education. In [2021-2022](#), the program served 861 students. Even though the students meet multiple high-risk categories, 67% enrolled in some form of post-secondary education.
- The specific purpose of the *Upward Bound* program is to assist first-generation, low-income high-school students in their preparation for college. [Over the past five years](#), the

program has averaged serving 246 students a year. 70% of the students participating enrolled in a post-secondary program of study and had a six-year graduation rate of 41.2%.

- The *Educational Opportunity Center* is designed to provide financial aid and academic assistance to adults pursuing a post-secondary education. Assistance includes applying for admission to colleges; assistance applying for financial aid; assistance in tutoring for the GED and college entrance exams (ACT, College Placement Test, etc.); and academic, career, and financial literacy counseling. [In 2021-2022](#), the program served 682 participants. Sixty-one percent of participants applied for financial aid, 67% applied for college admission, and 60% enrolled in college classes.
- The purpose of the *Student Support Services Program (SSS)* is to increase the number of disadvantaged low-income and/or first-generation college students, and college students with disabilities who successfully earn a degree. Southeastern houses both a general SSS program and a program focusing on K-12 Teacher Preparation for Education majors (SSS: TEACH). In 2021- 2022, [the general program](#) served 300 students while the [SSS: TEACH](#) program served 140 students. See also Criterion 4.B.1.
- The *Ronald E. McNair Post-Baccalaureate Achievement Program* (McNair Scholars) was awarded to Southeastern in October of 2022. The McNair Scholars program is funded to engage 25 undergraduate students, who are low-income and first-generation or from a group underrepresented in graduate school programs, in research and scholarly activities, research internships, faculty mentorships, and graduate school preparation to ready them for graduate studies and a doctoral degree.

The *Learning Center* operates under the Academic Affairs Division. In response to emerging best practices in developmental education, Southeastern created the Curricular Alternatives to Remediation Subjects (CARES) program, an initiative including accelerated remediation for reading and math in addition to embedded sections of Composition I and College Algebra. Participants are selected based on multiple assessment measures including demonstrated reading proficiency, evaluation of placement sub-scores, and recommendation of their academic advisors. Results of these accelerated remedial efforts are promising. During August 2021-June 2022, 64 students cleared math deficiencies, 480 students cleared reading deficiencies, and 77 students cleared English deficiencies by successfully completing Southeastern's Blackboard CPT test. Once in the credited course, the students' grade and retention outcomes were comparable to those of non-remediated peers.

Southeastern provides an orientation for online students through the *General Online Learning Directions (GOLD)*, a self-paced course within the LMS, consisting of five sections: Using the LMS, Technology Resources, University Services, Student Success, and Practice. The online course template ties all modules to the submission of the GOLD Orientation badge as a prerequisite before viewing other course content. Students retain access to GOLD Orientation to refer to throughout their degree program.

The *Henry G. Bennett Library* provides student guidance in the effective use of research and information resources. Staffed by five professional librarians and other professional staff, the university library provides information and guidance to all learning communities: students, faculty, and staff. Synchronous instruction is provided in the form of “one shot” instruction and through a variety of embedded librarian services. Asynchronous instruction is provided in lib guides and video tutorials. Customized materials are curated to enhance and support instructors’ curriculum. Librarians respond to individual inquiries on a one-on-one basis in person at the reference desk, online through email, live chat, or virtual meetings, and by phone. The *Writing Center* also supports library services by providing evening tutoring Monday through Thursday 6pm to 9pm. Students also have access to online writing evaluations to assist with research and information resources. Online students may access the library through the website or through the LMS for their class.

3.D.3. Academic Advising

[*The Academic Advising and Outreach Center \(AAOC\)*](#) serves the needs of freshmen, transfer students, and students with academic deficiencies. Once a student is admitted to Southeastern and completes College Placement Testing (if required), the academic advisors identify academic options, choose appropriate academic strategies, and recognize barriers to academic success. The institution uses a “blended” advising model in which faculty and professional advisors are utilized to assist students in meeting educational goals and interpreting university policy.

For undergraduates, *faculty* typically serve as the students’ primary advisors once the student has completed general education requirements or if the student has a specified major that requires a faculty advisor upon acceptance into Southeastern. Faculty advisors provide expertise in the overall goals of the curriculum, an understanding of how the curriculum relates to the students’ long-term goals, and the mentorship and intellectual guidance needed to produce successful students.

Professional advisors help with the transition into a new culture and serve as a hub for first-year services.

As part of the Quality Initiative Project, Southeastern is dedicated to improving student success and increasing student retention rates by implementing a new Student Success model. To achieve expectations for academic and student advising the institution hired an AVPAA to lead the advising initiative and to develop a concierge model of advising. The first step in developing the student success model is to create a University Advising Committee in the fall of 2023. In the spring of 2024, the institution will begin the transition to a Concierge model of advising. In addition, the institution has invested in Civitas Learning software and intends to hire an Assistant Director of the Learning Center in the fall 2024 to manage Civitas and the institution's retention initiatives.

Southeastern’s [Quality Initiative Project Report](#) (May 2023) includes more detail on the planned collaborative advising model at the undergraduate level.

[*The Online & Distance Advising Center \(ODAC\)*](#) was created in 2019-2020 in response to the enrollment growth of online programs. In 2022-2023, there were eleven staff members in the ODAC, including a director, administrative assistant, seven advisors, and three coordinators for Southeastern programs in Ardmore, McAlester, and at Grayson College. Dedicated graduate advisors for the significantly larger M.B.A. programs and the M.Ed. programs have much larger advising loads than those of the undergraduate advisors.

The graduate advising model assigns students to a professional advisor at admittance; the advisor works with that student through graduation, supported by faculty in the program. Faculty continue to provide their disciplinary and industry expertise as well as mentorship for the student. Graduate students are not required to consult with an advisor prior to enrollment each semester, but the advisors do engage in regular email contact with their students regarding enrollment and other important dates and information; they are also available to address questions, provide support, or refer students to appropriate resources.

[*Teacher Education Services*](#) provides support for Education majors, both undergraduate and graduate, and advises alternative certification students.

Located within the Academic Advising and Outreach Center, [*The Native American Institute \(NAI\)*](#) provides a centralized location for student services for all Native American and Tribal students, including academic advising and other services designed specifically for these populations. It also houses staff from the Choctaw and Chickasaw Nation Education and Vocational Rehabilitation departments. Students are provided two unique college success course experiences through the Choctaw Freshman Year Initiative and College Success, each a two-credit course that integrates Native American cultures and traditions into a curriculum designed to empower Native American and Tribal students and connect them to the university experience.

3.D.4. Infrastructure and Resources Necessary to Support Effective Teaching and Learning

The [*2022 Campus Master Plan*](#) provides a guide for long term campus improvements to support an environment of academic excellence and growth that enables students to reach their highest potential. The driving principles of the Campus Master Plan support the institutional mission of having personal access to excellent teaching, challenging academic programs, and a multitude of extracurricular activities. This personal access is defined within the masterplan through connectivity, introducing new pathways and articulated boundaries. Facilities improvement projects outlined within the masterplan support collaboration among students, faculty, staff, alumni, and community. See also Criterion 5.B.1.

The [*Department of Information Technology*](#) provides comprehensive technology services to support quality education, with an expanded focus including online learning, IT infrastructure upgrades, and IT resources for students, regardless of location. To support online learning, they have implemented various technologies, increased bandwidth, and made IT resources more accessible. They have also improved IT infrastructure through projects like server virtualization, data center redundancy, and cloud computing, while investing in information security and ADA compliance. Their efforts have resulted in a high level of technological proficiency, supporting teaching, learning, research, and administration. They stay current with emerging technologies to provide the best possible IT services to the university community. Southeastern maintains 24

computer labs containing over 500 computers (Mac and PC) as well as access to printers, scanners, copiers, and the [latest software required for coursework](#).

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

The *Aviation Sciences Institute* currently operates a [fleet of 19 aircraft, specialized equipment, and a computer lab](#).

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); and one computer lab for students (30 computers).

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

The *Department of Chemistry, Computer, and Physical Sciences* utilizes [classroom space in two buildings with multiple labs](#). This department has been successful in pursuing external funding, obtaining over two million dollars in recent years through the Oklahoma NIH-EPSCOR INBRE Program, NSF-EPSCOR, and NASA; this has enabled the department, when coupled with university funds, to have [numerous types of equipment not always found at a regional university](#).

For the *Department of Art, Communication, and Theatre* and the *Music Department*, Southeastern's [four primary spaces used for performances](#) by faculty, staff, students, and visiting artists are the Fine Arts Recital Hall, Montgomery Auditorium, the Visual and Performing Arts Center, and the New Theatre Building. The Fine Arts Recital Hall features a 9-ft Steinway concert grand piano, recording equipment for archival and teaching purposes, and high-level audio and video capabilities. The University is considering technology enhancements to Montgomery Auditorium's lighting and sound systems to reflect the industry standard in performance spaces.

The University Theatre program performs its annual season in Montgomery Auditorium, the Visual and Performing Arts Center, and the New Theatre Building. The University also uses these facilities for banquets, guest speakers/lecturers, Freshman Convocation, State of the University Address, and Faculty Convocation.

Additionally, the Department of Art, Communication, and Theatre has expanded and financially invested in co-curricular work with students. The Journalism Lab provides space for *The Southeastern News* digital platform. *Studio 201* contains a production-lighted stage where students now interview guests for *In the Loop*, the student talk show featured on *The*

Southeastern News Facebook page. In 2021, the program invested in updated music automation software, computer systems, recording studio upgrades, and an RDS encoder for FM transmission for KSSU, the campus radio station.

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

Sources

3.D.1.

- [SE Student Wellness DAAP Assessment Data 2019-2023](#)
- [SE Annual Security and Fire Safety Report 2023](#)
- [SE Emergency Operations Plan \(EOP\)](#)

3.D.2.

- [SE Educational Talent Search APR 2021-2022](#)
- [SE Upward Bound APR 2021-2022](#)
- [SE Educational Opportunities Center APR 2021-2022](#)
- [SE Student Support Services 2021-2022 Report to DOE](#)
- [SE SSS: TEACH 2021-2022 Report to DOE](#)

3.D.3

- [SE Academic Advising and Outreach Center](#)
- [SE Quality Initiative Project Report May 2023](#)
- [SE Dept. Org. Charts—Student Success Center](#)
- [SE Teacher Education Services](#)
- [SE Native American Institute](#)

3.D.4

- [SE Campus Master Plan 2022](#); see also [Executive Summary](#)
- [SE IT](#)
- [SE Specialized Software 2023](#)
- [SE ASI Planes Specialized Equipment and Computer Lab 2023](#)
- [SE Chemistry, Computer, and Physical Sciences Classroom and Lab Spaces 2023](#)
- [SE Facilities---Chemistry, Computer and Physical Sciences 2023](#)
- [SE Performing Arts Facilities 2023](#)

3.S. Criterion 3 Summary

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

Summary

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

- All degree programs and certificates have clearly defined educational goals, articulated and assessed through annual Program Outcome Assessment Reports and reflected in course offerings and syllabi. Faculty maintain primary control over curriculum and course content, with Department Chairs overseeing syllabi, and faculty committees evaluating new course and program proposals and curricular changes.
- Southeastern has a longstanding tradition of providing strong general education, as reflected in the mission statement's Scope and Function. More streamlined goals and outcomes, along with a new assessment plan, were implemented in 2018 in response to the 2014 HLC review feedback.
- Both the general education program and disciplinary programs engage students in developing lifelong learner skills, including collecting, analyzing, and communicating information, and mastering modes of inquiry and creative work. These emphases are reflected in program goals, syllabi, and a range of academic activities.
- The importance of cultural diversity is recognized and reflected in both on-campus entities, such as the Native American Institute, and academic inclusion in a variety of courses and programs including general education.
- All faculty and professional staff are reviewed for appropriate qualifications and evaluated annually through established processes for hiring, Faculty Development Agreements, and Evaluation outlined in the APPM and the Employee Handbook.
- Southeastern provides a variety of academic and non-academic support services to its students, funded through the University and outside granting agencies. The effectiveness of these services is routinely assessed, ensuring that students have the institutional resources necessary to successfully accomplish their educational goals.
- As Southeastern's student demographic has shifted with the growth of online graduate programs and some online undergraduate programs, additional faculty and staff have been hired to provide the infrastructural support needed to maintain excellent academic environments conducive to student learning and efficient processes to reduce barriers for students.
- Academic advising is one of Southeastern's strengths, with a blended model of professional and faculty advisors at both the undergraduate and graduate levels. Enhanced advising is provided for identified populations' needs through the Native American Institute and Student Support Services. The Quality Initiative Project

implementation of a Concierge model of more holistic, individualized advising is planned for spring 2024.

Sources

There are no sources.

Criterion 4-Teaching and Learning: Evaluation and Improvement

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

4. A Core Component

4.A. The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure 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 ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and level 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 ensures that the credentials 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.

Argument

4.A.1 Program Reviews

Southeastern has an effective, well-established, and continuous system of program assessment and is aggressive in seeking external accreditations. Program review is a periodic and comprehensive evaluation of degree programs which serves to improve both undergraduate and graduate academic programs. Programs subject to [specialty accreditation](#) use the accreditation process as their program review; all other academic programs on campus follow a schedule and process determined by the university and overseen by the [Organized Research and Program Review Committee](#) (APPM pp. 40-41). [The Academic Program Review Guide](#) provides guidance to faculty through the provision of general purposes and specific goals. The general purposes of program review include the review and re-affirmation of program goals and the opportunity to identify needs and develop strategies to meet those needs. The specific goals include the assessment of unit goals in relation to institutional goals, collection of output and

outcome information, identification of student demographics and resources, and the establishment of immediate and long-range plans.

For program reviews, the department chair and/or program coordinators, along with faculty in the program, prepare a self-study document and review the most recent five years of program data, including the [Program Outcomes Assessment Reports](#) (POARs—see [sample](#)); this review asks that they identify strengths and challenges and make recommendations for program improvement. The self-study report is sent to an external reviewer in the same discipline; the department chair and/or faculty respond to the external reviewer’s recommendations. The self-study, external review, and department response then are reviewed by the Organized Research and Program Review Committee (ORPRC), who share their reviews with the VPAA; the VPAA then meets with the department chair to close the loop on the process. See [sample Completed Program Review Compilation](#).

For specialty accreditation, departmental faculty prepare a self-study report and submit it to the accrediting body. The subsequent evaluative report from the accrediting body is reviewed by the department, dean, if there is one, and the VPAA, and an institutional response is prepared. Programmatic changes are then determined and implemented as a result of this process. Because of the specific requirements of specialty accreditation, the ORPRC does not participate in this process.

All programs promoted by Southeastern’s OPM partner, Academic Partnerships (AP), are subject to the same review processes, since they are proposed, developed, implemented, and overseen by Southeastern’s faculty.

Both specialty accreditation and program reviews are conducted on a fixed cycle for undergraduate and graduate programs. Historically, program review has typically occurred on a 5-year cycle. Since the most recent comprehensive evaluation visit, budget constraints prompted Southeastern to focus its efforts on programs with specialty accreditation (e.g., AABI, AACSB, CAEP, and NASM). [This document](#) details the current program review and specialty accreditation cycle; internal program reviews are in the process of returning to an every-five-year rotation schedule. The Oklahoma State Regents for Higher Education (OSRHE) board was informed and supported the decisions to delay the program review cycle for non-specialty accredited programs as listed in the table.

In 2013-14, Southeastern offered 39 undergraduate and 12 graduate programs; in [2022-2023, Southeastern offers 36 undergraduate and 15 graduate programs](#) (p. 5). Within the past six years alone, numerous programmatic changes have been made, improving focus and efficiency, as summarized earlier in Table 3.A.1.1. New degree offerings include bachelor’s and master’s degrees in Early Intervention and Child Development, a bachelor’s degree in Health and Human Performance, master’s degrees in Native American Leadership and Music Education, and a graduate certificate in Management.

To maintain the quality of degree programs and to assure the efficient use of limited fiscal resources, OSRHE annually requires a review of low-productivity undergraduate and graduate degree programs. Since 2012-2013, Southeastern has eliminated four undergraduate programs

due to low productivity: Graphic Design & Visual Media, Science Education, Spanish Education, and Organizational Leadership. In some cases, the course of study became an option within an existing major; for example, studying Graphic Design is possible within the Art major. For some programs with low enrollment, changes in marketing and delivery methods have resulted in significant increases, such as with the Aviation Management B.S. and the M.Ed. in School Counseling. In [2018, low productivity programs](#) reported included the Political Science B.A., the Organizational Leadership B.S., and the M.Ed. in Special Education. The Political Science and Special Education programs were modified to improve enrollment. The M.Ed. in Special Education has a current enrollment (2/21/23) of 142. In contrast, the Organizational Leadership B.S. was deleted in 2019-2020 and the Special Education—Mild/Moderate Disabilities B.S. was suspended in 2020-2021.

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

4.A.2 Credit Evaluation Process for Transcripts, including Experiential Learning and Prior Learning

Southeastern has clear policies and procedures for granting credit through means other than the completion of formal college-level courses. Non-formal or “[extra-institutional](#)” 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 Advanced Placement, and American Council of Education (ACE) evaluated instruction for military training/learning, and workplace courses. All such credits are GPA neutral and will only be recorded after the successful completion of 12 or more semester hours of formal credit at Southeastern.

4.A.3 Policies to Ensure the Quality of Accepted Transfer Credits

Southeastern accepts credits earned at accredited two-year and four-year institutions, except for continuing education and clock hour courses. Transfer work is evaluated and recorded for all students admitted and enrolled at Southeastern. [Transfer credit](#) is evaluated by the Registrar for current equivalencies based on the [OSRHE Course Equivalency Project](#), [articulation agreements](#) with two-year institutions, or evaluations by academic Chairs and departmental members. All work from an accredited institution is transcribed and calculated for hours and GPA, but all work might not be considered equivalent to a current Southeastern course.

4.A.4 Institutional Authority Over Academic Rigor, Expectations for Student Learning, Access to Learning Resources, and Faculty Qualifications, including any Dual Credit Programs

Academic Rigor

Southeastern exercises several academic processes that review degree programs along with course content, ensuring rigor and current relevance. Academic departments are responsible for

determining degree elements and course prerequisites, especially the major requirements.

In addition to the periodic Program Reviews discussed above, all academic departments have a [review process](#) that is conducted continuously and aggregated annually in their [Program Outcome and Assessment Report](#). Strengths and areas for improvement are identified in the report along with desired changes that would maintain strengths and improve weaknesses. Changes are monitored and reviewed to determine if they are having the desired effect. See this 2022 [sample](#). Some academic departments also have advisory boards comprised of industry experts who review program content, look for strengths and weaknesses, and make recommendations. The recommendations are then reviewed by the academic department and a determination is made to disregard, implement partially, or implement fully those recommendations.

All additions, deletions, or changes to academic programs must be approved by at least two separate faculty committees. The first committee route will include one or more of these, per Southeastern's Academic Policies and Procedures Manual (APPM):

- [Curriculum Committee](#) (APPM pp. 35-36) (undergraduate curriculum)
- [General Education Council](#) (APPM pp. 44-45)
- [Graduate Council](#) (APPM pp. 45-46)
- [Teacher Education Council](#) (APPM p. 46)

The APPM specifies that each of these is responsible for appropriate recommendations to approve all changes, additions, and deletions for their respective curricula. The [Distance Education Council](#) (APPM pp. 43-44) may also be consulted.

Any recommendations from these committees must then be approved by the [Academic Council](#) (APPM pp. 41-43). All courses and programs of study must comply with requirements for suitability and rigor established by the Regional University System of Oklahoma (RUSO) and the Oklahoma State Regents for Higher Education (OSRHE), and substantive changes to programs and degrees must be reviewed and approved by these bodies.

Curriculum change recommendations may originate in the above committees or councils or be referred to either by an individual or a group. A copy of any recommendation received by or originating in a committee or council is forwarded to the appropriate department(s) for informational purposes. Any recommendation submitted must disclose whether there was faculty participation in the development of the proposal.

Expectations for Student Learning

Academic policy 6.1.1 requires that students be provided with a syllabus at the beginning of each course taught at the university ([APPM](#) pp. 120-121) and that a copy of each syllabus be filed with the Department Chair and Academic Affairs.

Access to Learning Resources

[The Learning Center](#) provides student assessment for course placement, as well as tutoring for Math and English/Writing. 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. Tutor.com,

an online learning resource for assistance in real time with various online tutors, is also available to all SE students; it is linked through SE's LMS under "Student Tools." See also Criterion 3.D.2.

The use of Academic Coaches for undergraduate, graduate, and post-graduate courses for instructional support and delivery in online degree programs supported by Academic Partnerships is permitted based upon a determined threshold of course enrollment. The Instructor of Record and the Academic Coach work together to ensure standards and course policies are followed. Per the contract with Instructional Connections, the assistance by the Academic Coach "may include, but is not limited to grading assignments, participating, and monitoring of course discussions, posting announcements, and working with Faculty to resolve issues relative to course delivery and the Learning Management System (LMS)." Per the contract, the Instructor of Record provides an evaluation of the Academic Coach to ensure standards and policies are performed. It is the goal of Academic Affairs that the Academic Coach be afforded the opportunity to provide an evaluation of the Instructor of Record to ensure efficient, thorough communication and that the appropriate standard and policies are met.

Faculty Qualifications

Of 139 full-time faculty members in [2022-2023](#), 111 (80%) have completed their terminal degrees or are in advanced stages of completion; 46 of the 140 part-time faculty (33%) have terminal degrees. See Criterion 3.C.3 for more details on verifying faculty qualifications.

Dual Credit/Concurrent Enrollment

Southeastern currently offers no courses that are for dual credit only, nor does it offer courses in area high schools. Area high school students can earn college credit from Southeastern by enrolling in regular college courses, either face-to-face or online. Classes typically taken concurrently include general education classes such as English Composition I and II, U.S. Federal Government, and College Algebra. During the 2022-2023 academic year, 604 classes were taken by 195 high school students as [concurrent enrollment](#) credit. Despite a slight increase in concurrent enrollment in 2019-2020, concurrent students enrolled and the number of courses taken have declined over [the last two years](#). Institutional [retention data](#) indicate that first-time freshmen with previous concurrent credit have a five-year average first-to-third retention rate of 69.9% compared to a 53.8% rate for those without concurrent work.

4.A.5 Specialty Accreditations

Southeastern maintains five areas of specialty accreditation. In fall 2017, Southeastern received accreditation from the Council for the Accreditation of Educator Preparation (CAEP) for all of the [undergraduate teacher education programs](#). Graduate programs were not reviewed during the CAEP visit but had previously been reviewed by the National Council for Accreditation of Teacher Education (NCATE). In spring of 2022, the Aviation Accreditation Board International (AABI) affirmed that the [Aviation Professional Pilot program](#) remained in good standing. In 2014, [the programs in the Department of Music](#) were accredited by the National Association of Schools of Music (NASM).

The University was the first regional institution in Oklahoma to be accredited by the Association

to Advance Collegiate Schools of Business (AACSB) and the Council for the Accreditation of Counseling and Counseling Related Educational Programs (CACREP). [The John Massey School of Business's programs' AACSB accreditation was reaffirmed in 2020](#). In July 2012, the M.A. in Clinical Mental Health Counseling received accreditation from CACREP for eight years, with the next review set for 2020. In 2020, due to significant turnover in faculty and changes to the program needs, the department and the program decided not to continue with this accreditation. CACREP practices continue to be maintained in the interim until reapplication for accreditation occurs. See also Criterion 4.A.1.

4.A.6 Evaluating the Success of Graduates

Southeastern is actively involved in the process of student development both on campus and after graduation. Tracking graduates and maintaining a long-term relationship is accomplished in several ways.

A survey (see [summary](#)) given by the Regional University System of Oklahoma (RUSO) in 2022 to almost 600 recent Southeastern graduates (both undergraduate and graduate level) found that 89% consider the education they received to be either “Very High Quality” or “High Quality” and 94% said if they had to do it over, they would attend Southeastern again. The survey also found that 93% of recent graduates were either employed (87%) or in graduate school (6%).

The Graduate Studies Office administers a [Graduate Completer Survey](#) to all graduate students when they apply for graduation. While this survey is not post-graduation, there are questions regarding employment and earnings. For example, Question #18 specifically asks if the student is now qualified for employment and/or promotion.

The [Department of Alumni Relations](#) maintains records on alumni, organizes alumni events, and coordinates with the [Southeastern Alumni Association](#). Southeastern Alumni Regional Chapters provide opportunities to gather updated information on alumni and maintain connections.

Faculty/student relationships focus on academic and career building, culminating in some disciplines with an exit interview during the semester prior to graduation. Within the last ten years, an internally created survey distributed by Alumni Relations has also helped to maintain a connection between Southeastern and its graduates by tracking post-graduate and current employment information.

On February 27, 2017, that survey was sent to Southeastern graduates, and 186 respondents indicated that:

- 94.12% were employed; 5.88% were not.
- 36.84% of occupations were in business, 28.95% were in Education, 15.79% were in the sciences, 13.16% were in Engineering, and 5.26% were in Arts and Communications. Respondents indicated that, for salaries, 42% were greater than \$45,000, 25% were between \$36,000 - \$45,000, 22% were between \$21,000 - \$35,000, and 12% were less than \$20,000.
- 32% of students who responded would be willing to return to campus to speak to classes, help current students, or get involved in campus events and activities.

Due to leadership and staff changes as well as the COVID-19 virus, Alumni Relations is only just now revising that survey with plans to resume distributing it next year.

The [Career Management Center](#) and Alumni Relations maintain social media accounts, such as Facebook and LinkedIn, and connect with alumni, who provide updated information on personal and professional successes, contact information, and current employment information.

In addition to regular coursework, many departments offer internships, practica, and other opportunities to enhance students' job preparedness. Over the past five years, nine academic departments offered [internships or practica](#) in which 4,404 students were enrolled (up from 648 students in the previous five-year period). The bulk of these enrollment numbers came from the School of Education and Behavioral Sciences, but all three schools were represented. Southeastern students have also been very successful on [certification and licensure exams](#).

Sources

4.A.1

- [SE Specialty Accreditations](#) webpage
- [SE Organized Research and Program Review Committee](#) (ORPRC) webpage and [APPM](#) pp. 40-41
- [SE Academic Program Review Guide](#)
- [SE Sample POAR from OSH BS 2023](#)
- [SE Sample Completed Program Review Compilation Criminal Justice BA 2022](#)
- [Table 4.A.1.1: SE Program Review and Specialty Accreditation Schedule](#)
- SE's 36 undergraduate degree programs and 15 graduate programs ([OSRHE Program Status Report May 26, 2023](#), see table p.5)
- [SE 2018 Low Productivity Programs Report for OSRHE](#)
- [SE Academic Catalog 2023-2025](#)

4.A.2

- [SE Non-formal or “extra-institutional” credit review process](#), Registrar's webpage

4.A.3

- [SE Transfer Credit](#), Registrar's webpage
- [OSRHE Transfer Credits](#) webpage
- [SE Articulation Agreements](#), Registrar's webpage

4.A.4

- [SE Program Outcomes Assessment Report \(POAR\) Guidelines](#)
- SE Reconciled Program Outcomes Assessment Report (POAR) [Template](#)
- [Sample POAR from Communication 2021](#)
- [SE Curriculum Committee](#) webpage and [APPM](#) pp. 35-36
- [SE Graduate Council](#) webpage and [APPM](#) pp. 45-46
- [SE Distance Education Council](#) webpage and [APPM](#) pp.
- [SE Academic Council](#) webpage and [APPM](#) pp. 41-43
- SE Syllabi and Instructional Objectives, 6.1.1 [APPM](#) pp. 119-120
- [SE The Learning Center](#)
- [SE CDS 2022-2023 Faculty](#)
- [SE Concurrent Enrollment the Past Five Years 2023](#)
- [SE Dual Credit/Concurrent Enrollment Data 2017-2022](#)
- [SE Institutional Retention Data F2010-F2021](#)

4.A.5

- [SE's Undergraduate Education Programs CAEP Accreditation Letter 2017](#)
- [SE's Aviation: Professional Pilot B.S. Program AABI Accreditation Letter 2022](#)
- [SE's Music Programs NASM Accreditation Letter 2014](#)
- [SE's John Massey School of Business AACSB Accreditation Letter 2020](#)

4.A.6

- [SE Recent Graduate Survey 2021-2022](#) Summary of RUSO Survey
- [SE Graduate Completer Survey Spring 2023](#)
- [SE Department of Alumni Relations webpage](#)
- [SE Alumni Association Board webpage](#)
- [SE Career Management Center webpage](#)
- [SE Internships and Practica 2018-2023](#)
- [Table 4.A.6.1: SE Students Certification & Licensure Pass Rates for the Last 3-5 Years](#)

4.B Core Component

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1. Effective Processes for Assessment of Student Learning and Achievement of Learning Goals in Academic and Co-Curricular Offerings

Academic Assessment

The overarching goals for student learning appear in Southeastern's Scope and Function within the [Mission Statement](#). These institution-wide goals are then particularized through all programs on campus. Every academic unit completes a yearly Program Outcome Assessment Report (POAR), referring to the [Guidelines for Annual Program Learning Outcomes Assessment Reports](#) and containing the following components: mission statement and learning objectives/outcomes, assessment plan, assessment findings, executive summary, and status report. From 2012 to 2017, the university utilized Taskstream as its assessment management system; faculty dissatisfaction resulted in its elimination. In its place, the Institutional Assessment Committee (IAC) and the Director of Assessment adopted a more accessible [POAR template](#), which allows for consistency among program reports and IAC reviews. All POARs are available on the Assessment Canvas site, to which Department Chairs have access.

The VPAA has primary oversight of assessment activities. The [Institutional Assessment Committee](#) ([APPM](#) p. 38) and the [General Education Council](#) ([APPM](#) pp. 44-45) are responsible for reviewing assessment reports and providing feedback to the academic departments. The Institutional Assessment Committee (IAC) uses a rubric they developed to structure feedback given to the academic departments and the VPAA; [Tables 4.B.1.1](#) and [4.B.1.2](#) reflect rubric scores from the past five years. Overall scores are assigned to one of four rating categories each year: undeveloped, developing, established, and exemplary. Since 2017-18 the percentage of programs receiving an established or above rating have ranged from 42% (2019-20) to 87% (2018-19). In [Table 4.B.1.3](#) below, it is evident that assessment effectiveness dipped during COVID and has now rebuilt to near pre-pandemic levels. All IAC review summaries of POARs are publicly available on the [Academic Assessment website](#).

Table 4.B.1.3: Institutional Assessment Committee's (IAC) Ranking Categories Percentages of Program Outcomes Assessment Reports (POAR)

Year	Ranking Categories				Total Number of Reports
	Exemplary (45-50)	Established (40-44)	Developing (35-39)	Undeveloped (below 35)	
2021-22	25 (53%)	11 (23%)	10 (21%)	1 (2%)	47
2020-21	20 (43%)	6 (13%)	9 (19%)	12 (25%)	47
2019-20	14 (33%)	8 (19%)	16 (37%)	5 (11%)	43
2018-19	27 (56%)	15 (31%)	5 (10%)	1 (2%)	48
2017-18	26 (58%)	9 (20%)	5 (11%)	5 (11%)	45

Southeastern began implementing a new [General Education assessment plan](#) in 2018-19, using a two-tiered approach. Through 2022-23, the first tier has been at the university-wide level and consists of the Educational Testing Service (ETS) Proficiency Profile Exam including the total score of the exam together with eight sub-scores reported (Critical Thinking, Reading, Writing, Mathematics, Humanities, Social Science, Natural Science and Essay). The second tier includes departmental-level assessments and course-embedded assessments. These two tiers are used collectively to assess the general education program’s effectiveness.

Almost 800 students have taken the ETS Proficiency Profile Exam since Fall of 2018 and hundreds more have been assessed in their individual general education courses.

The ETS provides average scores for each level of student (freshmen, sophomores, juniors, and seniors), which allows comparison of Southeastern freshmen to the national average of all freshmen, and so on through the senior year. In general, the same pattern has been found for both the total score of the ETS PP and for each of the sub-scores (total scores are given in the table below). Southeastern freshmen enter the university at two-thirds of a standard deviation below the national freshman average. Their largest gains are made from freshman to sophomore year when they mostly take general education courses. As sophomores, they score only about one-third of a standard deviation below the national sophomore average. By the time they are seniors, they have fallen to about one-half standard deviation below their national peer groups. But as can be seen in the table below, the raw total score continues to climb each year through their senior year.

Table 4.B.1.4: SE Students by Level Compared with National Average ETS PP Exam 2018-2022

ETS PP Exam	SE Average	National Average	Standard Deviation	Number of standard deviations below the National Average
Total Score				
2018-2022				
Freshmen	424.4	436.8	19	0.65
Sophomores	431.6	438.3	20	0.34
Juniors	433.0	441.5	20	0.43

Seniors	435.3	445.8	21	0.50
All SE Students	431.1	440.6	20	0.48

The ETS scores are extensively analyzed each year. An example of a yearly ETS general education assessment report can be found [here](#). Over the last five years, students who take the majority of their general education courses face-to-face outperform students who take the majority of their general education courses online. However, the difference can be almost entirely accounted for by a difference in entering ability between the students. Students taking the majority of their general education courses face-to-face have an average composite ACT score of 22 whereas students who take the majority online have an average composite ACT score of 20.

Since 2005, Southeastern has also conducted course-embedded assessment of general education goals and outcomes. Originally developed by departments and approved by the General Education Council (GEC), the protocols for course-embedded assessment are continuously revised by departments and the GEC. Academic departments that offer general education courses have a contact person (often but not always the Chair) who oversees their course-embedded assessments and reports the results, including any changes in the assessment plan or in the course itself, to the Director of General Education. The GEC has developed a [template](#) used for reporting these assessment results. Course-embedded assessments include activities such as pre/post testing of student knowledge, pre/post assessment of oral and written communication skills, student interviews, and committee review of student artifacts.

An example of a change made in General Education due to assessment is the creation of a new Math course called Functions and Modeling in 2019-2020. Many students who took College Algebra as their terminal mathematics course did not do well in it. One of the main purposes of algebra is to prepare one to learn calculus, which most students neither take nor need. The Mathematics department opted to create this Functions and Modeling course as an alternative to College Algebra, one more explicitly applicable to daily life. The GEC approved this course as General Education credit. It will take a few years of general education assessment to see if these changes were beneficial.

One aspect of General Education assessment which has garnered significant attention in recent years is the differential in grade distribution between online and face-to-face courses. Concerns were raised about the D/F/W rate for online programs compared to face-to-face programs as the institution looks toward more online courses to meet the demands of the student body and region. With improved attention to General Education across the university, this differential has dramatically changed over the last 5-year period as compared to the previous 5-year period.

University-wide statistics, evidenced in Table 4.B.1.5, demonstrate that the 5-year average D/F/W rate for face-to-face delivery is 16.8% (compared to 16.3% in the previous 5-year period) and the 5-year average D/F/W rate for online delivery is 12.3% (compared to 19.2% in the previous 5-year period). This in part reflects the higher D/F/W rates in face-to-face rather than online courses during the years affected by COVID-19. It already appears that the face-to-face D/F/W rates are dropping back to their pre-pandemic levels. Monitoring of these numbers

continues, with the goal of maintaining the balance of academic rigor and student success in all courses regardless of delivery mode.

Table 4.B.1.5: The Average and Difference Between D/F/W Rates by Mode of Delivery

Academic Year	Total % D/F/W Rate for Online Courses	Total % D/F/W Rate for Face-to-Face Courses	Difference
2017-2018	14.2%	16.3%	2.1%
2018-2019	12.8%	17.3%	4.5%
2019-2020	9.9%	14.8%	4.9%
2020-2021	12.7%	18.9%	6.2%
2021-2022	11.9%	16.8%	4.9%
2022-2023*	10.6%	13.8%	3.2%
5-yr Average (2017-2018 to 2021-2022)	12.3%	16.8%	4.52%

*AY 2022-2023 is currently in progress and does not include data from Spring 2023.

It is important to note that the same assessment practices are used in both face-to-face and online courses, ensuring comparable rigor between the two modalities.

Co-Curricular Assessment

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

Housing & Residence Life has identified several key performance indicators and uses a variety of assessment practices to evaluate programs. These include the use of retention and occupancy data and a [Resident Student Satisfaction Survey \(RSSS\)](#) that is administered each spring. The department also monitors a variety of additional critical areas including maintenance needs, student conduct, staff training, and educational and developmental programming.

Facilities and program upgrades/modifications are made consistently with the information obtained through these and other methods. The RSSS was designed to assess student opinion for major factors that influence occupancy rates such as the physical environment, activities and programming offered, and the interaction with staff. Consistently, satisfaction with Housing & Residence Life (HRL) staff is very highly rated, both for resident advisors and custodial staff. Areas of strength within the category of engagement, learning, and development include supporting the development of independence and self-sufficiency, as well as facilitating developing friendships and University involvement, and exposure to a diverse array of people.

General satisfaction with dining services received the lowest score, but still resulted in an overall satisfaction of 3.45, which is above average (3.0) and meets criteria. Of note, the highest scoring item in the dining services section is in customer service. HRL staff continue to work with food

services to improve student satisfaction. Overall, resident student satisfaction receives high scores on the survey, with only a few areas falling below HRL’s goal average.

After a gap of several years, surveys were again administered for the Spring 2023 semester. Results were generally consistent with the prior 5-year averages discussed above.

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

Student Support Services is a federally funded program of the U.S. Department of Education designed to assist first-generation, low-income students with academic success, persistence, and graduation. See Criteria 4.B.1 and 3.D.2 for details of the services offered.

In 2021-2022, the traditional Student Support Services program served [300 students](#) and consistently measured progress.

Table 4.B.1.6: Traditional Student Support Services 2021-2022 Outcome Goals & Actual Rates

	Outcome Goal	Actual Rate
Persistence	70%	83%
Good Academic Standing	75%	91%
6-Year Graduation Rate	35%	43%

The Student Support Services for K-12 Teach Preparation ([SSS: Teach](#)) served 140 first-generation or low-income students or students with disabilities in 2021-2022.

Table 4.B.1.7: Student Support Services: Teach 2021-2022 Outcome Goals & Actual Rates

	Outcome Goal	Actual Rate
Persistence	75%	78%
Good Academic Standing	75%	91%
6-Year Graduation Rate	35%	78%

These data demonstrate that Student Support Services is consistently exceeding its goals in promoting academic success with its target population.

Every other spring the *Henry G. Bennett Memorial Library* conducts student satisfaction surveys. Overall, student satisfaction dissatisfaction was less than 5%. The Ruffalo Noel Levitz Student Satisfaction Inventory in 2012, 2014, and 2022 indicated the level of importance that students placed on the library staff (5.90 in 2012; 5.92 in 2014; 6.17 in 2022) and resources (6.26 in 2022) increased over time. Student satisfaction with the staff and resources has also increased (5.57 in 2012; 5.67 in 2014; 5.98 in 2022; satisfaction with resources 6.08 in 2022). The scores are reported on a Likert scale of 1-7 and the resource satisfaction exceeded the average reported nationally from other four-year public institutions.

Librarians teach information literacy to students in College Success courses (Table 4.B.1.8

below), in accordance with the Association of College and Research Libraries’ Information Literacy Competency Standards for Higher Education. Students enrolled in this course are instructed to identify, access, evaluate, and use library resources. The library uses information literacy class assignments, pre-and post-tests, direct observation, and classroom assessment techniques (CATs) to ascertain student learning or improvement. The Reference and Instruction Librarian conducts information literacy sessions for College Success classes and information literacy and bibliographic sessions for lower-level general education classes. Students who receive basic instruction about internet and electronic database research strategies, as well as OCLC Discovery, the library’s online catalog, consistently average in the 89th percentile on library skills assignments.

Table 4.B.1.8: Number of Face-to-Face Classes Taught & the Number of Face-to-Face Reference Questions Answered by Library Staff (These numbers represent both face-to-face and online)

Parameter	2017 - 2018	2018 - 2019	2019-2020	2020-2021	2021-2022
Classes Taught	89	73	130	78	35
Number of Students	1667	1667	3934	2272	803
Reference Questions	1635	2611	2697	2680	2525

4.B.2 Assessment Results Leading to Changes

Departments continue using assessment to assist in decision-making regarding planning, budgeting, personnel, and curricular matters. See this table of [Program Changes 2016-2023](#) by school and department for details. Further detail can be found in the summary of [modifications in undergraduate programs](#), and [those in graduate programs](#), including courses deleted because of obsolescence, courses added for relevancy, and courses modified to improve student learning.

A few examples that have resulted from assessment include these new undergraduate programs: the B.A. in Psychology (Community Psychology), the B.A. in Theatre (Arts Administration), and the B.S. in Recreation Sports Management (Communication Leadership).

After discussion with educational leaders and a market review conducted by Southeastern’s OPM, development of the M.B.A. – Leadership and M.A. in Organizational Management and Leadership was initiated in 2021-2022. During 2022-2023 the launch of these programs was prepared and two new concentrations were successfully proposed in the M.S. in Sports Management – Strategic Communication and Leadership. Additionally, the new Nursing and Allied Health Department launches the M.S. in Healthcare Administration in spring 2024.

4.B.3 University Processes and Methodologies to Assess Student Learning Reflect Good Practices

Southeastern’s assessment processes provide a comprehensive framework of policies and protocols focusing on the continuous improvement of student learning. The University’s assessment systems are compliant with OSRHE policies and consistent with the expectations of

HLC and all specialty accreditations.

Multiple techniques are used by individuals in each unit to collect data regarding student learning for program outcomes assessment and program review such as course-embedded assessments, surveys, state and/or nationally referenced tests, advisory councils, focus groups, licensure/certification tests, and exit interviews.

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

See also Criteria 4.B.1 and 4.B.2.

Sources

4.B.1

- [SE Mission webpage](#)
- [SE Guidelines for Annual Program Learning Outcomes Assessment Reports](#)
- [SE Program Outcome Assessment Report \(POAR\) Template 2023](#)
- [SE Institutional Assessment Committee \(IAC\) webpage](#) and [APPM](#) pp. 38-39
- [SE General Education Council \(GEC\) webpage](#) and [APPM](#) pp. 44-45
- [SE IAC POARS Rubric](#)
- [Table 4.B.1.1: Score Summaries of POAR Reviews by the IAC--Graduate](#)
- [Table 4.B.1.2: Score Summaries of POAR Reviews by the IAC--Undergraduate](#)
- [SE IAC POARs Summary Reviews on Academic Assessment website](#)
- [SE General Education Assessment Plan](#)
- [SE General Education ETS Assessment Report Sample](#)
- [SE General Education Assessment Reporting Template](#)
- [SE Resident Student Satisfaction Survey Results Spring 2013-Spring 2017](#)
- [SE Student Wellness Services](#)
- [SE Student Wellness Services pre- and post-tests 2018-2022](#)
- [SE Student Support Services Persistence and Graduation Rates 2021-2022](#)
- [SE Student Support Services Teach Program Persistence and Graduation Rates 2021-2022](#)

4.B.2

- [SE Program Additions, Deletions, and Modifications 2016-2023](#)
- [Table 4.B.2.1: Samples of Undergraduate Program Changes Resulting from Program Review and/or Department Program Outcomes Assessment Since 2013](#)
- [Table 4.B.2.2: Samples of Graduate Program Changes Resulting from Program Review and/or Department Program Outcomes Assessment Since 2013](#)

4.B.3

- [SE Annual Student Assessment Report to OSRHE December 2022](#)
- [SE Academic Assessment webpage](#)

4.C Core Component

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence, and completion rates in its degree and certificate programs.

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

Argument

4.C.1 Goals for Student Retention, Persistence, and Completion

The historical charge for the institution is to serve the southeastern region of Oklahoma. The economic and demographic characteristics of this area influence Southeastern's first-to-third semester retention and graduation rates. From 2017-2022, 57% of the students came from Southeastern's defined 10-county service area, over 12,000 square miles which averages only 25.4 people per square mile; no city has a population larger than 25,000. Many students come from rural, isolated areas that are some of the poorest in the country. While this student profile has been changing somewhat as online and graduate offerings are increased, a significant number of students continue to come from rural, underserved communities.

Table 4.C.1.1: Student Profile Excerpts Fall 2022

Fall 2022	Total all enrolled students
1 st Generation	50.7%
From 10-county service area	33.3%
Online only enrollment	69.1%
Face-to-face only enrollment	6.9%
Combination of online and face-to-face enrollment	24%

(Source: [SE Quick Facts Fall 2022](#))

As the table above notes, 50.7% of fall 2022 students were first-generation college attendees, with a third of enrollment coming from the 10-county service area. In addition, the average age

of students in [fall 2022](#) was 27.9 with a median age of 22; 82.1% of all students receive financial aid. The shift from primarily face-to-face courses to a significant percentage of online-only enrollment (69.1%) reflects both the more non-traditional age of Southeastern’s students, as well as the fact that most of them hold jobs and many are caring for children, siblings, or aging or disabled family members.

In addition, a reversal of the spring 2016 commencement numbers has occurred, when most degrees awarded went to undergraduates; in spring 2022, graduate degrees constituted 67.9% of commencement. Many of these graduate programs are offered in fully online formats (see Table 4.C.1.1 above regarding fully online enrollment trends).

Table 4.C.1.2: Comparison of Bachelor’s Degrees and Master’s Degrees Awarded Spring 2016 and 2022

	Of degrees awarded, percentage of bachelor’s degrees	Of degrees awarded, percentage of master’s degrees
Spring 2016	78.9% (664)	21.1% (178)
Spring 2022	32.1% (585)	67.9% (1,240)

(Sources: SE Quick Facts [Fall 2016](#) and [Fall 2022](#))

However, even with the shift to more fully online enrollment and greater numbers of students pursuing graduate degrees at Southeastern, as relevant to our mission, with 46% of both undergraduate and graduate degree recipients in spring 2023 identifying as first-generation students. Also, 29% of bachelor’s degrees graduates and 18% of master’s degree graduates report Native American heritage.

Table 4.C.1.3: Undergraduate and Graduate Student Profile Excerpts [Commencement Spring 2023](#)

Spring 2023	Bachelor’s degrees awarded	Master’s degrees awarded
1 st Generation	46% (132/288)	46% (198/413)
Native American	29% (84/288)	18% (75/413)

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

In fall of 2013, a Retention/Graduation Task Force comprised of faculty and staff established a first-to-third semester undergraduate retention goal of 66% after a careful review of demographics, the previous ten-year average retention rate (57.5%), and consultation with an established expert in student success (Betsy O. Barefoot). The 66% goal was also chosen because it would be at the top end of the average retention rate for Oklahoma’s 11 regional institutions—which has remained [relatively flat over the past decade, declining in the past year](#) (p. 12).

The institution has chosen to use its institutional data as the metric rather than the State Regents’ data because the state data is usually two years behind the institutional data, does not provide

demographic comparisons, and is a snapshot that does not account for later withdrawals or enrollment corrections. While the state data are valuable for comparison with similar institutions, the institutional data are more conservative and appropriate to assessing Southeastern's goals.

A similar approach was used by the Task Force to establish a goal of 35% for the 6-year graduation rate. The previous ten-year average was 30.8%. According to [OSRHE's 2022 Annual Report](#), the 6-year graduation rate at Oklahoma regional universities has increased from 34.9% in 2012-2013 to 37.3% in 2021-2022.

While Southeastern continues to utilize the goals made by that committee, the intention was to revisit those goals and make data-informed adjustments to them, but COVID-19 delayed those plans. The combination of the QIP and the implementation of the Civitas retention system also means a necessary reconsideration of those goals, although that implementation has only just begun. One aspect of [Southeastern's QIP](#) is focused on increasing retention and graduation rates by implementing a more comprehensive team advising model to meet the needs of the students the institution serves.

From fall 2020 to fall 2021 Southeastern had a [54.2% retention rate and a 30.1% 6-year graduation rate](#) for full-time, first-time students. From fall 2010 to fall 2021 FTFT students' retention for first-to-third semesters had a five-year average of 60.5% and a ten-year average of 60.4%, not the 66% of the 2013 goal, but an improvement on the previous ten-year average retention rate of 57.5%. Like nearly all institutions of higher education, Southeastern's retention and graduation rates were adversely affected by the COVID-19 pandemic; the University is taking measures to improve the metrics going forward.

The most recent meeting of the Retention/Graduation Task Force focused on [strategic enrollment growth with retention elements](#): increasing scholarship opportunities for cohorts proven to aid in retention and persistence, such as Athletics, Band, Honors, and the President's Leadership Class.

4.C.2 Student Retention, Persistence, and Completion Data is Regularly Collected and Analyzed for All Programs

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

When analyzing the data, it is readily apparent that the traditional, federal definition of graduation rates does not accurately reflect the activity and success of Southeastern. For example, in [fall 2010](#), 651 incoming freshmen enrolled at Southeastern and reported a six-year graduation rate of 25.2%.

However, six years after 2010, 638 undergraduate degrees were conferred. Between 2017 and

2021, Southeastern never had more than 560 full-time freshmen enroll in the fall yet has awarded an average of 592 undergraduate degrees per year. In fall 2017, there were 513 first-time, full-time freshmen and in spring 2021, 625 bachelor's degrees were awarded.

Obviously, transfer and returning students, as well as veterans, part-time students, and students who begin in a semester or term other than the traditional fall August start date, are not included in the federal definition. This is not to imply that Southeastern is not concerned about the six-year graduation rate or to explain away low persistence rates. This data demonstrate the role Southeastern plays in helping those students who do not fit the federal definition of persistence reach their educational goals.

Southeastern's OPM partner, Academic Partnerships (AP), offers enrollment services as an extension of the university and "provides students with essential guidance on programs, application and document requirements, deadlines and enrollment steps." The balance of tasks between AP's Enrollment Specialists and Retention Specialists and Southeastern's increased staffing in Admissions, Advising, and support offices on campus respond to the growth in online programs. [Process Review meetings](#) are scheduled with Southeastern staff and AP liaisons to ensure understanding of the processes at Southeastern from application through student degree completion and to make changes that will improve the process for students, whether those changes are in AP's area or Southeastern's.

4.C.3 Data-Informed Improvements for Student Retention, Persistence, and Completion

After reviewing the data in 2013, the Retention Task force made [27 separate recommendations](#) to improve persistence and increase the overall number of graduates. While not all recommendations were implemented, several have been, and that appears to have had a positive impact on student persistence.

For example, following a recommendation based on data that indicated lower retention for students in developmental courses, all remedial English is now being conducted through an embedded format. The University also expanded the no-cost summer remedial reading and math programs. In fall 2017, the University piloted its first embedded College Algebra course. See the [Annual Assessment Report](#) for details on the effectiveness of this change.

Additionally, institutional data demonstrated that students with financial need struggled with persistence. In summer of 2017, Southeastern followed the Task Force recommendation and hired an advisor tasked with case-managing first-year students who cannot enroll due to financial holds.

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

According to [state regents' data](#), in 2014-2015, the institution had a first-to-third semester retention of over 66% for the first time in over eight years; in 2019-2020, the FTFT retention rate was 71%. At that time, the data indicated movement in a positive direction. Then COVID-19's impact derailed that progress. The last two years' rates have declined, a pattern in 2021-2022 that held true for most regional Oklahoma universities, as the regional average dipped to 69%. [Internal data](#) indicate that the FTFT first-to-third semester retention 5-year average was 60.5%.

Over the last decade, the results have not been as positive for the graduation rates. As mentioned above, the IPEDS definition for the six-year graduation rate remains below the target. While not meeting internally-determined goals, the [six-year institutional graduation rate per RUSO data](#) (pp. 10-11) is [consistent](#) with that of the 11 other state regional institutions.

4.C.4 Processes and Methodologies for Collecting and Analyzing Data on Student Retention, Persistence, and Completion Reflect Good Practice

For internal data collection and reporting, the institution uses the IPEDS definitions for retention, persistence, and graduation rates. However, the interpretation and use of that data on campus is influenced by the recognition of transfer and returning students who, as discussed in 4.C.2, are excluded from IPEDS metrics. For populations outside of IPEDS definitions, additional metrics are developed in accordance with the Association of Institutional Research best practices to provide accurate student success information for decision making. Utilization of student tracking and outcome measure resources with the National Student Clearinghouse and Oklahoma State Regents for Higher Education provide additional information on student persistence and completions.

Sources

4.C.1

- [SE Quick Facts Fall 2022](#)
- [SE Quick Facts Fall 2022](#)
- [SE Quick Facts Fall 2016](#)
- [SE Quick Facts Fall 2022](#)
- [SE Commencement Statistics Spring 2023](#)
- [OSRHE Annual Report 2022](#), p. 12
- [OSRHE Annual Report 2022](#), p.12
- [SE's QIP Report May 2023](#)
- [SE Retention Study 2023](#)
- [SE Retention Study 2023](#)
- [SE's Enrollment Growth Task Force Report](#)

4.C.2

- [SE Retention Study 2023](#)
- [SE Commencement Statistics Spring 2023](#)
- [SE Retention Study 2023](#) (Fall 2010-Fall 2021)
- [SE AP Process Review Aug 2022](#)

4.C.3

- [SE 2013 Retention and Graduation Task Force Report Recommendations](#)

- [SE 2013 Retention and Graduation Task Force Report](#)
- [OSRHE 2021-22 Persistence Rates for Oklahoma Higher Education](#)
- [SE Retention Study 2023](#) (Fall 2010-Fall 2021)
- [RUSO Dashboard April 2023](#), six-year graduation rates p.10-11
- [RUSO FTF Retention Rate and Six-Year Graduation Rates 2022](#)

4.C.4

No sources.

4.S. Criterion 4 - Summary

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

Summary

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

All programs at Southeastern produce yearly Program Outcome Assessment Reports, and periodic Program Review, to continually assess and adapt educational offerings to evolving student needs.

Southeastern has clear systems in place for assuring the quality of the academic credit it credentials, including following established state rubrics for transfer credits, and participation in SARA for online offerings.

Southeastern maintains specialized accreditation in appropriate disciplines, involving 38.9% of undergraduate degree programs and 40% of graduate programs.

A culture of ongoing assessment permeates the institution, with nearly every department on campus making program revisions due to assessment findings throughout the course of the review cycle. In the few programs in which effective assessment has not met institutional expectations, concrete actions are in process to remediate deficiencies.

Given its charge of educating historically under-served populations, Southeastern pays particular attention to improving its retention, persistence, and completion rates. Southeastern has implemented several recommendations put forward by the Retention/Graduation Task Force. Clear progress has been made but established goals have not yet been met. As the QIP advances further progress in increasing these rates is anticipated.

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

Sources

There are no sources.

Criterion 5-Resources, Planning, and Institutional Effectiveness

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

5.A Core Component

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies including its governing board, administration, faculty, staff, and students—through planning, policies, and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy, and processes through effective collaborative structures.

Argument

5.A.1. Shared Governance Engages Internal Constituents

The Oklahoma State Regents for Higher Education ([OSRHE](#)) coordinating board is the legal structure for providing public education at the collegiate level. It oversees a coordinated system of colleges and universities located throughout the state. See Criterion 2.C for more details.

The Regional University System of Oklahoma ([RUSO](#)) governing board has the authority for six institutions and an 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. See Criterion 2.C for a full description of RUSO's role.

RUSO Regents rotate meeting locations between the schools and all RUSO Regents and staff as well as Presidents and other administrators from the RUSO schools attend, allowing for monthly collaboration on items of importance. The RUSO Board utilizes a [committee structure](#) to consider all recommendations brought by university presidents before they are voted on by the full board.

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

At the University level, the opportunity to contribute input and dialogue is provided through regular Faculty Senate meetings, Faculty Forums, American Association of University Professors' meetings (not an official University group, but allowed to function on campus), department meetings, Student Government Association meetings and forums, and with meetings of the Staff Senate.

Shared governance principles are outlined in Section 3.7 of Southeastern's Academic Policies and Procedures Manual ([APPM](#) pp. 47-54). Examples of joint effort activities include general education policy, how to address major changes in size or composition of the student body, planning, budgeting, and physical resources. The faculty role, which draws heavily on the AAUP's 1966 Statement on Government of Colleges and Universities, is delineated (pp. 50-51) as well as the Faculty Senate's relationship to the President (pp. 52-53); the Faculty Senate Executive Committee meets with the President and the VPAA regularly. A flow chart of shared governance system is also provided (p. 54). The faculty has primary responsibility in areas of curriculum, instruction methods, faculty appointment and status, and tenure and promotion.

[Faculty Senate](#) (APPM, Sec. 3.3.2, pp. 30-33) controls the function and membership of the general faculty committees and makes recommendations on policy to the appropriate administrators (e.g., VPAA). 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.

[Staff Senate](#) has recently undergone a reorganization and renaming, with the intention of strengthening the voice of the staff in decision-making about policies and procedures that impact them.

The [Student Government Association](#) is consulted in areas of policy and processes when appropriate.

5.A.2 Data-informed Decisions in the Best Interest of the Institution and its Constituents

Formal Academic Assessments

Program Outcome Assessment Reports (POAR) are submitted annually by department chairs to the Director of Assessment, who works with the Institutional Assessment Committee (IAC) to [review and score them](#). The IAC is responsible for monitoring the University's compliance with both OSRHE and HLC assessment policies, reviews assessment plans and reports for academic programs, and makes recommendations based upon findings.

Both the program reviews and specialty accreditation processes begin with a self-study report from the program; these require the program faculty and administration to gather, review, and address data such as assessment reports, retention and graduation rates, internships and practica placement, post-graduation placement, etc. Self-study reports may also analyze peer institution/peer program information available to the public for comparison. These self-study reports are shared with external reviewers for their review.

Academic Affairs

In 2022, two new positions were approved and filled in the Academic Affairs office. Dr. Mark

Shields and Dr. Susan Ronnenberg were hired as Assistant Vice Presidents in Academic Affairs. As AVPAA, Dr. Shields works closely with VPAA Golden, with the management of Academic Advising, the Career Management Center, the Learning Center, the Native American Institute, and Tribal Relations. In addition, he provides administrative support for the McCurtain County campus.

Dr. Ronnenberg works closely with VPAA Dr. Golden to provide leadership and oversight in undergraduate education, support of Department Chairs and the undergraduate Academic Appeals Committee, and she serves as an advocate for undergraduate education in partnership with other administrators and faculty. Dr. Ronnenberg works extensively with program reviews and OSRHE as well as HLC reporting.

Office of Institutional Research and Records

In July 2021, the Office of Institutional Research and Records was added to the Southeastern administrative structure and an [Associate Dean of Institutional Research and Records](#) was appointed. This position implements policies and state/federal laws as they pertain to students and records and is responsible for student data integrity in coordination with Admissions, the Registrar's Office, Financial Aid, and the Business Office to assist with appropriate data edits. The Associate Dean serves as chair of the Core team which manages the data standards for Colleague and coordinates updates/changes to processes affecting core data used by all administrative offices. Serving as a system analyst, the Associate Dean coordinates with Information Technology for appropriate system support, software, and service. The Associate Dean serves as the chief institutional research officer for the University and supervises the preparation of reports for various academic/administrative offices and state/federal reporting as well as oversight of FERPA regulations and training for student data management.

The Office of Institutional Research and Records also prepares and distributes enrollment reports during enrollment periods to the campus. They coordinate with other departments regarding student contact lists and outreach efforts for the enrollment of new and continuing students, as well as providing data for use in setting enrollment goals and determining enrollment trends.

Under the management and supervision of the Associate Dean of Institutional Research and Records is a new position filled in summer 2023, that of [Institutional Research Data Analyst](#). This position's main duties include using skills in programming, data extraction, research, analysis and synthesizing of information, report development, and presentation to produce accurate and visually appealing reports of the data findings for a wide variety of audiences, including the creation of dashboards.

Salary Surveys

HR uses data from the College and University Professional Association (CUPA) and from other Oklahoma Regional Universities to determine staff salaries.

Office of Admissions and Recruitment

In 2021, the Office of Admissions and Recruitment implemented Blackbaud, a comprehensive tracking system to monitor undergraduate applicants. This involves utilizing the Customer Relationship Management (CRM) software to record and analyze every interaction, event attendance, and communication, such as emails and postcards, between the students and the

institution. This data-driven approach ensures that continued utilization of resources efficiently and effectively in reaching prospective students.

5.A.3 Involvement of Internal Stakeholders in Setting Academic Procedures

Academic policy

Southeastern’s academic procedures involve administration, faculty, staff, and students through a campus-wide committee structure. The Academic Council acts on all recommendations submitted by the Curriculum Committee, Distance Education Council, Faculty Senate, General Education Council, Graduate Council, and Teacher Education Council. The Academic Council considers and makes recommendations about any academic matter that is not an assigned function of another committee. The Academic Council will also function as an “academic matter” sounding board for the general teaching faculty and administration. Student representatives are appointed to many of these councils.

The [Academic Council](#) is composed of Department Chairs as voting members. A faculty chair is elected by the current members each September. The VPAA serves as ex-officio, non-voting member and acts as an administrative liaison to the committee. The council meets twice each semester and at other times, as necessary ([APPM](#) pp. 41-43).

Academic policy is administered by Department Chairs through the Academic Council. Department Chairs meet weekly with the VPAA.

Sources

5.A.1

- [OSRHE website](#)
- [RUSO Policy Manual](#)
- [RUSO Committee Structures from Policy Manual](#)
- SE Shared Governance [APPM](#) pp. 47-54
- SE Faculty Senate Constitution, [APPM](#), section 3.3.2, pp. 30-33
- [SE Staff Senate Constitution and By-Laws](#)
- [SE Student Government Association Constitution](#)

5.A.2

- [SE Academic Assessment webpage](#)
- [SE Associate Dean of Institutional Research and Records Job Description](#)
- [SE Institutional Research Data Analyst Job Description](#)

5.A.3

- [SE Academic Council Meeting Minutes](#) Sample
- [SE APPM](#) pp. 41-43, Academic Council

5.B Core Component

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

1. The institution has qualified and trained operational staff and infrastructure are sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources, and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1 Qualified and Trained Operational Staff and Sufficient Infrastructure Supporting Operations Wherever and However Programs are Delivered

Qualified and Trained Operational Staff

The University is organized with [four primary divisions](#), including Academic Affairs, Business Affairs, Enrollment Management, and Student Affairs, all reporting to the President. In addition, Campus Safety and Security, University Marketing and Communications, Alumni and Development, and Athletics report directly to the President.

Operational University staff includes areas throughout the entire university, with departments comprised of various staff at multiple levels. During the 2018 review process of all staff positions, some job descriptions were updated to reflect the current scope of duties of the position.

As positions are vacated, job descriptions are thoroughly reviewed to ensure they are current. Key administrative and executive positions require advanced degrees and relevant experience where appropriate.

Each potential hire is evaluated and approved by Human Resources to ensure proper qualifications are met. Each non-faculty employee is [evaluated annually](#). As a part of that evaluation, future professional development is identified and documented. Additionally, over the past year, every faculty and staff member, both full-time and part-time status, has participated in Title IX training and workplace discrimination training. See also Criterion 3.C.7 for more information on professional development.

Staff are encouraged to attend professional development activities including in-person conferences, online training, advanced education, and professional memberships. Each department is allocated travel funds that can be utilized for conferences and continuing

education. Additionally, department operational budgets can include funds for departmental or program professional memberships and associations. The university also offers up to \$5,000 in [tuition waivers](#) to each employee per year for use by that employee or any member of their immediate family. That amounts to approximately 22 credits per year for undergraduate courses and 18 credits per year for graduate classes. In FY2023, 30 employees utilized this benefit for themselves at a cost of \$64,842. Over the past five years, 12-30 employees per year have taken advantage of this opportunity for professional development.

Infrastructure - Software

The University employs multi-modal program delivery, including face-to-face at various locations, fully online, and blended. To effectively serve the increased enrollment in fully online and blended course delivery modes, significant investments in new hardware and software have occurred over the past five years. Many of the systems are now cloud-based through Onenet, the State of Oklahoma's network. By housing systems in this manner, the University can provide an average system uptime of 99.71%.

In 2018, the University partnered with two other RUSO schools to purchase Ellucian Colleague. The university also purchased additional functionality from Ellucian partners including TouchNet for student finances.

Southeastern Self-Service is the web-based interface providing students access to class schedules, transcripts, financial aid, bursar account information and payments, and payroll information. TouchNet integrates with Colleague and Self-Service, offering students options for paying their tuition. International payments are handled through the PayMyTuition service. Beginning during the fall 2023 semester, Southeastern will implement a digital ID system integrated with Colleague and Self-Service.

In addition to Colleague, the University employs a variety of other programs to support its function and mission. CRM Recruit provides students with a personalized process during the recruiting life cycle. Handshake allows student employees to review and apply for university jobs while enabling supervisors to manage the student employment experience. Currently beginning implementation, Civitas provides additional resources to students and staff to enhance the student advising and learning experience. Additional software system information is found in [Table 5.B.1.1](#).

Infrastructure - Hardware

University technology infrastructure includes a variety of hardware and software. The University has over 1,400 computers throughout all locations with about 750 for employees and 679 for direct student use. During the 2018 through 2020 timeframe, the University implemented a new cloud-based telecommunications system on both the Durant and Idabel campuses. About 750 desktop phones were upgraded for a total implementation cost of \$28,000. Because the phone system is cloud-based, additional features and functionality including text messaging and software-based communication services are also available. These services have helped the University to offer greater services to students by providing flexibility for employees.

Since 2018, the University has spent a tremendous number of financial resources upgrading

major systems and infrastructure. Over \$830,000 has been spent on network infrastructure upgrades including 10 gigabit core switches at both the Durant and McCurtain County campuses, 166 end point 10 gigabit backbone switches and wireless upgrades in multiple buildings with 10 gigabit connection modules. The University also spent over 1.1 million dollars on extensive fiber optic and cabling upgrades to support 10 gigabit connections on both campuses. Funding for these improvements came from a combination of HEERF funds, Master Lease Deferred Maintenance Funds, and IT operating funds.

Beginning during the spring of 2018, Southeastern began a two-year transition to Ellucian Colleague. Over 2.8 million dollars was spent implementing the comprehensive ERP system that included new web-based services for students. In 2022 the decision was made to move to Instructure’s Canvas LMS at an estimated cost of \$175,000. Full implementation of Canvas is occurring during the fall 2023 semester.

Southeastern has 679 personal computing workstations available in 32 computing laboratories. Starting in 2019, all have been replaced or upgraded with additional memory and storage, per [APPM 7.12](#). Workstations can also include several additional pieces of technology to aid in classrooms or help students further academic research or studies. All computers are installed and supported by Information Technology User Support. Equipment is continuously evaluated and replaced (or upgraded) as needed. All computer labs are equipped with standard Microsoft software packages; selected workstations are equipped with more specialized academic program-specific software packages.

Over the last several years. Southeastern has been able to use a variety of funding sources to update most faculty and staff computers as well as many classrooms and student labs. To date, 70 classrooms have been updated with new technology, furniture, and lighting. In addition, almost 300 faculty, staff, classroom, and lab computers have been replaced.

Tech Support

Support for the infrastructure is overseen by Information Technology which is divided into two functional areas – systems support and user support. Across all of IT, the University employs 18 full-time staff and 13 student employees, an increase of four FTE from 2018.

Systems Support includes maintenance and oversight of all software systems, desktop hardware, telecommunications, and networking infrastructure. User Support provides comprehensive end-user support to faculty and staff for programs such as Ellucian Colleague, Microsoft Office, Teams & OneDrive, Zoom, Argos, and Adobe Suite.

To manage software and hardware support, the University uses [the OS Ticket ticketing system](#). Ticket response and resolution times have been steadily decreasing over the last three years from an average of 53 hours down to 44 hours. Note that due to the nature of customary University support, many requests are not logged into the system but rather addressed as soon as they are received.

Table 5.B.1.2: IT Support Tickets and response/completion time

2022-2022	2,124 Tickets/44.2h Avg Ticket Resolution Time
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2021-2022	2,168 Tickets/49.9h Avg Ticket Resolution Time
2020-2021	1,973 Tickets/53.4h Avg Ticket Resolution Time

The primary responsibility for providing support for students starts with the Center for Instructional Development and Technology (CIDT). The CIDT also provides faculty instructional development and design support. In the past five years, the department has expanded to provide comprehensive support. Presently the department employees seven full-time as well as 15 student employees, an increase from five full-time and eight student employees in 2018. The on-campus office is staffed from 8:00a.m. to 7:00p.m. most days with online support available until 1:00a.m. 7-days per week.

After a year-long evaluation and review period, the University selected Canvas and associated tools as an LMS replacement. CIDT provided a series of sneak peeks of Canvas to help faculty prepare, followed by 6-month training cohorts, with new cohorts beginning each month. Additional Canvas workshops were offered along with specific topics sometimes featuring other vendors. See Criterion 3.C.5 for more information on the training.

Infrastructure – Physical Campus

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

[Southeastern’s Strategic Plan, Vision 2040](#), has five focus areas, including one which specifically addresses facilities. The University developed the Campus Master Plan in 2022 for the future physical landscape of the University grounds, which has provided a starting but not an end point, as continued attention must be paid to the full suite of tools and facilities the institution utilizes to further its academic mission. Especially as the University increasingly grows and relies on online instruction, the software, hardware, and technical human resources needed to maintain excellence will be of the highest importance, and these interests must be balanced against the needs of the physical campus infrastructure.

The Director of the Physical Plant and the Director of Environmental Health and Safety are charged with assessing each facility to update the Deferred Maintenance Report (Long-Range Capital Planning and Current and Pending Projects), which 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 Durant campus has 64 facilities that total 951,681 sq. ft. with a replacement value of \$159,107,739. The McCurtain County location has five buildings that total 60,752 sq. ft. with a replacement value of \$10,840,840. The Deferred Maintenance Budget across all funds has averaged about \$400,000 over the past five years. In 2021, the University used the State Master Lease program to borrow almost seven million dollars to address deferred maintenance needs across all campuses and improve the classroom experience.

Table 5.B.1.3: Deferred Maintenance Estimates Fall 2022

	E&G	Auxiliary
a. Structural	\$7,675,000	\$9,050,000
b. Roofs	\$650,000	\$500,000
c. Exterior Finishes	\$22,955,000	\$5,700,000
d. Interior Finishes	\$9,450,000	\$3,900,000
e. Electrical	\$1,850,000	\$800,000
f. Mechanical	\$10,950,000	\$2,925,000
g. Plumbing	\$3,400,000	\$975,000
h. Conveying Systems	\$1,000,000	\$300,000
i. Life Safety	\$1,700,000	\$100,000
TOTAL	\$59,630,000	\$24,250,000

It is also worth noting that that [over the past ten years](#), Southeastern’s capital expenditures have all been directed toward building improvements when possible, with no funding for new construction.

5.B.2 Mission Goals and Related Statements are Realistic Considering the Institution’s Organization, Resources, and Opportunities

Southeastern’s [mission](#) is: “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.”

President Thomas Newsom announced to the [Annual Faculty & Staff Meeting on August 18, 2022](#) the appointment of the University’s Strategic Planning Committee. The committee was charged to draft specific strategies and tactics to help the University achieve its mission of (1) Academic Excellence, (2) Affordability, (3) Sustainability, (4) Quality Facilities, and (5) Being a ‘Student Ready’ Institution. The committee’s first meeting was on Friday, September 9.

Southeastern’s Strategic Planning Committee began their work by identifying three principal changes impacting the University in a variety of ways.

- Enrollment trends, with significant growth in fully online enrollment and in graduate programs. Even on-site students increasingly enroll in a blend of course modalities regularly. Maintaining academic quality is vital in this increasingly complex and evolving landscape.
- Financial challenges, exacerbated by the COVID pandemic and increasing inflation, as well as years of decreasing state appropriations to support higher education. Students and employees alike have experienced these challenges increasing. The declining state appropriations to higher education in the last decade shifted the greater burden of cost to students and their families, an especially difficult condition for students from within the [10-county impoverished area](#) Southeastern serves. Many Southeastern students work full-

time, provide caregiving for aging or disabled relatives, and/or are raising children. Over half of students are first-generation. It is also difficult to retain faculty and employees in some areas when other employers can pay significantly higher salaries that aid in deflecting the impact of the rising cost of groceries, gas, heating and especially cooling, and other daily needs.

- The physical and digital infrastructure of the University has, in places, deteriorated or become outdated. Continued updating of both is vital, with attention to modernizing by employing the University’s full suite of tools and facilities in the service of furthering the academic mission. With increasing online instruction, the software, hardware, and technical human resources needed to maintain excellence must take a high priority, along with the needs of the physical campus infrastructure.

The five focus areas of the strategic plan that emerged were grounded in the above observations, combined with the guiding principles and vision utilized by the President and the Executive Team in navigating the University through the pandemic. A keen awareness of who Southeastern students are, what their needs are, what their ambitions are, and how to best realistically and practically support them in reaching their educational goals informed the development of the details of the strategic plan.

Organization

Southeastern has benefitted, organizationally, by an administrative philosophy of administrative efficiency. For the past seven years the number of middle management positions have remained low to further empower department chairs and reduce bureaucracy. This has had a positive effect in two ways: enhancing communication within [the organizational chart](#) and preserving institutional cash flow by reducing the overall burden of administrative salaries. The recent hiring of two new AVPAAs and the appointment of an Interim Dean in the John Massey School of Business were in response to enrollment growth, multiple accreditation processes, and increasing administrative workload on the VPAA position. Even with these additions, in FY2023, [5.9% of Southeastern’s budget](#) was allocated to administrative costs, which is 7.1% below the maximum allowed by the state regents.

Resources

Southeastern is well-resourced to continue supporting its educational offerings, and to nurture their continual improvement. The University has found innovative methods of diversifying its revenue, evidenced in the [2022 audit](#) by Hinkle & Company indicating an improved overall financial position for the University despite declining state appropriations.

The University mission statement prioritizes the academic development of students through teaching quality and curricular rigor, as well as career preparation through learning habits and experience. While the Strategic Plan *Vision 2040* has identified several continually evolving challenges toward this mission, it has also identified a comprehensive set of strategies to meet those challenges in a systematically planned manner. The President has published an [“Implementation matrix”](#) for the strategic plan that involves realistic and achievable expansion of revenue through various non-tuition sources, expansion of grant writing and fundraising, and the accessibility of the curriculum to a broad range of qualified applicants in both online and offline formats. This strategy will provide the University continued steady enrollment growth, thereby

further supplementing the institution’s financial resources via student tuition and fees. In turn, the University will be properly resourced to enhance teaching and learning through the new Allied Health, Hospitality, and Technology initiatives, and to continue to recruit highly trained employees and faculty through the expansion of work/life benefits and more competitive salaries. Southeastern is uniquely situated to continue to benefit from the Federal “Promise Zones” initiative, whereby entities within the geographic region that includes the University are given enhanced prioritization in Federal grantsmanship.

The Southeastern Foundation enhances the academic life of the University through donations from alumni, local businesses, corporations, faculty, staff, and other foundations. Foundation assets (not including the \$9.8 million housing facility, Shearer Hall and Suites, built in 2006 when Southeastern and the Foundation entered into a lease/management agreement) have increased from \$20.7 million to \$31.6 million [over the past ten years](#).

Over the past five years, the Foundation has provided \$3.4 million in scholarships, \$550,463 in funding chairs, professorships, and lectureships, and \$2.7 million in operational support, for a total of \$6.7 million, reflected in [Table 5.B.2.2](#).

The Southeastern Foundation’s growth has been attributed to the leadership of its Board of Directors and the University. Over the past five years, the Foundation has added 18 new endowed scholarships.

Opportunities

The three significant changes impacting the University, identified by the Strategic Planning Committee, can also be viewed as opportunities.

- Enrollment trends, specifically rapid growth in graduate programs and an increasing demand for fully online or blended course delivery for greater scheduling flexibility—even for on-campus students. This points towards opportunities for continued online and hybrid courses.
- Financial challenges, exacerbated by the Covid pandemic and increasing inflation, as well as years of decreasing state appropriations to support higher education--an especially difficult condition for students from within the 10-county impoverished area Southeastern serves. It is also difficult to retain faculty and employees in some areas when other employers can pay significantly higher salaries that aid in deflecting the impact of the rising cost of other daily needs. The university has begun to address this by hiring fully remote faculty, which further helps with expanding online offerings. Southeastern has also been growing enrollment, which helps to alleviate financial cuts from the state.
- Aging physical and digital infrastructure offers the opportunity for upgrades, which have begun, as detailed above. With increasing online instruction, the software, hardware, and technical human resources needed to maintain excellence must take a high priority, along with the needs of the physical campus infrastructure.

5.B.3 Well-Developed Process for Budgeting and for Monitoring Finances

Budgeting

The University utilizes a distributed budgeting process soliciting input from various faculty, staff, and student constituents. This process is guided by [the budget calendar](#) and occurs throughout the fiscal year.

Each fall, budget information along with enrollment trends and economic conditions are presented to the Executive Team. Members then begin discussing budget needs and priorities within their departments.

In addition, during September and early October, OSRHE's annual E&G I Budget development process begins with a [Survey of Budget Needs](#). Each institution identifies budget priorities and fixed-cost increases based on system-wide and institutional strategic plans, within limitations varying year-to-year depending on the political and economic climate. Institutions must prioritize and submit cost estimates for faculty and staff salary increases, new positions, library acquisitions, and other maintenance and operations support. The State Regents' Office compiles the aggregated requests into a higher education system request, which is presented to the governor in December and to the legislature as early as January.

The Budget Unit attempts to determine budgetary needs beginning at the individual faculty/staff member level. For instance, in the Academic Affairs division, the [VPAA coordinates with each department chair](#) for a request and justification for their program's needs for faculty and/or staff. The department chairs communicate with their faculty to analyze current enrollment data and assessment results to develop [a departmental and program needs request](#). Formal employment request forms along with a justification summary are submitted to the VPAA and prioritized. The other areas (Business Affairs, Enrollment Management, and Student Affairs) follow a similar procedure.

After all requests are submitted, the VPBA, AVPBA, and the Director of Finance consult with each area head on requests, funding sources, and priorities. Each request is prioritized with a ranking of 1, 2, or 3 or categorized as mandatory. Additional meetings can occur to revise the requests, ask questions, etc.

After the departmental meetings, the requests are consolidated and presented to the President and the Executive Team. The requests are further prioritized by those that best support the mission and goals of the University, RUSO, and OSRHE. The President and the Vice Presidents finalize the strategic financial plan by prioritizing the requests that best support the mission and goals of the University, RUSO, and OSRHE.

By May of each year, the Legislature passes the appropriation bill, and the governor signs it into law. OSRHE then allocates the appropriated funding to the institutions within the system, and the institution submits its finalized budget for Regents' approval in June. Based on available funding and student credit hour revenue projections, requests are reviewed and marked as being potentially funded.

Once the state funding and projected revenue from tuition and fees are known, the budget is finalized and presented to RUSO and OSRHE in June.

Monitoring Finances

The University financials are monitored in a variety of ways. [Weekly](#), cash balances across all funds are reviewed by the CFO and Comptroller. Weekly year-over-year data is included to spot trends. Monthly, various reports are created covering many aspects of University revenue and expenses. The primary report is the [Sources and Uses report](#) which includes year-to-date revenue and expenses as compared to the annual budget. Other routine reports (sample: [Aviation Financials 2022](#)) are given to key stakeholders monthly or quarterly. Finally, budget directors have access at any time to budgets and actual reports through [Self-Service](#).

Regular student credit hour actuals to budget reports are produced through the Office of Institutional Research. The campus community is provided the reports that show the SCH budget projections as related to the numbers of student credits enrolled.

As a continuing cost-saving measure, yearly budget allocations are set to 50% for most non-academic departments with academic departments receiving 75% to start. Requests to increase the allocations are reviewed by the CFO and Comptroller.

In recent years there has been an increased focus on transparency in the University’s financial affairs, with changes in the offices of the President, VPBA, and VPAA. Southeastern’s goal is to maintain a [CFI](#) between 2.0 and 3.5, remaining in a favorable position to withstand the potential impact of future state allocation reductions.

Table 5.B.3.2: 5-Year Composite Financial Index Scores

<u>Fiscal Year</u>	<u>CFI</u>
FY 2022	2.4
FY 2021	3.2
FY 2020	3.1
FY 2019	3.4
FY 2018	3.4

Annually, as part of this process, the President meets with the VP for Business Affairs, the VPAA, the Dean of Graduate Studies, and the Associate Dean for Institutional Research and Records, among others, to analyze recent enrollment trends, review the new programs launching, and develop enrollment projections based on the data, which in turn aid in building semester credit hour production goals for the coming year.

Table 5.B.3.3: Reserves and Composite Financial Index (CFI)

	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Reserves	\$3,874,260	\$3,431,643	\$2,526,179	\$715,809	\$4,767,632	\$6,050,358	\$6,534,630	\$9,817,537	\$9,290,689	\$6,295,706
Use of Reserves	-\$298,879	-\$32,401	-\$652,463	- \$172,401	-\$182,207	\$180,118	-\$1,864	\$1,302,127	\$2,751,050	\$3,461,999
% Ending	8.3%	7.2%	5.20%	1.61%	10.72%	12.98%	12.15%	16.88%	13.20%	8.75%

Reserve										
CFI	1.1	0.7	2.0	3.1	3.4	3.4	3.1	3.2	2.4	N/A

*Based on initial budget estimate

N/A Calculated on actual budget numbers in the following year

In the chart above, numbers are higher during 2020, 2021, and 2022 because of COVID-19 funding. Prior to those years, the University leadership was fiscally conservative, not investing much in programs, enrollment, infrastructure, compensation, etc. Beginning in 2021, cash was used to make those investments. In FY2024, University leadership is once again emphasizing fiscal conservation, limiting expenses, and saving cash.

5.B.4 Fiscal Allocations Ensure that Educational Purposes are Achieved

Southeastern develops its own strategic plan to support the mission and goals of the coordinating board (OSHRE) and governing board (RUSO), and has in place resources, structures, and processes to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Over the last ten years, the University has experienced a decline in state funding as related to increased enrollments and budgets. During this time, E&G I state funding as a percentage of the overall budget dropped from 42.3 % in 2013 to 22.1% in 2023, effectively shifting the predominate financial cost of higher education to the students instead of the state.

[The E&G I primary budget for fiscal year 2022-2023](#) was \$71,978,427. State appropriations represent about 22.1% of Southeastern’s total budget with student tuition and fees representing about 66%. Compared to fiscal year 2013, this is a decrease of approximately 20% in the state appropriations portion of the budget funding and an increase of 9% in student tuition and fees. When federal stimulus funding is removed from FY2023, the change is even more dramatic with over 75% of the budgeted revenue coming from student tuition and fees.

Table 5.B.4.1: Trends in State Funding, Tuition and Fees, and Federal Funding at Southeastern Over Two Decades

	State Funding	Tuition & Fees	Federal Funding	
FY2023	\$15,916,913	\$49,476,027	\$6,585,487	\$71,978,427
FY2013	\$18,844,905	\$25,728,957	-	\$44,573,862
FY2003	\$16,375,811	\$10,553,328	-	\$26,929,139

For FY2023, [E&G I budgeted expenses](#) include the functions of Instruction (45.5%), Research (less than 1%), Public Service (less than 1%), Academic Support (3.8%), Student Services (10.7%), Institutional Support (5.9%), Operation and Maintenance of Plant (16.6%), and Scholarships & Fellowships (16.9%).

Because of state of Oklahoma accounting guidelines, during fiscal years 2020, 2021, 2022, and 2023, federal funding had the impact of increasing the E&G I budget artificially. That impact is as follows:

- FY 2020, \$1,059,075
- FY 2021, \$ 500,000 (budgeted, in subsequent relief bills, additional funds were received)

- FY 2022, \$7,915,005
- FY 2023, \$6,585,487

The University received over 14 million dollars in Federal Stimulus funding since March 2020. Those dollars were used for a variety of items including almost six million for student grants. The distribution of Federal Stimulus funds is below.

- [HEERF Student Funds](#), \$5,770,965
- [HEERF Institutional Funds](#), \$7,386,798
- [HEERF Minority Serving Institutions](#), \$1,340,812

The HEERF student funds were provided as grants directly to the students. A portion of the HEERF institutional funds were also used for the benefits of students including additional grants, vaccine incentives, and paying off student accounts. Additionally, institutional funds were used to equip classrooms and labs with upgraded technology and infrastructure.

E&G II is the Sponsored Programs budget; for fiscal year 2022-2023, Southeastern received \$8,711,864 in grant funding. Over half (61.3%) of the E&G II budget funding was provided through grants from the Department of Education and Department of Commerce. [The remaining balance](#) was funded through NASA, NIH, NSF, other federal agencies, related commercial entities, foundations, other non-federal sources, other universities and colleges, and the State of Oklahoma.

Sources

5.B.1

- [SE Organizational Chart Aug. 2023](#)
- [SE Employee Evaluation Form](#)
- [SE Employee Tuition Benefit webpage](#)
- [Table 5.B.1.1: Software System Information](#)
- [SE APPM 7.12 p.140](#)
- [SE IT Support ticket](#) information
- [SE Campus Master Plan 2022](#)
- [SE Strategic Plan, Vision 2040](#)
- [Regents Capital Report Fall 2023](#)

5.B.2

- [SE Mission webpage](#)
- [SE All Faculty and Staff Meeting August 2022](#)
- [U.S. Census Bureau Persistent Poverty Map 1989 to 2015-2019](#)
- [SE Organizational Chart Aug. 2023](#)
- [SE Administrative Costs FY2019 through FY2023](#)
- [RUSO Audit of SE 2022](#)
- [SE Implementation Matrix for the Strategic Plan](#)
- [Table 5.B.2.1: Ten-Year History of the Asset Value of the Southeastern Foundation](#)
- [Table 5.B.2.2: Five-Year History of Expenditures of the Southeastern Foundation](#)

5.B.3

- [SE Budget Development Calendar](#)

- [SE Budget Needs Survey](#)
 - [SE Sample Email from the VPAA to Dept. Chairs re: Budget](#)
 - [SE Budget Needs Survey](#)
 - [SE Weekly Cash Report FY2023](#)
 - [SE Monthly Sources & Use Report E&G Part I](#)
 - [SE Sample Dept. Financial Report from Aviation 2022](#)
 - [SE Self-Service View](#)
 - [2022 CFI Scores with Foundation](#) including historical rolling averages
- 5.B.4
- [SE FY 2023 E&G Budget](#)
 - [Table 5.B.4.1: Expenditures by Function E&G Part I and Table 5.B.4.2: Expenditures by Type E&G Part I](#)
 - [SE HEERF Student Grant Award Notifications](#)
 - [SE HEERF Institutional Grant Award Notifications](#)
 - [SE HEERF MSI Grant Award Notifications](#)
 - [SE Historical Review and Indirect Costs Calculations, E&G Part II](#)

5.C - Core Component

5.C. The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes, and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technological advancements, demographic shifts, globalization, the economy, and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1 Resource Allocation Aligns with Mission and Priorities, including, as applicable, its Comprehensive Research Enterprise, Associated Institutes, and Affiliated Centers

Southeastern is a teaching institution with the aim of enhancing academic opportunity in Southeastern Oklahoma, with an emphasis on career preparation and lifelong learning. Southeastern's [mission and priorities](#) are reflected in the allocation of resources, requiring a focus on teaching excellence, support, and financial assistance to students which is shown by the 82.8% of the budget allocated to instruction, student services, or scholarships in the [FY 2022-2023 Budget](#) (p. 31).

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

Faculty and Staff input is solicited through the Executive Team (ET) members, department chairs, and directors through a series of [budget data sheets](#). Those sheets are then gathered by the respective ET member for discussion and prioritization as a division. Each ET member then meets with VPBA, AVP-BA, Comptroller, and others to talk through their division requests, etc. Then, all the Executive Team members' budget request data sheets

are combined into a university-wide document. From there, the President and VPs work through the priorities and available funding to decide what could be funded first and when (start of fiscal year, later in the fall, January 1, etc.). The data sheets specifically require that budget requests identify how the request aligns with Southeastern's strategic goals and mission statement, and further require the specific identification of which part of the strategic goals are affirmed by the request. The annual budget is approved by the governing board members who are appointed by elected officials representing the citizens of Oklahoma.

5.C.2 Linked Processes for Assessment of Student Learning, Evaluation of Operations, Planning, and Budgeting

Southeastern links its assessment of student learning with evaluation of operations, planning, and budgeting through its inclusive budgeting process, and by having a wide range of individuals involved in strategic planning, representing many different areas of the University. Department Chairs are familiar with their student learning and assessment outcomes via many sources including Program Outcomes Assessment Reports (POAR), and these are dutifully considered as Chairs work with Academic Affairs administrators on the creation of annual budget requests. POAR reports are also reviewed by the Institutional Assessment Committee ([APPM](#) p. 38) and the VPAA, with the oversight of the Director of Assessment.

5.C.3 Planning Process Encompasses the Institution as a Whole and Considers Internal and External Constituent Groups' Perspectives

The [Strategic Planning Committee](#) consists of individuals representing the Faculty Senate, Staff Senate, Student Senate, Student Affairs, Academic Affairs, Athletics, Information Technology, and several Academic Department Chairs. External constituent groups are involved in strategic planning through survey input and consultation by the University President with external constituent groups.

As part of its planning process, the Strategic Planning Committee collected institutional data to analyze, including historical budget information, retention and graduation rates, labor force data, D/F/W rates, residual unpaid student balances, student-reported withdrawal rationales, prior accreditation reports, and historical student survey data.

To supplement the data collected as part of this planning process, the committee held multiple town-hall information collection opportunities, with one such event focusing on faculty and staff, one focusing on the campus student population, and two online events to collect information from distance learning students. In addition, an online form and drop box were broadcast to all enrolled students and employees at the University for input on this plan.

5.C.4 The Institution Plans Based on a Sound Understanding of its Current Capacity, including Fluctuations in its Sources of Revenue and Enrollment

In attending to the financial aspect, expenses are monitored in several ways. Monthly reports on all revenue and expenditure accounts are created and reviewed by the CFO, President, and various Executive Team members. Departmental expenses can be monitored

by the budget Director(s) through enterprise software (Colleague) by requesting reports from the Finance Office. Departments can make requisitions and gain approval using the distributed purchasing system as well as review, print, and download purchase orders. Directors and Department Chairs are also able to access departmental expenditures and budgets. Employees can access and print check pay stubs. Students can access tuition balances and financial aid information.

Southeastern continually and systemically monitors its financial landscape, enrollment trends, fiscal soundness, revenue, and expenditures. Projections are regularly conducted by the CFO and Comptroller which assist the University and its Executive Team in understanding trends in spending and revenue collection. [These projections](#) include an overall budget projection that analyzes the latest financials and compares them to prior trends, and differences from prior fiscal years, contemplates multiple tuition scenarios, and contemplates any needs for adjustments to mandatory fees based on utilization, revenue, and enrollment. Enrollment trends are monitored weekly by the Associate Dean for Institutional Research and Records, and communicated at least biweekly to the Executive Team, and emailed in the form of an “[enrollment snapshot](#)” to every employee at the University on a regular basis to keep every member of the campus community informed about such trends. During peak enrollment periods, the frequency of updates to the campus community increase to every few days.

Salaries and benefits represent 62.6% of the E&G I budget in [FY 2022-2023](#) (p. 34). When a faculty member leaves, the faculty line is returned to a central pool for evaluation. A department losing a faculty member due to retirement, resignation, or termination must request the position to be replaced. All faculty requests are then evaluated based upon data including the number of graduates within the academic major and student credit hour production by the faculty position. The evaluation is then passed on to the VPAA in determining which requests are funded with a full-time faculty line. As a result of this process, the VPAA can make changes that address the strategic direction of the university. The professional and support staff follow the same guidelines under their respective Vice Presidents.

5.C.5 Institutional Planning Anticipates Evolving External Factors

Southeastern considers the external landscape of higher education in its planning process, including the evolution of technology, economic factors, demographic fluctuations, and public state funding. The [Strategic Plan](#) of the University, for example, contemplates the fact that inflation has increased significantly, affecting both the affordability of tuition and the stability of the budget going forward. The strategic plan also identifies the growing popularity of online educational delivery and its importance to the University as the trend toward online education increases nationwide. It also notes that state appropriations are a decreasing share of the overall revenue for the institution, requiring further innovation in revenue accumulation.

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

of various members of the board.

5.C.6 Institutional Plans are Implemented to Systematically Improve Operations and Student Outcomes

Southeastern remains committed to providing a quality, on-campus experience. Southeastern is choosing to remain invested in the region and the campus environment as evidenced by expanding the Honors program, investing in residence hall upgrades, and multiple on-campus student support activities supported through the [Quality Initiative Project](#).

Southeastern continues to review the quality degree program offerings through the lens of the possibilities for more to evolve. Based upon the current strengths, departments explore opportunities to meet current student and employer demands in the relevance of the degree offerings. In some cases, this involves program modifications and/or proposals for new degree programs. With online programming associated with Academic Partnerships, Southeastern is able to utilize their compilation of economic marketing data via platforms such as Lightcast.

Being rurally isolated, the institution will always have geographic limitations. Through the appropriate use of technology, the University can continue to meet its mission to provide excellent educational opportunities to students in southern Oklahoma, north Texas, and others who are seeking a quality education at an exceptional value.

Sources

5.C.1

- [SE Mission and History](#)
- [SE FY 2022-2023 Budget](#)
- [SE Budget Memo and Solicitation Email from CFO to Budget Directors 2023](#)
- [SE Budget Needs Survey and Budget Timeline 2023](#)

5.C.2

- [SE APPM](#) p. 38, Institutional Assessment Committee

5.C.3

- [SE Strategic Plan *Vision 2040*](#)

5.C.4

- [SE Financial Projections 2022](#)
- [SE Sample Enrollment Snapshot, May 11, 2023](#)
- [SE Budget FY 2022-2023](#), p. 34

5.C.5

- [SE Strategic Plan *Vision 2040*](#)
- [RUSO Annual Financial Report \(Year Ending June 30, 2021\) for Southeastern Oklahoma State University](#)

5.C.6

- [SE HLC Quality Initiative Project Report May 2023](#)

5.S. Summary

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

Summary

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

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

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

Sources

There are no sources.