

**SEMINOLE STATE COLLEGE
BOARD OF REGENTS REGULAR MEETING
Thursday, October 30, 2025**

**Audit Committee Meeting
President's Office
11:30 a.m.**

**Luncheon
Enoch Kelly Haney Center – Room #204
2701 Boren Blvd., Seminole, OK 74868
12:15 P.M.**

**Business Session
Enoch Kelly Haney Center – Board Room
2701 Boren Blvd., Seminole, OK 74868
1:00 P.M.**

I. CALL TO ORDER

II. ROLL CALL OF MEMBERS

INTRODUCTION OF GUESTS

III. READING AND APPROVAL OF MINUTES

- Meeting Minutes July 17, 2025

Board Action: [Approve/Reject/Revise](#)

IV. COMMUNICATIONS TO THE BOARD

Financial Report – September 30, 2025

Report on Purchases over \$15,000 for July, August and September:

• 7/24/2025	John Savory & Son	\$24,628.00
• 7/24/2025	Laderdal Medical Corp	\$39,689.82
• 8/1/2025	High Point Networks LLC	\$15,450.00
• 8/1/2025	Village Travel LLC	\$47,377.00
• 8/28/2025	Crawford & Associates	\$18,853.51
• 8/28/2025	Iworx Systems Inc	\$52,960.00
• 8/28/2025	Texas Instruments Inc	\$19,200.00

Board Action: [Approve/Reject](#)

V. HEARING OF DELEGATIONS

None at the time of the filing of the agenda

VI. PRESIDENT'S REPORT

- **Personnel Update**
- **Enrollment Update**
- **Federal Grant Update**
- **Campus Activities**
- **Upcoming Events**
- **Regents Education Program**

VII. BUSINESS

- A. Review and consider approval of the FY25 external audit conducted by Hinkle & Company

Board Action: Approve/Reject/Table

- B. Review and consider approval of an Agreement for Exchange of Services with the SSC Educational Foundation

Board Action: Approve/Reject/Table

- C. Review and consider project proposal from Brightwell/820 for repair of roof and installation of a solar energy system at the Enoch Kelly Haney Center

Board Action: Approve/Reject/Table

- D. Consideration and possible action on new items of business, not known about or which could not have been reasonably foreseen prior to the time of the posting of the agenda

Board Action: As Appropriate

VIII. CONSENT AGENDA

Approval of the following items:

- Program Review – Associate in Science in Agriculture
- Program Review – Associate in Applied Science in Engineering Technology
- Program Review – Associate in Science in Health, Physical Education & Recreation
- Program Review – Associate in Science in Secondary Education

Board Action: Approve/Reject/Table

IX. ADJOURNMENT

The Seminole State College Board of Regents may discuss, vote to approve, vote to deny, vote to table, change the sequence of any agenda item, or decide not to take up or vote on any item on this Agenda.

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SEMINOLE STATE COLLEGE

BOARD OF REGENTS REGULAR MEETING

July 17, 2025

I. Call to Order

The Seminole State College Board of Regents' regular monthly meeting was called to order at 1:00 p.m. in the Board Room of the Enoch Kelly Haney Center.

II. Roll Call of Members

Roll call was conducted. Regents present were Marci Donaho, Teresa Burnett, Robyn Ready, Mona Adkisson, Barry Tims and Curtis Morgan. Regent Ryan Franklin was absent.

Former District Court Judge George Butner administered the Oath of Office to newly appointed members, Monda Adkisson and Barry Tims.

III. Introduction of Guests

President Reynolds introduced administrators and staff present at the meeting.

IV. Minutes

There being no additions or corrections to the minutes of the regular meeting held June 9, 2025, Regent Donaho made a motion to approve the minutes as presented. Regent Ready seconded the motion. Roll call was as follows: Donaho, yes; Burnett, yes; Ready, yes; Adkisson, yes; Tims, yes; and Morgan, yes.

V. Communications to the Board

Financial Report – Vice President for Finance, Grants, and Enrollment Melanie Rinehart presented a review of the College's revenue and expenses through June 30, 2025. Regent Burnett made a motion to approve the Financial Report as presented. Regent Ready seconded the motion. Roll call was as follows: Donaho, yes; Burnett, yes; Ready, yes; Adkisson, yes; Tims, yes; and Morgan, yes.

VI. Hearing of Delegations

None.

VII. President's Report

Personnel Update: President Reynolds discussed personnel changes. Letters of resignation have been received from Ashley Bagwell, Research Librarian; Anna Skender, Upward Bound Coordinator; and Jessica Schelburne, Assistant Professor of Nursing. Letters of intent to retire were received from Damaris Haney, Talent Search Advisor and Tina Savage, Talent Search Advisor.

Campus events and recognitions:

- President Reynolds presented the Regents with a copy of the Budget Presentation document that was distributed at the State Regent Budget Hearing in June
- Thirteen SSC students and employees recently returned from a nine-day Global Studies trip to England and France
- The Shawnee Education Coalition, consisting of Julie McCormick, Gordon Cooper Technology Center; Dr. Heath Thomas, Oklahoma Baptist University and Lana Reynolds, Seminole State College, welcomed new Shawnee Public Schools Superintendent Dr. Jason James to the group
- Athletic Director Leslie Sewell completed the Advanced Leadership Track of the 2024-2025 Council on Student Affairs Leadership Academy
- 138 students attended the Summer 2025 Upward Bound Camp May 26 through June 26
- GEAR UP Summer Camp was held in early July and had a total of 175 students combined

- The SSC Kids Camp was held recently with 28 students in the June Session and 32 students in the July Session. The camp included Art, Horticulture, Aquatic Robotics, Music, Cooking, Fitness and Lego Construction
- The SSC Physical Therapy Assistant program held their summer pinning ceremony with 4 graduates
- Brooks Nickell, Web and Multimedia Coordinator and Josh Hutton, Director of Public Communications were given 10 awards at the annual OCPRA Awards Ceremony and won the “Best of Show” Award
- Kim Pringle, Director of Community Relations has been selected for the position of the President of the Oklahoma College Public Relations Association
- President Reynolds gave the Regents an update on Summer and Fall enrollment
- President Reynolds gave the Regents an update on the Seminole State College grant funding
- President Reynolds discussed recent Seminole County Education Sales Tax meetings
- The SSM Health-Shawnee/Seminole President visited the SSC Nursing Program
- President Reynolds told the Regents that the OSRHE Regents Education Program will be held on Tuesday, November 18th at the OSRHE offices in Oklahoma City

VIII. Business

- A. **Election of Officers**– President Reynolds presented the Board with the section of the Board Policy regarding the election of officers and information about current members’ terms. Regent Ready made a motion to elect the following Regents as officers: Marci Donaho, Chair; Curtis Morgan, Vice Chair; and Ryan Franklin, Secretary. Regent Burnett seconded this motion. Roll call was as follows: Donaho, yes; Burnett, yes; Ready, yes; Adkisson, yes; Tims, yes; and Morgan, yes. After the roll call vote, newly elected Chair Marci Donaho presided over the meeting.
- B. **Consideration ratification of a declaration of emergency for repairs to the main water line in Tanner Hall in the amount of \$16,000** - President Reynolds reminded the Board of the need to declare an emergency for repairs to the main water line in Tanner Hall after the June Board of Regents’ meeting. She recommended approval of this item. Regent Morgan made a motion to approve the “State of Emergency” declaration and Regent Tims seconded the motion. Roll call was as follows: Donaho, yes; Burnett, yes; Ready, yes; Adkisson, yes; Tims, yes; and Morgan, yes.
- C. **Consider ratification of Updated Education Sales Tax Resolution** – President Reynolds gave the Regents a copy of a revised Education Sales Tax Resolution and a copy of the original document with revisions highlighted. The previous version did not specifically mention Seminole State College in the third bulleted item regarding capitol needs, and it incorrectly referred to the proposal as a permanent tax. President Reynolds recommended approval. Regent Ready made a motion to approve the revised Education Sales Tax Resolution as presented. Regent Morgan seconded the motion. Roll call was as follows: Donaho, yes; Burnett, yes; Ready, yes; Adkisson, yes; Tims, yes; and Morgan, yes.
- D. **Review and consider bid from Jerry Pratka & Son Concrete for sidewalk repairs** – President Reynolds presented the Regents with a memo from Vice President Melanie Rinehart recommending selecting Jerry Pratka & Son Concrete for sidewalk repairs and bid information. President Reynolds recommended approval. Regent Adkisson made a motion to approve the bid from Jerry Pratka & Son Concrete and Regent Burnett seconded the motion. Roll call was as follows: Donaho, yes; Burnett, yes; Ready, yes; Adkisson, yes; Tims, yes; and Morgan, yes.

- E. **Review and consider approval of proposed Board Policy regarding Hazing** – President Reynolds presented the Board with a proposed new Board Policy regarding Hazing. This new Board Policy is required for complying with the Federal “Stop Hazing Act” President Reynolds recommended approval. Regent Morgan made a motion to approve the proposed Hazing Board Policy as presented and Regent Ready seconded the motion. Roll call was as follows: Donaho, yes; Burnett, yes; Ready, yes; Adkisson, yes; Tims, yes; and Morgan, yes.
- F. **Review and consider approval of proposed Board Policy regarding SSC Student Location** – President Reynolds presented the Regents with a proposed Board Policy regarding Student Location. This new policy would address disclosure requirements which mandate that Seminole State College records the location of prospective and current students that require licensure. President Reynolds recommended approval. Regent Tims made a motion to approve the new Board Policy regarding Student Location and Regent Adkisson seconded the motion. Roll call was as follows: Donaho, yes; Burnett, yes; Ready, yes; Adkisson, yes; Tims, yes; and Morgan, yes.

IX. Special Presentation

On behalf of the Regents, President Reynolds made a special presentation to Seminole State College Board of Regent Curtis Morgan who completed service as Chair in June.

X. Adjournment

There being no further business, the meeting was adjourned at approximately 1:57 p.m.

Marci Donaho, Chair

Seminole State College
Combining Statement of Net Assets
As of September 30, 2025

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Cash and Cash Equivalents	1,582,233	2,346,144	960,157	2,716	(5,244)	86,272	250	-	4,972,528
Accounts Receivable, net	-	-	-	-	-	-	-	-	-
Other Accrued Income	(63,261)	-	-	-	-	-	-	-	(63,261)
Capital Assets, net	-	-	-	-	-	-	-	21,892,056	21,892,056
Total Assets	1,518,972	2,346,144	960,157	2,716	(5,244)	86,272	250	21,892,056	26,801,323
Accounts Payable	(152)	137,413	-	581	-	-	-	-	137,842
Other Accrued Expenses	-	-	-	2,135	-	-	-	-	2,135
Due To/From Other Funds	-	-	-	-	-	-	-	-	-
Long-Term Debt	-	-	-	-	-	-	-	11,307,687	11,307,687
Total Liabilities	(152)	137,413	-	2,716	-	-	-	11,307,687	11,447,664
Beginning Net Position	1,253,806	1,616,206	1,122,747	-	(5,244)	31,108	250	4,546,264	8,565,137
Change in Net Position	265,318	592,525	(162,590)	-	-	55,164	-	6,038,105	6,788,522
Ending Net Position	1,519,124	2,208,731	960,157	-	(5,244)	86,272	250	10,584,369	15,353,659

Seminole State College
Combining Statement of Revenues, Expenses and Changes in Net Assets
For the Period July 1 through September 30, 2025

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Revenues									
Tuition and fees, net	\$ 1,861,588	\$ 283,612	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,145,200
State appropriations	1,706,375	-	440,446	-	-	-	-	-	2,146,821
Federal grants and contracts	-	2,975,771	-	-	-	6,538	-	-	2,982,309
State and private grants and contracts	90	549,567	-	-	-	50,000	-	-	599,657
Housing & Food Service	-	500,545	-	-	-	-	-	-	500,545
Bookstore	-	509,082	-	-	-	-	-	-	509,082
Other revenues	503,368	377,021	-	-	-	-	-	-	880,390
Total operating revenues	4,071,421	5,195,598	440,446	-	-	56,538	-	-	9,764,003
Expenditures									
Compensation and benefits	2,304,733	849,389	-	-	-	-	-	-	3,154,122
Contractual services	414,016	305,697	-	-	-	-	-	-	719,714
Supplies and materials	136,118	1,942,739	353,433	-	-	-	-	-	2,432,291
Scholarships and fellowships	594,445	984,105	-	-	-	-	-	-	1,578,550
Communications	17,104	310	-	-	-	-	-	-	17,413
Depreciation	-	-	-	-	-	-	-	-	-
Utilities	126,033	39,323	-	-	-	-	-	-	165,356
Other expenditures	213,654	481,510	249,603	-	-	1,374	-	(6,038,105)	(5,091,964)
Total Operating Expenses	3,806,103	4,603,073	603,036	-	-	1,374	-	(6,038,105)	2,975,481
Operating income (loss)	265,318	592,525	(162,590)	-	-	55,164	-	6,038,105	6,788,522
Transfers from (to)	-	-	-	-	-	-	-	-	-
Change in Net Position	265,318	592,525	(162,590)	-	-	55,164	-	6,038,105	6,788,522

Seminole State College
Combining Statement of Changes in Cash and Cash Equivalents
For the Period July 1 through September 30, 2025

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Cash and Cash Equivalents	\$ 1,346,766	\$ 1,277,298	\$ 1,020,787	\$ 2,716	\$ (5,244)	\$ 31,108	\$ 250	\$ -	\$ 3,673,681
Change in Net Position	265,318	592,525	(162,590)	-	-	55,164	-	6,038,105	6,788,522
Changes not providing (using) cash	(29,851)	476,321	101,960	-	-	-	-	(6,038,105)	(5,489,675)
Cash and Cash Equivalents, Ending	<u>\$ 1,582,233</u>	<u>\$ 2,346,144</u>	<u>\$ 960,157</u>	<u>\$ 2,716</u>	<u>\$ (5,244)</u>	<u>\$ 86,272</u>	<u>\$ 250</u>	<u>\$ -</u>	<u>\$ 4,972,528</u>

Seminole State College
Education and General - Statement of Budgeted Revenues and Expenditures
For the Period July 1 through September 30, 2025

	ACTUAL		BUDGET	
	CURRENT	YEAR-TO-DATE	ANNUAL	YEAR-TO-DATE
<u>REVENUE</u>				
State Appropriations	\$ 595,798	\$ 1,706,375	6,045,148	\$ 1,583,829
Tuition	819,937	1,034,628	2,750,000	1,014,750
Non-Resident Tuition Fees	287,834	310,064	820,000	302,580
Remedial Course Fee	8,475	10,009	37,832	13,960
Tuition	1,116,246	1,354,702	3,607,832	1,331,290
STEM Academic Excellence Fee	25,633	35,953	120,322	44,399
LAH Academic Excellence Fee	12,726	16,346	61,707	22,770
Bus & Ed Academic Excellence Fee	14,885	18,941	66,418	24,508
Health Science Academic Excellence Fee	2,695	3,340	12,457	4,597
Social Science Academic Excellence Fee	13,920	16,489	59,670	22,018
Physical Therapist Assistance Fee	1,700	1,940	6,000	2,214
Technology Service Fee	62,005	79,678	261,000	96,309
Nursing Fee	14,408	17,079	76,062	28,067
Laboratory Fees	14,803	19,982	70,787	26,120
Medical Lab Tech Fee	1,900	3,160	8,776	3,238
Electronic Academic Access Fee	22,534	29,050	94,950	35,037
Dist Education/Outreach Fee	82,057	114,677	357,218	131,813
Academic Course Fees	269,267	356,634	1,195,367	441,090
Late Payment Fees	950	5,319	25,000	9,225
Application For Admission Fees	1,955	3,515	11,225	4,142
Assessment Fee	19,434	25,441	86,063	31,757
Ace Testing Fees	375	975	2,590	956
Clep Testing Fees	-	45	190	70
Library Automation Fee	18,783	24,168	79,643	29,388
Clearing Other Special Enrollment	-	-	-	-
Records Fee	13,665	17,615	57,765	21,315
Parking Fees	5,589	8,164	27,040	9,978
Student Id Fee	2,448	4,510	14,964	5,522
Accident Shield Fee	1,708	7,129	97,035	35,806
Special Testing Fees	1,500	2,250	4,886	1,803
International Student Fee	-	-	8,138	3,003
Compliance Fee	12,753	16,782	57,360	21,166
Safety Fee	31,138	34,340	120,772	44,565
Other Student Fees	110,297	150,252	592,671	218,696
Total Tuition and Fees	1,495,810	1,861,588	5,395,870	1,991,076
Other Income	112,788	503,458	700,544	258,501
Total Revenue	2,204,396	4,071,421	12,141,562	3,833,406
<u>EXPENDITURES</u>				
Instruction	407,444	1,396,836	5,231,886	1,323,667
Research	-	-	-	-
Public Service	-	-	-	-
Academic Support	37,279	163,213	641,636	162,334
Student Services	183,009	507,029	2,100,044	531,311
Institutional Support	147,135	497,158	2,051,056	518,917
Physical Plant	189,200	652,822	2,358,652	596,739
Scholarships and Tuition Waivers	-	589,045	750,000	750,000
Total Expenditures	964,068	3,806,103	13,133,274	3,882,968
Total Revenue Over (Under) Expenditures	\$ 1,240,329	265,318	\$ (991,712)	\$ (49,563)

Seminole State College
Auxiliary Summary Statement of Revenue and Expenditures
For the Period July 1 through September 30, 2025

	CURRENT MONTH	YEAR TO DATE	BUDGET	
			<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
<u>REVENUES</u>				
Contractual Food Service	\$ 187,099	\$ 204,197	\$ 815,542	\$ 221,827
Bookstore	199,460	511,134	1,220,000	567,300
Institutional Support	137,305	190,569	1,073,908	368,350
Seminole/Roesler Residential Centers	319,206	501,012	1,065,388	330,270
Student Activities	82,124	106,270	560,000	199,920
Total Revenues	925,193	1,513,183	4,734,838	1,687,668
<u>EXPENDITURES</u>				
Contractual Food Service	71,776	111,294	813,000	231,705
Bookstore	32,705	187,359	817,313	271,749
Institutional Support	1,065,763	528,750	1,194,500	451,521
Seminole/Roesler Residential Centers	74,180	292,217	699,659	221,859
Student Activities	260	1,415	139,900	52,882
Total Expenditures	1,244,685	1,121,035	3,664,372	1,229,716
Revenue Over (Under) Expenditures	\$ (319,492)	\$ 392,148	\$ 1,070,466	\$ 457,952

Seminole State College
Food Service - Statement of Revenue and Expenditures
For the Period July 1 through September 30, 2025

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
Meals revenue	\$ 187,099	\$ 203,539	\$ 800,000	\$ 217,600
Other revenue	-	659	15,542	4,227
Total revenue	<u>187,099</u>	<u>204,197</u>	<u>815,542</u>	<u>221,827</u>
Supplies	-	957	9,500	2,708
Miscellaneous Expenditures	-	-	-	-
Contractual Service	70,056	107,432	785,000	223,725
Professional Services	1,721	2,905	18,500	5,273
Total expenditures	<u>71,776</u>	<u>111,294</u>	<u>813,000</u>	<u>231,705</u>
Net profit (loss)	<u>\$ 115,323</u>	<u>\$ 92,904</u>	<u>\$ 2,542</u>	<u>\$ (9,878)</u>

Seminole State College
Bookstore Statement of Revenue and Expenditures
For the Period July 1 through September 30, 2025

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
Sales revenue	\$ 198,600	\$ 509,082	\$ 1,200,000	\$ 558,000
Other revenue	860	2,052	20,000.00	\$ 9,300
Total revenue	199,460	511,134	1,220,000	567,300
Purchase For Resale	15,620	139,912	600,000	212,400
Professional Salaries, F.T.	3,657	10,972	43,888	10,972
Classified Salaries, F.T.	5,000	15,000	60,150	15,038
Classified Salaries, P.T.	-	-	-	-
Student Wages	-	-	-	-
Fringe Benefits	5,455	16,366	65,000	16,250
Compensation expendiures	14,113	42,338	169,038	42,260
Travel	-	-	3,000	1,062
Supplies	269	869	13,700	4,850
Miscellaneous Expenditures	-	325	4,575	1,620
Contractual Service	2,623	3,730	24,800	8,779
Sponsorships	80	186	500	177
Postage	-	-	1,200	425
Motor Pool	-	-	500	177
Other expenditures	2,973	5,110	48,275	17,089
Total expenditures	32,705	187,359	817,313	271,749
Net profit (loss)	\$ 166,754	\$ 323,775	\$ 402,687	\$ 295,551

Seminole State College
Institutional Support- Statement of Budgeted Revenues and Expenditures
For the Period July 1 through September 30, 2025

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
<u>REVENUE</u>				
Student Service Fee	\$ 65,882	\$ 85,454	\$ 480,000	164,640
Infrastructure Fee	69,104	91,888	540,000	185,220
Student Fees	134,986	177,342	1,020,000	349,860
Other Income-Overpayment	(264)	(264)	8,368	2,870
ATM other non-revenue	-	-	4,000	1,372
Refunds / Reimbursements	-	-	50	17
Interest Income	1,212	3,862	20,000	6,860
Seminar fees	-	-	-	-
Vending maching commissions	119	244	1,000	343
Photocopy revenue	-	-	-	-
Repair and replacemnet, damaged property	-	-	-	-
Haney Center	450	2,600	10,245	3,514
Motor Pool	802	6,785	10,245	3,514
Other income	2,319	13,227	53,908	18,490
Total Revenue	137,305	190,569	1,073,908	368,350
<u>EXPENDITURES</u>				
Professional Services	-	5,050	174,000	65,772
Personnel expenditures	-	7,808	174,000	65,772
Travel	-	-	1,000	378
Supplies	421	1,214	4,000	1,512
Miscellaneous Expenditures	4,489	16,536	45,000	17,010
Contractual Service	-	954	5,500	2,079
Housing and book scholarships	1,060,355	501,616	965,000	364,770
Haney Center	273	397	-	-
Total Expenditures	1,065,763	528,750	1,194,500	451,521
Total Revenue Over (Under) Expenditures	\$ (928,458)	\$ (338,181)	\$ (120,592)	(83,171)

Seminole State College
Housing - Statement of Revenue and Expenditures
For the Period July 1 through September 30, 2025

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
Rental revenue - Dorms	\$ 319,006	500,045	\$ 1,055,388	327,170
Other revenue	200	967	10,000	3,100
Total revenue	<u>319,206</u>	<u>501,012</u>	<u>1,065,388</u>	<u>330,270</u>
Professional Salaries, F.T.	3,657.33	10,972	41,598	10,400
Professional Services	866.76	2,600	41,598	13,519.35
Professional Services	-	4,605	10,000	3,250.00
Fringe Benefits	2,421.08	7,494	32,135	8,033.75
Personnel expenditures	<u>6,945</u>	<u>25,672</u>	<u>125,331</u>	<u>35,203</u>
Travel	-	84	500	163
Supplies	5,109	33,737	49,628	16,129
Miscellaneous Expenditures	-	100	500	163
Lease Payments	45,660	182,640	350,000	113,750
Contractual Service	6,067	10,662	8,700	2,828
Utilities	10,399	39,323	165,000	53,625
Other expenditures	<u>67,235</u>	<u>266,545</u>	<u>574,328</u>	<u>186,657</u>
Total expenditures	<u>74,180</u>	<u>292,217</u>	<u>699,659</u>	<u>221,859</u>
Net profit (loss)	<u>\$ 245,026</u>	<u>208,795</u>	<u>\$ 365,729</u>	<u>\$ 108,411</u>

Seminole State College
Student Activities - Statement of Revenue and Expenditures
For the Period July 1 through September 30, 2025

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
Student activity fee	\$ 74,192	\$ 95,806	\$ 500,000	\$ 178,500
Cultural & recreation fee	7,932	10,465	60,000	21,420
Softball	-	-	-	-
Total Revenue	<u>82,124</u>	<u>106,270</u>	<u>560,000</u>	<u>199,920</u>
 Athletic Administration	-	-	-	-
National Tournaments	-	-	40,000	15,120
Golf-Women	-	-	4,000	1,512
Golf-Men	-	-	4,000	1,512
Womens Soccer	-	-	19,000	7,182
Men's Basketball	-	-	8,700	3,289
Women's Basketball	-	-	1,700	643
Volleyball	-	-	8,000	3,024
Baseball	-	-	16,000	6,048
Softball	-	-	7,000	2,646
Student Government	-	297	18,000	6,804
Livestock Judging Team	-	-	-	-
PLC	260	1,118	13,500	5,103
SSC Aggie (AFAC)	-	-	-	-
Phi Theta Kappa (AFAC)	-	-	-	-
NASA (AFAC)	-	-	-	-
Student Nurse Association(AFAC)	-	-	-	-
 Total Expenditures	<u>260</u>	<u>1,415</u>	<u>139,900</u>	<u>52,882</u>
 Revenue Over (Under) Expenditures	<u>\$ 81,864</u>	<u>\$ 104,855</u>	<u>\$ 420,100</u>	<u>\$ 147,038</u>

Seminole State College
Restricted Funds - Statement of Revenue and Expenditures
For the Period July 1 through September 30, 2025

	<u>Revenue</u>	<u>Expenditures</u>	<u>Net</u>
PELL	\$ 1,367,156	\$ 1,358,391	\$ 8,765
PELL Admin	-	-	-
SEOG	44,500	44,500	-
Direct Loans	312,557	307,856	4,701
College Work Study	12,409	12,409	-
SSC Foundation	-	5,925	(5,925)
Private Scholarships	208,682	236,740	(28,058)
Private Loans	59,078	-	59,078
Tribal Fest	-	-	-
Cherokee Student Grants	38,250	31,250	7,000
Sac & Fox Student Grants	9,346	7,300	2,046
Creek Tribe Student Grants	1,000	1,000	-
Shawnee Tribe Student Grants	-	8,483	(8,483)
Choctaw Tribe Student Grants	9,572	4,912	4,660
Citizen Pottawatomie Stud Grnt	30,490	25,640	4,850
Chickasaw Tribe Std't Grants	25,093	26,469	(1,376)
OHLAP	145,021	28,462	116,559
Misc Indial Tribal Grants	29,639	12,756	16,883
Seminole Tribe Student Grants	13,600	8,000	5,600
Oklahoma Tuition Aid Grant	119,000	1,000	118,000
Subtotal Financial Aid	<u>2,425,393</u>	<u>2,121,093</u>	<u>304,300</u>
Title III Engaging Students in Science	-	-	-
Ub Math/Science #2	123,997	122,342	1,655
Ub Math/Science #1	121,717	122,335	(618)
Upward Bound #2	110,148	110,630	(482)
Upward Bound #1	170,558	170,577	(19)
Talent Search West	46,089	46,174	(86)
Talent Search Central	82,531	82,531	-
Dream Catcher Gear Up	259,400	259,400	-
STEM Student Support	57,921	62,301	(4,380)
Student Support Serices	79,947	79,947	-
NASNTI Grant	127,764	84,097	43,667
Scholars for Excellence	21,261	18,983	2,278
NASNTI Grant Supplemental	-	-	-
NASNTI - Supplemental FY25	-	44,846	(44,846)
CONGRESSIONAL FUNDS - NURSING	-	53,514	(53,514)
GEER FUNDING - OSRHE	-	-	-
TANF	24,632	24,008	624
TANF - Ada	-	-	-
ARPA - NURSING	-	45,856	(45,856)
Carl Perkins	-	-	-
Subtotal Federal Grants	<u>1,225,963</u>	<u>1,327,539</u>	<u>(101,576)</u>
Care Bears	800	254	546
Nursing Student'S	432	1,403	(971)
Upward Bound #2 Fund Raiser	-	4,777	(4,777)
Upward Bound M/S Fund Raiser	-	1,673	(1,673)
Ub Ms #2 Fund Raiser	-	1,765	(1,765)
VARIOUS GRANTS & STIPENDS	(4,750)	(1,572)	(3,178)
Upward Bound #1 Fundraiser	1,870	6,359	(4,489)
Global Studies	-	-	-
Subtotal Other Restricted	<u>(1,647)</u>	<u>14,659</u>	<u>(16,306)</u>
Total	<u><u>\$ 3,649,708</u></u>	<u><u>\$ 3,463,291</u></u>	<u><u>\$ 186,417</u></u>

Seminole State College
Campus Organizations - Statement of Revenue and Expenditures
For the Period July 1 through September 30, 2025

	<u>Revenue</u>	<u>Expenditures</u>	<u>Net</u>
VA REPORT FEE	-	-	-
FACULTY SENATE	990	100	890
SEMINOLE STATE AGGIE CLUB	-	-	-
SSC STUDENT PTA ASSOCIATION	-	-	-
NURSING STUDENTS MAILBOXES	-	-	-
UB #1 SUMMER FOOD PROGRAM	4,114	-	4,114
PHI THETA KAPPA	-	-	-
UBMS SUMMER FOOD PROGRAM	2,577	-	2,577
UB M/S #2 SUMMER FOOD PROGRAM	4,310	-	4,310
UB2 SUMMER FOOD PROGRAM	4,050	-	4,050
MLT BOC FEE	425	1,350	(925)
RESIDENTIAL DEPOSITS	(3,669)	-	(3,669)
PROFESSIONAL STAFF COUNCIL	719	1,400	(681)
CLASSIFIED STAFF ASSOCIATION	-	26	(26)
MU ALPHA THETA (MATH HONORS)	-	-	-
BUSINESS & INDUSTRY	995	3,054	(2,059)
SHOTGUN SHOOTING TEAM	-	-	-
P.R.I.D.E.	-	-	-
MU ALPHA THETA - AFAC	-	-	-
PSI BETA - DEPOSITS	-	-	-
PSI BETA AFAC	-	-	-
FBLA AFAC	-	-	-
SIGMA KAPPA DELTA (AFAC)	-	-	-
ART CLUB - AFAC	-	-	-
PRIDE - AFAC	-	-	-
OTHER ORGANIZATIONS AND ACTIVITIES	18,196	12,817	5,379
	<u>\$ 32,707</u>	<u>\$ 18,747</u>	<u>\$ 13,960</u>

Christopher R. Brown

445 N. Air Depot #15

Midwest City, Ok 73110

crbrownokc@gmail.com] | 405-204-0792

Date: August 29, 2025

Seminole State College

2701 Boren Blvd

Seminole, OK 74868

Dear Hiring Committee,

I am writing to express my interest in the **Strength and Conditioning Coordinator** position at **Seminole State College**. With a well-rounded background in athletic performance, functional training, and academic instruction, I bring over eight years of experience dedicated to developing student-athletes physically, mentally, and personally. My mission is to foster a high-performance environment that promotes discipline, character, and long-term athlete development.

Most recently, I have served as a **Strength and Conditioning Coach for Seminole State College Baseball team**, where I integrated functional training and corrective exercise principles into daily athletic programming. My strength and conditioning philosophy prioritizes injury prevention, movement efficiency, and long-term athletic development—ensuring athletes are not just stronger, but healthier and more resilient.

Previously, at **Rose State College, Strother High School, and Shawnee High School**, I served as a **Strength and Conditioning Coach and Assistant Baseball Coach**, where I designed and implemented year-round training programs for collegiate athletes. These programs emphasized progressive overload, mobility, and recovery strategies while incorporating functional movement screening and corrective exercise protocols to reduce injury risk.

In my time with **Mercy Hospital Fitness Center powered by EXOS**, I worked directly with high school and collegiate athletes using the **EXOS 4 Pillars of Performance**, incorporating corrective exercise strategies, nutritional guidance, and mindset training. I consistently ranked among the

top coaches in session volume and client retention, reflecting both my dedication and effectiveness in training environments.

Key certifications and qualifications include:

- **EXOS Sports Performance Specialist & Health Fitness Specialist**
- **USA Weightlifting (USAW-L1)**
- **ACE-Certified Personal Trainer**
- **ISSA Certified Nutrition Specialist**
- Master's in Educational Leadership (May 2024), Southern Nazarene University
- Proven experience designing and executing sport-specific training programs across multiple age groups and competitive levels

In addition to my coaching expertise, I bring a strong educational foundation and a passion for mentoring student-athletes both in the classroom and on the field. I believe in cultivating a culture where student-athletes understand the importance of hard work, accountability, and lifelong learning.

I would be honored to contribute to the continued success of Seminole State College's athletic department. I am confident that my blend of collegiate coaching experience, advanced training knowledge, and student-first mentality make me an excellent fit for this role.

Thank you for considering my application. I welcome the opportunity to discuss how I can support your program's vision and positively impact your student-athletes.

Sincerely,
Christopher R. Brown

Christopher Brown

445 N. Air Depot #15
Midwest City, Ok 73110
4052040792
crbrownokc@gmail.com

Skills

Passionate Sports Performance Coach with a diverse background in teaching, athletic coaching, and strength & conditioning. Proven expertise in delivering engaging academic instruction and developing athletic programs rooted in functional training, injury prevention, and post-rehabilitation corrective exercise. Dedicated to empowering students and athletes with life skills such as discipline, resilience, and leadership

Experience

Strother Public Schools — *Spring 2024*

Middle School Geography & U.S. History Teacher | Head MS & HS Baseball Coach

- Deliver dynamic and inclusive curriculum in geography and U.S. history using interactive and innovative teaching strategies.
- Lead both middle and high school baseball programs, promoting character development, sportsmanship, and academic balance.
- Integrate strength and conditioning principles into athletic training for overall athlete development.

Choctaw Middle School — *Fall 2023*

Weightlifting Teacher | Softball Coach

- Developed personalized strength and conditioning programs for middle school athletes, with a focus on functional movement and injury prevention.
 - Conducted fitness assessments and provided corrective exercise interventions for at-risk athletes.
 - Provided individual coaching on lifting techniques and program adherence, helping athletes build strength and confidence.
- Integrated sports nutrition education into training sessions to improve overall performance and recovery.

Shawnee Middle School – 2022 - 2023

8th Grade Science Teacher | High School Baseball Assistant Coach

- Developed and implemented science curriculum and assessment plans for 8th-grade students, maintaining high standards for academic achievement.
- Assistant coach for high school baseball team, contributing to strategic planning, hitting techniques, and individual skill development.
- Designed and led strength and conditioning programs for baseball athletes, focusing on mobility, flexibility, and sport-specific strength training.

Rose State College – 2018 - 2021

Strength and Conditioning Coach | Assistant Baseball Coach

- Designed and implemented tailored strength and conditioning programs for collegiate athletes, incorporating both Olympic lifting techniques and corrective exercise strategies.
- Led the **Winter Grind Program**, a comprehensive off-season program focusing on power, speed, agility, and injury prevention.
- Collaborated with athletic trainers and coaches to assess and monitor athletes' physical progress, adjusting training loads and recovery protocols as necessary.
- Assisted in the development of baseball skills through team drills and individualized instruction.

Mercy Hospital Fitness Center powered by EXOS – 2017 - 2019

Sports Performance Coach | Health Fitness Specialist

- Trained high school and collegiate athletes using the EXOS 4 Pillars of Performance philosophy, emphasizing functional movement, nutrition, recovery, and mindset.
- Specialized in corrective exercise techniques, providing athletes with injury prevention strategies and post-rehabilitation exercises.
- Increased group class attendance and client retention through effective communication and results-driven programming.
- Consistently ranked among top performers in revenue and session volume within the first six months of employment.

Education

EDUCATION

Southern Nazarene University

Master of Arts in Teaching and Educational Leadership (MAEL)

- National Honor Society: Kappa Delta Pi

University of Phoenix - Bachelor's Degree in Business Management

Saint Gregory's University -Business Management

- Baseball Scholarship (SAC Conference Honorable Mention & Gold Glove Award)

Rose State College

Associate's Degree in Science: Health and Sports Science / Fitness Management

- Embedded Certifications: Personal Training, Fitness Management
- Baseball Scholarship
- Vice President's Honor Roll (Spring 2016), President's Honor Roll (Fall 2017)

CERTIFICATIONS

USA Weightlifting (USAW-L1), ACE Certified Personal Trainer (ACE-CPT), ISSA Certified Nutrition Specialist, EXOS Sports Performance Specialist, EXOS Health Fitness Specialist

SKILLS

Strength and Conditioning Program Development, Corrective Exercise and Injury Prevention, Functional Movement Screening, Team Coaching and Mentorship, Sports Nutrition and Recovery Strategies, Performance Testing and Assessment, Athlete Mentality and Motivation Coaching, Strong Communication and Leadership Skills

REFERENCES

Kevin Paxson – Head Baseball Coach, East Central University
(405) 788-8568

Chris Pingry – Athletic Director, Grove Middle School
(405) 313-0595

Mack Chambers – Head Baseball Coach, Seminole State College
(918) 822-7365

BETTY CRUZ

580-235-6555 | bettycruz88@gmail.com

I am pursuing the position of Advisor because I earnestly want to support students as they endeavor to be successful in their education. I am passionate about helping others realize their potential and would appreciate the opportunity to work with students again. I strive to model hope and inspire others to acknowledge the power they have to impact their own success. I have worked with many families clearly impacted by barriers to education and am grateful for TRIO's focus on disadvantaged groups. I experienced a non-traditional route of obtaining my degree due to several barriers and would use my lived experience to encourage our students through their own journeys. My goal is to be a support to my teammates and supervisor as well as the clients we serve to the betterment of the Student Support Services program. I believe in facilitating collaboration as rallied efforts can have even greater impacts. My skills and education make me a qualified candidate, but I believe my commitment to people and tenacity to help will allow me to thrive in the expectations of this role.

BETTY CRUZ

580-235-6555 | bettycruz88@gmail.com

EXPERIENCE

MARCH 2025-PRESENT

EAST CENTRAL UNIVERSITY, COMMUNITY AMBASSADOR/ACADEMIC COUNSELOR

In these roles, I've worked for federal grant programs aimed towards student outreach and support. I've visited numerous community agencies and partners providing information about our programs. I've helped coordinate staff and student travel. I've routinely provided verbal and written communication both internally and to our clients. In both roles, I was tasked with creating and implementing methods of accomplishing the goals of the program.

SEPTEMBER 2019-PRESENT

CHILD WELFARE SPECIALIST, OKLAHOMA HUMAN SERVICES

I began my service to the residents of Oklahoma in the Child Protective Services Unit; investigating maltreatment referrals with the goal of ensuring the safety of children within their homes or through a designated foster care placement. I've also worked as a Permanency Planning Specialist assisting families through the services and court proceedings required to achieve reunification or adoption. Lastly, I was a Resource Specialist. In this role, I completed Foster Care assessments including background checks and extensive application documents. I also communicated with clients and monitored homes; both required thorough documentation.

SEPTEMBER 2013 – JANUARY 2018

MEMBER SERVICE OFFICER, TINKER FEDERAL CREDIT UNION

While at TFCU, I worked in multiple positions which allowed me to learn and take on additional duties in my time there. I began as a teller handling simple transactions such as deposits and cashing checks. Within six months I moved to the full-time branch receptionist where I greeted members, identified needs, connected members with the appropriate parties, maintained office supplies, and provided administrative support. During my third year, I promoted to a Member Service Officer where I opened accounts, initiated personal and auto loans, prepared documents, communicated loan decisions, and performed account maintenance.

JULY2011-SEPTEMBER2012

RECEPTIONIST, KELLER WILLIAMS REALTY

As the receptionist I was frontline support for our clientele and the administrative support for over 70 associates. I tracked agents' listings and continuously worked to update our property database along with answering questions about the locations allowing me to learn about the housing market and the process of real estate transactions. Other duties included welcoming visitors, answering telephones, assisting with appointment scheduling, supplies inventory, and office equipment operation.

EDUCATION

BACHELORS IN SOCIAL WORK, EAST CENTRAL UNIVERSITY

MINOR IN AGING SERVICES

Earning this degree required group work, technical writing, time management, a great deal of research, and a semester long full-time internship which I completed with a local hospice.

SKILLS

- Attention to detail while performing multiple tasks
- Strong verbal and written communication
- Willingness to engage clients and associates
- Proficient computer skills
- Adaptability and critical thinking
- Driven to excel in new positions and acquire capacity for the systems it utilizes
- 20 years of customer service and money handling experience

REFERENCES

Robyn Martindale 580-235-5730 Robyn.Martindale@okdhs.org

Kristie Longest 405-584-9431 k.longest@strother.k12.ok.us

Julie Smith 580-399-3600 jdsmith@visionbank.bank

Gina Pope

ginamarianopope@gmail.com

580-272-3935 104852 S. 3480 Rd., Meeker, OK 74855

July 24, 2025

To Whom it may concern,

I am writing regarding the open position that you have for a Coordinator of Library and Career Services. I am currently teaching World and American Literature as well as coaching Mock Trail at Prague High School. I have been at this position for the last 2 years.

I have several years' experience in various teaching positions. These positions range from kindergarten all the way to adult education. I am more than excited about this opportunity and would love to speak with you about the position.

I believe that beyond my experience, drive, and knowledge in the area of ELA, I bring a love of students and enthusiasm to any task. I am passionate about education, especially for secondary students. I firmly believe that I have been called to aid students in finding their passion. As much I love being in the classroom with students, my real passion is in helping them reach their potential. The past few years, I have found that some of my most rewarding moments was when I was able to help students realize that college is not out of their grasp. Speaking with students and helping them to see that their passions and interests can turn into their careers is very rewarding.

With the experience that I have gained, the knowledge that I have, and the drive to see my students succeed, I believe that I would make a great addition to your team. I firmly believe that students will rise to the expectations that are set if they feel that they are supported and given a helping hand in finding their direction. I want all of my students to know that they can do hard things, that they are more than capable of doing amazing things. This is a hard time in education and it takes a new approach paired with cooperation of a village. This is an area that I excel in. One of my key components in my success is in loving my students. I build genuine relationships with them to where they know that I care. With the right support system, many of these students will go further than they ever thought possible.

Not only do I have a background in education, but I feel that my background in business would aid me in this position as well. I am more than comfortable with most computer applications and technology. Speaking in front of others is second nature and not an issue. Budgets, forecasting, analysis, as well as networking are all areas which I have navigated and had success. When looking at the requirements for this position, I see that having a degree in library science is recommended. While I do not have that

GINA POPE

104852 S. 3480 Rd, OK 74855 580-272-3935

Ginamarianopope@gmail.com

EXPERIENCE

AUGUST 2023-MAY 2025

HIGH SCHOOL ELA TEACHER, PRAGUE PUBLIC SCHOOLS, PRAGUE, OK

While in this position, I taught both American and World Literature. This part of my job was typical of all teachers, creating lesson plans, executing those plans, creating and administering assessments, and keeping immaculate records. However, I went above and beyond what my position actually described. While in that role, I also led the task of creating a curriculum map that enabled all of the ELA teachers from middle school through 12th grade to get on the same page. This helped each teacher to know where one teacher left off and what the next teacher needed the students to know. It was also a helpful tool to show parents what they could expect from the school year. During my first year at Prague, I also began the school's first Mock Trial team. We were very successful and made it to the state semi finals our first and second year.

OCTOBER 2008 – DECEMBER 2010

COACH- WALMART UNIVERSITY, WALMART STORES INC, BENTONVILLE, AR

This position was an interesting and challenging role. While in this position, I worked closely with the executives within the corporation to create and teach classes to those that worked for the Walmart company. Some of these classes were team building, some were leadership classes, and others were ones where I had to teach new hires the complex computer programs that the company utilizes. I often had classes of 50+ people. Some of these classes were taught online to employees that worked in our overseas locations.

JUNE 2006- OCTOBER 2008

ASSISTANT BUYER PRODUCE- WALMART STORES INC, BENTONVILLE, AR

While in this role, I developed many much-needed skills that have transitioned out of the corporate world and into other areas of my life. This role comprised of creating purchase orders, maintaining replenishment of perishable products to the stores, as well as being in near constant contact with vendors. I learned many different applications and tools to create and read reports. I analyzed data and had to create buy/sell reports to present to upper management. One of the most beneficial tasks was creating reports and presentations for our meetings. Standing in front of large groups and explaining the data that I had collected and offering my take on what needed to be done was empowering and taught me how be comfortable in front of large groups of people.

AUGUST 2005-MAY 2006

Gina Pope References

Kim Fleak- high school principal incoming superintendent at Prague Public Schools

Years known: 2

Contact information:

Phone: (405) 567-2281

Email: kfleak@prague.k12.ok.us

Dallas Cooper- fellow teacher at Prague Public Schools

Years known: 3

Contact information:

Phone: (405) 567-5006

Email: dcooper@prague.k12.ok.us

Dr. Janet Barker- Grad school professor and mentor at Southeastern Oklahoma State University

Years known: 4

Contact information:

Phone: 580-745-2586

Email: jbarker@se.edu

Rebekah Rogers- Instructor

Years known: 20+

Phone: (580)559-1880

August 25, 2025

Seminole State College
Administrative Council
Human Resources

To Whom it May Concern:

Please accept this letter as documentation for my intended retirement from Seminole State College. My last day of service will be February 27, 2026.

Also, please accept this notification as my intention to participate in the Retirement Benefit incentive payment, as my start date at SSC was July 17, 2006. In addition to the Retirement Benefit, I intend to participate in "continued health and dental benefits." as both of these benefits are stated in the Retirement section of the SSC Policy Manual.

Thank you,
Julie Hix

6/30/2025

MS. Angela Harjo

Seminole State College Talent Search Director

Subject: Letter of Retirement Intent

Dear Angela,

Please accept my letter of intent to retire. I am writing to formally request the offer of early retirement from my position as Talent Search Advisor with SSC, effective September 1, 2025. I am requesting the 25% early retirement incentive.

At the same time, I would like to respectfully say that this retirement decision is based on current federal funding and staffing outlooks. Should the Talent Search program receive its grant renewal or should another position become available within the college for which I am qualified, I would be open to rescinding my retirement and continuing service in a new or continuing capacity.

Thank You,

A handwritten signature in cursive script that reads "Tina Savage". The signature is written in dark ink and is positioned above the printed name.

Tina Savage

September 24, 2025

Division Chair Emily Carpenter
STEM Division
Seminole State College
Seminole, OK 74868

Professor Carpenter,

It is with no small measure of regret that I must inform you that I will be retiring at the end of the Fall 2025 Semester. I've had the unique experience and pleasure of working at Seminole State College during two different eras of its existence. Fortunately for me, both of my tenures at SSC were rewarding and beneficial. I enjoyed my time watching and being a part of the growth in the 1980's and 1990's as we moved from Seminole Jr. College to Seminole State College culminating in exceeding a headcount of 2,000 in 2000, a goal set by the then president. Returning after 21 years, I was pleased to see that the positive growth had persisted in many areas of the campus.

On the one hand, being fulltime faculty at the college level is a challenging job and grows more challenging each year as we navigate through the rapid social and technological changes. On the other hand, and more importantly, it becomes a calling for many, a sense of fulfillment. It was a calling for me. Even when I was in administration, I would walk past a classroom and feel it tugging at me, pulling me back. I feel honored to have served as SSC faculty for many years and even more honored to have been a part of the STEM Division for the last few years. The faculty in the STEM Division are excellent, no exceptions, as is the leadership of the division and the college.

When we were striving for 2,000 in 2000, we came up with a slogan: "SSC is the place to be." That slogan was true then and is still true today. I will miss the college, the classroom, the students, and all my colleagues across campus. But I will leave knowing that I gave all I had to a passion that burned inside of me. Thank you for the opportunity and support. Keep the excellence going!

Sincerely,

A handwritten signature in black ink that reads "Ricky Streight". The signature is fluid and cursive, with the first name "Ricky" and last name "Streight" clearly legible.

Ricky Streight, PhD
Professor, Mathematics and Computer Science
STEM Division
Seminole State College

Hi Edie,

I wanted to let you know that I've decided to resign from my position at Seminole State, with my last day being October 31st, 2025.

This wasn't an easy decision. I've really enjoyed my time here over the years and I'm so grateful for everything I've learned and the relationships I've built. I've accepted a new opportunity that's closer to home, and while I'm excited about this next step, I'm definitely going to miss working with you.

I'll do everything I can over the next couple of weeks to help with a smooth transition. Please let me know how I can support during this time.

Thank you again for all the support, the laughs, and the opportunities. I hope we can stay in touch.

All the best,

A handwritten signature in cursive script that reads "Caitlin Brown". The signature is written in dark ink and is positioned above the printed name.

Caitlin Brown

09/29/2025

It is with both gratitude and sadness that I submit my resignation as Director of the Talent Search Program at Seminole State College, effective 10/10/2025.

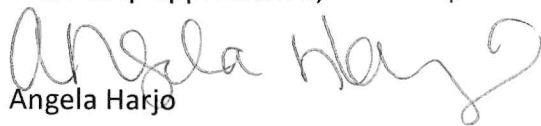
This program and this college have been so much more than just a workplace for me—they have truly felt like family. I have loved every moment of working alongside such dedicated colleagues and serving students whose futures inspire hope and purpose. The support, encouragement, and compassion I have received from this community have carried me through both the highest and lowest points of my life.

After much soul searching following the loss of my husband, Stefan, I have realized that it is best for me to move closer to my family as I continue this new chapter of my life. With that in mind, I have made the difficult decision to accept a position near them. This was not an easy choice, but it is one I believe is right for both my personal well-being and my future.

I am profoundly grateful to Seminole State College, my colleagues, and the Talent Search team for the trust, kindness, and sense of belonging you have shown me throughout my time here. It has been one of the greatest honors of my life to lead this program and to witness the transformative impact it has on the students we serve.

Thank you again for everything. I will do everything I can to ensure a smooth transition and continued success for the Talent Search program.

With deep appreciation,


Angela Harjo

BRENDA
HUDSON

BRENDA HUDSON
328 WEST 4TH STREET
EAST LIVERPOOL, OHIO 43920
405-205-2103
STANDING.OAK.OHIORIVER@GMAIL.COM

22 AUGUST 2025

Dr. Misty Gray,

SEMINOLE STATE COLLEGE
2701 BOREN BLVD.
SEMINOLE, OK 74868

I am writing to formally submit my resignation from
Seminole State College, effective December 31, 2025.

I am profoundly grateful for the opportunity to have been part of the community here at SSC. I have been honored to have worked with the most amazing colleagues – some of whom have profoundly altered the very course of my life. I have been blessed beyond words by the profound honor of having been woven into the tapestry of the lives of my students with many later becoming my friends, some becoming my coworkers as I worked side-by-side with them in the hospital, and some even becoming my colleagues, teaching here at the college or instructing my students during clinicals at the hospital. On more than one occasion, a family member has told me they had just had one of my previous students as their nurse!

I desire to assist in ensuring a seamless transition during this time ahead. I would like to think there still may be a small role I could play in our department in the future, if possible.

I fervently wish the greatest continued success and growth as you continue to lead our department with the strength and patience and wisdom you have consistently demonstrated since accepting your position as our director.

It is with deeply felt pride and emotion I sign this,

Brenda Sanford Hudson, MSN-Ed., RN
Assistant Professor of Nursing
Seminole State College
Seminole, Oklahoma

CC: Holly Wilson-Byrd, Dir., HR

Michelle Pruitt

October 13th, 2025

7383 Turkey Terr

Marlow, OK 73055

Rich,

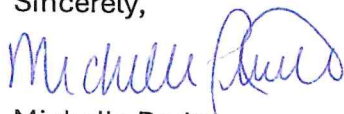
I am writing to formally resign from my position as Upward Bound Director at Seminole State College, with my last working day being Monday, **November 3, 2025**. This decision was not made lightly, and it comes after careful consideration of my career goals and personal aspirations.

I want to express my sincere gratitude for the opportunities I've had to grow professionally during my time here. I have truly valued the support, collaboration, and experiences gained while working with you and the team.

Over the next few weeks, I am committed to ensuring a smooth transition. I am happy to assist in training my replacement, documenting key processes, or helping in any other way that may be helpful.

Thank you again for the opportunity to be a part of the Upward Bound team. I wish you and the entire team continued success, and I hope our paths cross again in the future.

Sincerely,



Michelle Pruitt

Faith Rogers

Seminole State College
2701 Boren Blvd, Seminole OK, 74868

Dear Edith Cathey,

I am submitting my resignation from my position at Seminole State College, effective today, September 5, 2025. This will be my final day of employment, as my new role begins on Monday of next week.

I am sincerely grateful for the opportunity to work at Seminole State College and for the experience I've gained during my time in the Financial Aid department. I truly appreciate the support of my colleagues and the chance to contribute to the College's mission.

Thank you for your understanding, and I wish the department and the College continued success in the future.

Sincerely,
Faith Rogers

Letter Of Resignation

Jerrinesha Turner

322 S. 5th Street

Okemah, Ok 74859

August 06, 2025

Seminole State College

2701 Boren Blvd

Seminole Ok 74868

Dear

I am writing to formally resign from my position as an academic advisor at Seminole State College effective August 8th, 2025. Please consider this letter as my formal notice.

Thank you for your support during my time at Seminole State College and I wish you all the best. I am incredibly grateful for the opportunities that I have been given in this position. I value the insight I have learned.

I would like to thank you for being supportive of my professional growth. I have enjoyed working with the best team,

May God continue to bless each one of you and Best Wishes,

Sincerely,

Jerrínesha Turner



Holiday Reception

Plan to join us for an evening of delicious food, catching up with good friends and an abundance of holiday cheer.

Monday, December 15 | 6 – 9 PM

Location TBD

Thank you for supporting the
SSC Educational Foundation in 2025!



2025 REGENTS EDUCATION PROGRAM

Tuesday, Nov. 18, 2025

Presbyterian Health Foundation Conference Center – Colloquium Room
655 Research Parkway, Suite 100, Oklahoma City, OK

8:30 a.m.	Registration and Breakfast
9:00 a.m. .5 hour	Welcome Regent Courtney Warmington, Chair, Oklahoma State Regents for Higher Education
	State System Update Chancellor Sean Burrage, Oklahoma State Regents for Higher Education
9:30 a.m. 1 hour	Consequential Board Governance: Fundamental Duties and Responsibilities Dr. Carlton Brown, Senior Fellow, Association of Governing Boards of Universities and Colleges
10:30 a.m. .5 hour	Strengthening the Board-President Relationship Dr. Carlton Brown, Senior Fellow, Association of Governing Boards of Universities and Colleges
11 a.m. 1 hour	Financial Oversight and Accountability: Best Practices for Financial Stewardship Stewart Berkinshaw, Vice President for Strategy and Finance, The University of Oklahoma Chris Kuwitzky, Senior Vice President and Chief Financial/Administrative Officer, Oklahoma State University
12 p.m. 1 hour	Luncheon Keynote: 2026 Legislative Policy Priorities Chancellor Sean Burrage (moderator) The Honorable Lonnie Paxton, Senate President Pro Tempore (invited) The Honorable Kyle Hilbert, Speaker of the Oklahoma House of Representatives The Honorable Chuck Hall, Senate Appropriations Committee Chair (invited) The Honorable Trey Caldwell, House Appropriations and Budget Committee Chair (invited)
1 p.m. .5 hour	K-12 Priorities and Pathways to College and Career Readiness Lindel Fields, State Superintendent of Public Instruction (invited)
1:30 p.m. .5 hour	Connecting Education and Industry: Understanding Oklahoma's Workforce Priorities Dr. Samuel Kurtz, Senior Researcher, Tulsa for You and Me
2 p.m. 1 hour	The Ins and Outs of Oklahoma Ethics Rules Margaret Kerr, General Counsel, Oklahoma Ethics Commission
3 p.m. 1 hour	Open Meeting Act and Open Records Act Niki Batt, Deputy Attorney General, Oklahoma Office of the Attorney General Thomas Schneider, Deputy Attorney General, Oklahoma Office of the Attorney General
4 p.m.	Adjournment

AGREEMENT FOR EXCHANGE OF SERVICES

This Agreement for Exchange of Services is made and entered into between the Board of Regents of Seminole State College ("College") and Seminole State College Educational Foundation, Inc. ("Foundation"). This Agreement supersedes other existing contracts for the exchange of services between the respective parties.

WITNESSETH:

Whereas, the College is a State of Oklahoma college and a part of the Oklahoma State System of Higher Education; and,

Whereas, the Foundation is an Oklahoma non-profit corporation created for the benefit of the College, its students, staff and employees insofar as the same shall be in aid of charitable, scientific, literary or educational purposes; and,

Whereas, 70 Okl. Stat. S 4306, as amended, required that the regents of any institution of higher education enter into a written contract before directly or indirectly transferring any funds to any college-related foundation or rendering service or providing anything of value to such foundation to document adequate payment or reimbursement thereof; and,

Whereas, each of the parties hereto provides the other party with goods, services and funds, all of which are adequately documented and the parties, by this contract, intend to comply with said statutory requirement.

Now, therefore, for and in consideration of the goods, services, and funds provided one to the other, the adequacy of which is hereby acknowledged, the parties agree as follows:

1. The College shall provide the Foundation the following:
 - (a) The services of the President of the College, and other staff as needed on a part-time basis for the support of the Foundation;
 - (b) Adequate office space on the Seminole State College campus and the renovation of the same;
 - (c) Office maintenance, utilities and the insuring thereof;
 - (d) Use of Seminole State College postage, vehicles, telephones, computers, accounting and printing services, and bonding for staff;
 - (e) Other reasonable services and good as the administration shall determine;
2. The Foundation shall provide the College the following:
 - (a) Scholarship grants to College students from donations to the Foundation and from endowment income;
 - (b) Funds obtained by the Foundation for College projects including but not limited to library improvement, computer and other academic equipment, lectures, staff development, other academic enrichment activities, and administrative costs;

YOUR SOLAR PROJECT WILL IMPACT SEMINOLE STATE COLLEGE FOR OVER 30 YEARS

Energy costs continue to rise, increasing the financial burden on Seminole State College, which currently spends \$63,960 annually on electricity.

A Brightwell solar project can change this future.

Lower Costs

A better way to buy electricity *just arrived*

Electricity is a non-negotiable expense, but how you purchase it can be reimaged. A Brightwell solar project allows Seminole State College to lock in a lower cost of solar energy in year one while protecting against future rate increases. The 199.81 kW PV system will offset 39% of your facility's energy consumption, transforming \$336,616 of operating expenses into long-term cost savings that can go back into the programs and services that matter most.

GOING SOLAR IS AN EASY DECISION



Reduce Electric Costs

Switching to solar reduces electricity costs immediately and provides a long-term hedge against rising rates. By not going solar, Seminole State College risks continued exposure to unpredictable utility price increases.



Manage Capital Outlay

With Brightwell's Energy Management Service Agreement (EMSA), you can procure solar energy for less than the project price. Simply sign the agreement, pay a fraction of the project price at installation, and receive predictable energy costs through solar.



Flexibility to Buyout

The Brightwell EMSA provides the option to purchase the solar system in the future, shifting even more savings back to Seminole State College and increasing long-term financial benefits.

About the Solar Project

Seminole State College

199.81 kW Solar PV System

Energy Offset: 39%

of Solar Panels: 377

Annual Production: 267,124 kWh

Carbon Reduction: 208 tons



\$336,616

30-yr Energy Offset

Energy cost offset without investing a dollar towards a solar system

8.01 GWh

Estimated 30-yr Energy Production

Estimated energy kWh production from solar over the system's targeted lifecycle

12.6M

Total lbs CO₂ Offset (30-yr)

Equivalent to carbon sequestered by 226 acres of U.S. forests in one year



About the Solar Installer Partner

EightTwenty and Brightwell combine decades of experience in solar design and installation, structural engineering, NABCEP-certified specialists, and tax incentives experts. We utilize only proven Bloomberg Tier-1 rated solar panels and system technologies backed by industry-leading product and performance guarantees. EightTwenty and Brightwell are committed to delivering best-in-class service that creates raving fans.



Projected Cash Flow - No Capital Outlay

YEAR	SAVINGS POST-SOLAR	EMSA	INSURANCE	ANNUAL CASH FLOW	CUMULATIVE CASH FLOW
2027	\$28,034	(\$55,000)	-	(\$26,966)	(\$26,966)
2028	\$29,099	(\$55,000)	-	(\$25,901)	(\$52,867)
2029	\$30,205	(\$55,000)	-	(\$24,795)	(\$77,662)
2030	\$31,353	(\$55,000)	-	(\$23,647)	(\$101,309)
2031	\$32,544	(\$55,000)	-	(\$22,456)	(\$123,765)
2032	\$33,781	(\$55,000)	-	(\$21,219)	(\$144,984)
2033	\$35,065	(\$55,000)	-	(\$19,935)	(\$164,919)
2034	\$36,397	(\$55,000)	-	(\$18,603)	(\$183,522)
2035	\$37,780	(\$55,000)	-	(\$17,220)	(\$200,742)
2036	\$39,216	(\$55,000)	-	(\$15,784)	(\$216,526)
2037	\$40,706	(\$55,000)	-	(\$14,294)	(\$230,820)
2038	\$42,253	(\$55,000)	-	(\$12,747)	(\$243,567)
2039	\$43,858	(\$55,000)	-	(\$11,142)	(\$254,709)
2040	\$45,525	(\$55,000)	-	(\$9,475)	(\$264,184)
2041	\$47,255	(\$55,000)	-	(\$7,745)	(\$271,929)
2042	\$49,051	(\$55,000)	-	(\$5,949)	(\$277,878)
2043	\$50,915	(\$55,000)	-	(\$4,085)	(\$281,963)
2044	\$52,849	(\$55,000)	-	(\$2,151)	(\$284,114)
2045	\$54,858	(\$55,000)	-	(\$142)	(\$284,256)
2046	\$56,942	(\$55,000)	-	\$1,942	(\$282,314)
2047	\$59,106	(\$1,750)	(\$6,088)	\$51,268	(\$231,046)
2048	\$61,352	(\$1,750)	(\$6,209)	\$53,393	(\$177,653)
2049	\$63,683	(\$1,750)	(\$6,334)	\$55,600	(\$122,053)
2050	\$66,103	(\$1,750)	(\$6,460)	\$57,893	(\$64,160)
2051	\$68,615	(\$1,750)	(\$6,589)	\$60,276	(\$3,884)
2052	\$71,223	(\$1,750)	(\$6,721)	\$62,752	\$58,868
2053	\$73,929	(\$1,750)	(\$6,856)	\$65,324	\$124,192
2054	\$76,739	(\$1,750)	(\$6,993)	\$67,996	\$192,188
2055	\$79,655	(\$1,750)	(\$7,133)	\$70,772	\$262,960
2056	\$82,681	(\$1,750)	(\$7,275)	\$73,656	\$336,616

* Insurance costs at year 21 are an estimate for a separate policy; alternatively the coverage can be rolled into the existing P & L policy.

Projected Cash Flow - Capital Outlay Limited to Roof Cost

YEAR	SAVINGS POST-SOLAR	EMSA	VALUE UNLOCKED	INSURANCE	ANNUAL CASH FLOW	CUMULATIVE CASH FLOW
2026	-	(\$338,973)	\$338,973	-	-	-
2027	\$28,034	(\$28,034)	-	-	-	-
2028	\$29,099	(\$28,034)	-	-	\$1,065	\$1,065
2029	\$30,205	(\$28,034)	-	-	\$2,171	\$3,236
2030	\$31,353	(\$28,034)	-	-	\$3,319	\$6,555
2031	\$32,544	(\$28,034)	-	-	\$4,510	\$11,065
2032	\$33,781	(\$28,034)	-	-	\$5,747	\$16,812
2033	\$35,065	(\$28,034)	-	-	\$7,031	\$23,843
2034	\$36,397	(\$28,034)	-	-	\$8,363	\$32,206
2035	\$37,780	(\$28,034)	-	-	\$9,746	\$41,952
2036	\$39,216	(\$28,034)	-	-	\$11,182	\$53,134
2037	\$40,706	(\$28,034)	-	-	\$12,672	\$65,806
2038	\$42,253	(\$28,034)	-	-	\$14,219	\$80,025
2039	\$43,858	(\$1,750)	-	(\$5,196)	\$36,913	\$116,938
2040	\$45,525	(\$1,750)	-	(\$5,300)	\$38,475	\$155,413
2041	\$47,255	(\$1,750)	-	(\$5,406)	\$40,099	\$195,512
2042	\$49,051	(\$1,750)	-	(\$5,514)	\$41,787	\$237,299
2043	\$50,915	(\$1,750)	-	(\$5,624)	\$43,541	\$280,840
2044	\$52,849	(\$1,750)	-	(\$5,737)	\$45,363	\$326,203
2045	\$54,858	(\$1,750)	-	(\$5,851)	\$47,256	\$373,459
2046	\$56,942	(\$1,750)	-	(\$5,968)	\$49,224	\$422,683
2047	\$59,106	(\$1,750)	-	(\$6,088)	\$51,268	\$473,951
2048	\$61,352	(\$1,750)	-	(\$6,209)	\$53,393	\$527,344
2049	\$63,683	(\$1,750)	-	(\$6,334)	\$55,600	\$582,944
2050	\$66,103	(\$1,750)	-	(\$6,460)	\$57,893	\$640,837
2051	\$68,615	(\$1,750)	-	(\$6,589)	\$60,276	\$701,113
2052	\$71,223	(\$1,750)	-	(\$6,721)	\$62,752	\$763,865
2053	\$73,929	(\$1,750)	-	(\$6,856)	\$65,324	\$829,189
2054	\$76,739	(\$1,750)	-	(\$6,993)	\$67,996	\$897,185
2055	\$79,655	(\$1,750)	-	(\$7,133)	\$70,772	\$967,957
2056	\$82,681	(\$1,750)	-	(\$7,275)	\$73,656	\$1,041,613

* Insurance costs at year 13 are an estimate for a separate policy; alternatively the coverage can be rolled into the existing P & L policy.

Frequently Asked Questions

How does this affect our insurance?

When going solar, the impact investor maintains general liability, excess liability, and property liability insurance. Brightwell will provide a **Certificate of Insurance (COI)** to the organization, which can be shared with the organization's insurance carrier. If your roof has a claim, the deductible will cover the uninstall - reinstall cost.

Will this affect our roof?

When installing solar, we evaluate your roof to optimize installation. We work with the installer to limit penetrations and obtain a structural engineer's stamp. **This is backed by a 5-year craftsmanship warranty, alleviating any roof concerns.**

Who services the panels?

Solar panels require minimal maintenance. However, the **EMSA includes monitoring and an annual maintenance inspection** to keep the system in peak condition.

Does Brightwell have solar expertise?

Design & Installation—Brightwell ensures top-tier energy solutions with an in-house team of solar architects, installation teams, structural engineers, certified electricians, and NABCEP PVIP-certified professionals. The Brightwell team has experience installing over 20 MW of solar projects.

What happens in bad weather?

Solar panels undergo rigorous testing during the manufacturing process to ensure their durability and resilience in harsh conditions. This includes exposure to extreme temperatures, humidity, and other environmental stressors.

Hail Warranty—Panels typically have warranties that cover up to 1" hail at 51.6 mph.

What happens if we have to repair our roof—do we have to take the panels off and put them back on?

The panels protect the portion of the roof they are on top of but if the roof is damaged requiring a re-roof, this will require an uninstall - reinstall of the solar system. In this situation, it could be 5-15% of the roof cost but this cost is covered by the same deductible as the deductible you pay for your roof. The system will be taken down, stored in a safe location, and reinstalled once the roof is complete.

What type of products does Brightwell use?

Brightwell focuses on top tier products that have the industries longest warranties to ensure our projects last for decades.

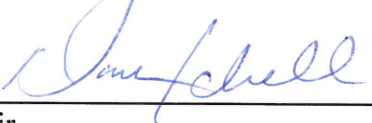
Tier 1 Designation. The bankable Tier 1 ranking is a classification system signifies a company is considered highly reliable and has a strong financial standing, making it more likely for banks to provide loans for projects using their panels. Ratings of solar companies as top-tier solar panel producers based on their financial strength and production capacity.

Industry Leading Warranties. The solar panels, inverters, and racking systems have best-in-class 25-year product warranties and 30-year panel performance warranties.

- (c) Artwork, furniture and recreational items; and,
- (d) Other reasonable funds, services, and goods as the Foundation shall determine for the good of the College and the furtherance of its mission.

IN WITNESS WHEREOF, the parties agree that the effective date shall be October 30, 2025.

BOARD OF TRUSTEES


Chair

ATTEST:


Secretary

BOARD OF REGENTS

Chair

ATTEST:

Secretary

Program Review Report 3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This template is provided to assist institutions in compiling the program review information, **which is to be presented to the institutional governing board prior to submission to the State Regents**. Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Seminole State College

Program Name and State Regents Code: AS Agriculture (234)

List Program Options: Agribusiness Emphasis
 Agricultural Education Emphasis
 Pre-Vet Emphasis
 Leadership Emphasis

List Embedded Certificates included in this review: [Click here to enter text](#)
 [Click here to enter text](#)
 [Click here to enter text](#)
 [Click here to enter text](#)

Previous Review

Date (Year) of Last Review N/A

1. Summarize key findings from previous internal and/or external reviews of this program.

Review of the Agricultural Degree program has not been performed in the past.

2. What developments and actions have taken place since the last review?

Review of the Agricultural Degree program has not been performed in the past.

Current Review:

Date (Year) of Current Review 2025

Review Criteria (*Institutions should address each criterion of OSRHE policy 3.7 as directed below*).

A. Viability of the Program:

A.1. Program Objectives and Goals:

Outcome 1: Demonstrate successful articulation of Seminole State College transfer degree programs to state baccalaureate institutions of higher learning in Oklahoma.

Measurable Indicators.

- a. Signed 2+2 articulation agreements between SSC and state baccalaureate institutions of higher learning in Oklahoma, especially those institutions which are primary recipients of SSC transfer degree program graduates.
- b. Inclusion of required degree program courses on the Oklahoma State Regents for Higher Education annual Course Equivalency Matrix.

Outcome 2: Demonstrate successful academic achievement by Seminole State College transfer degree students at primary receiving state baccalaureate institutions of higher learning in Oklahoma. Successful academic achievement is defined as the maintenance of satisfactory academic progress toward degree completion as determined by the receiving institution.

Measurable Indicators.

- a. Transfer data on SSC transfer degree program graduates from primary receiving state baccalaureate institutions of higher learning in Oklahoma.
- b. Graduate Opinion Survey data self-reporting demonstration of successful academic achievement at primary receiving state baccalaureate institutions of higher learning in Oklahoma as available.
- c. Retention reports on SSC transfer program graduates regarding primary-receiving state baccalaureate institutions of higher learning in Oklahoma as available.
- d. Graduation reports on SSC transfer program graduates regarding primary receiving state baccalaureate institutions of higher learning in Oklahoma as available.

Outcomes Specific to Associate of Science in Agriculture (234)

Outcome 3: Interpret agricultural and related concepts foundational to advanced courses in Agriculture. Advanced courses shall be defined as courses commonly considered Junior and Senior level at baccalaureate degree granting institutions.

Measurable Indicators

Assessment data demonstrates students' ability to:

- a. Understand practical and functional aspects of today's technical society. This understanding ensures graduates' literacy in the biological and physical sciences, mathematical and computational skills, and computer and program operations.
- b. Compile a foundation of agricultural science information to support and facilitate the understanding of agricultural concepts.

Outcome 4: Design a plan for continued pursuit of an Agriculture education leading to a baccalaureate or professional degree in a branch of agriculture.

Measurable Indicators

Assessment data demonstrates students' ability to:

- Appreciate knowledge, life-long learning, and practical applications in Agriculture.
- b. Perform and interpret laboratory exercises using appropriate techniques, equipment, technology, and data analysis.

c. Develop personal growth, leadership, and career skills and an understanding of these beyond the boundaries of Agriculture.

A.2. Quality Indicators (including Higher Learning Commission criteria and requirements):

The SSC Agricultural Degree Program (234) fulfills Higher Learning Commission Criterion 3 & Criterion 4 by providing evidence of student learning, faculty engagement encouraging quality teaching practices, and effective assessment of the student learning process. Faculty in the Science Technology Engineering and Mathematics (STEM) division consistently review assessment tools and methods, and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. To measure the four outcomes specific to the Agricultural Associates in Science Degree Program course embedded assessment is the foremost method. In the STEM division, instructors use pre/posttests as the tools to obtain assessment data. Faculty members regularly review and change pre/posttest questions when necessary. As a result, faculty have rewritten, replaced, or deleted some of the existing questions. Faculty calculate pre/posttest score improvements for every class every semester. Although pre/posttest assessments only focus on a specific course's learning objectives, an examination of all STEM courses shows improvement, which verifies student learning is taking place and that the outcomes specific to the Agricultural Associates in Science Degree Program are being met. The Table below shows FY2023-2024 Combined Course Embedded Assessment Results for the Agricultural Associates in Science Degree Program.

Agriculture 2023-2024 Report	Pre %	Post %	Percent In
Gen Ed Outcome 1	34	77	43
Gen Ed Outcome 2	36	73	37
Gen Ed Outcome 3	34	76	42
Gen Ed Outcome 4	38	79	41
Prog Outcome 3	39	76	37
Prog Outcome 4	34	75	41

A.3. Minimum Productivity Indicators:

Complete this section even if there are no enrollments or graduates for the program during the review period.

Time Frame (e.g.: 5-year span)	Enrollment	Graduates
2019-2020	28	6
2020-2021	29	3
2021-2022	32	7
2022-2023	19	4
2023-2024	30	6
2024-2025 (Summer & Fall only)	27	2

A.4. Other Quantitative Measures:

- A.4.a. Number and enrollment of courses taught exclusively for the major for each of the last five years:
List or attach list of courses

	Enrollment	Credit Hours
AGRI 1303 Wildlife Nat Res Mgmt.	50	150
AGRI 1101 Live Animal Evaluation	22	22
AGRI 1503 Introduction Livestock Evaluation	37	111

- A.4.b. Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for five years:

	Enrollment	Credit Hours
ACCT 2033 Financial Accounting	449	1347
ACCT 2123 Managerial Accounting	332	996
AGRI 1104 Intro To Animal Science	207	828
AGRI 1204 Introduction Plant And Soil Science 244		61
AGRI 1303 Wildlife Nat Res Mgmt. exclusive	50	150
AGRI 2123 Agricultural Leadership	50	150
AGRI 2144 Fundamentals of Soil Science	45	180
BA 1203 Introduction Agriculture Economics	35	105
BIOL 1114 General Biology 1060	42	40
BIOL 1214 Principles Of Biology	1585	6340
BIOL 1224 General Botany	45	180
BIOL 1234 General Zoology	173	692
CHEM 1114 Introduction To Chemistry	514	2056
CHEM 1315 General Chemistry I	562	2810
CHEM 1515 General Chemistry II	32	160
MATH 1503 Elementary Statistics	1446	4338

PSY 1113 General Psychology	2466	7398
AGRI 1101 Live Animal Evaluation exclusive	22	22
AGRI 1503 Introduction Livestock Evaluation	37	111
BA 2113 Macroeconomics	483	1449
BA 2213 Microeconomics	472	1416
BIOL 2224 Microbiology	973	3892
ENVS 1114 Intro to Environmental Science	175	700
MATH 2213 Calc for Business & Biology	9	27
PHYS 1214 Earth Science	341	1364
PHYS 2114 General Physics I	182	728
AGRI 2113 Agricultural Communications	13	39

A.4.c. 3Direct instructional costs for the program during the review period:

\$201,130

A.4.d. The number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates:

	Enrollment	Credit Hours
AGRI 1104 Intro to Animal Science	207	828
AGRI 1204 Introduction Plant and Soil Science	61	244
AGRI 2123 Agricultural Leadership	50	150
AGRI 2144 Fundamentals of Soil Science	45	180
AGRI 2113 Agricultural Communications	13	39

A.4.e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Wendy Slusher-Rich	MS	Oklahoma State University
Truitt Eubank	MS	Stephen F. Austin State Univ
Leigh Ann Wilson	MS	Rutgers University

Nilmini Senaratne	Ph.D.	Wichita State University
Ricky Streight	Ph.D.	University of Oklahoma
Christal Knowles	MS	Cameron University
Bradley Schatzel	MBA	Univ of Central Oklahoma
Amanda Soward	MS	University of Oklahoma
Melissa Bryant	M.Ed.	East Central University
Kevin Blackwood	MS	East Central University
Jarrold Tollett	M.Ed.	East Central University

Add more rows if needed

A.4.f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Of the 28 students who have completed their Agricultural Degree at SSC, 42% have gone on to complete or are currently pursuing a bachelor's degree at Oklahoma State University (OSU). Nearly all of these students have chosen majors related to the agricultural industry. An additional 36% have attended or are attending other four-year universities within Oklahoma, with one student enrolling at an out-of-state institution. The remaining students have entered the workforce in fields such as ranch management, oil and natural gas, or healthcare.

A.4.g. If available, information about the success of students from this program who transferred to other institutions:

Table XX. 2024-2025 Transfer Reports from Four-Year Institutions								
Four Year Institution	Number of Former SSC Students Enrolled	Credit Hours Completed	Credit Hours Attempted	Course Completion Rate	Aggregated GPA of Former SSC Students	Aggregated Student Body GPA	Difference	Bachelor's Degrees Awarded
East Central University	433	8275	8661	95.54%	3.04	2.98	0.06	95
Oklahoma State University	265	6,052	6,738	89.82%	3.17	3.21	-0.04	73
University of Oklahoma	156	3262	3397	96.03%	3.22	**	**	21
University of Central Oklahoma	202	3106	3491	88.97%	3.12	3.1	0.02	41
Totals	1056	20695	22287	92.9%				230

**Data from OU did not provide aggregated student body data, but Summer difference +0.16, Fall difference -0.08, and Spring difference -0.13.

Recommendation(s)

A. Recommendation for the Program:

- ☐ Maintain the program at the current level.
- ☐ Continue the program with modifications as noted below and detailed in the comment section below.
- ☐ Expand the program
- ☐ Reduce program in size or scope
- ☐ Merge or consolidate program
- ☐ Reorganize program/curricular modifications*
- ☐ Suspend program to allow an opportunity to consider recommendations detailed in the section below*
- ☐ Delete program*

**Requires a Request for Degree Program Modification and governing board approval.*

B. Specific comments regarding recommendations:

(Provide detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements. Recommendations to suspend or modify the program should include measurable goals and a timeline for monitoring the program in one-, two-, three-, or four-year increments)

Recommendations	Implementation Plan	Target Date
Update curriculum to include more industry-relevant skills and certifications in agriculture and related sectors.	Conduct curriculum review with input from Advisory Board. Integrate modules on agri-business technology, sustainability, and precision agriculture. Offer micro-credentials or certificate options alongside the degree.	Fall 2029
Grow program enrollment by 5 –10% over the next five academic years.	Implement targeted marketing campaigns (e.g., social media, rural radio, agricultural publications). Increase visibility at high school ag programs events, such as Oklahoma State FFA Convention, Interscholastic events, state-wide events.	Fall 2029

	Offer campus tours and shadow days for prospective students. Continue hosting SSC FFA Interscholastic Contest on Campus	
Continue looking for external funding through grants to support program expansion, scholarships, equipment, faculty development, or student services.	Identify federal, state, local, and private grant opportunities (e.g., USDA, NSF, Dept. of Ed., local foundations). Use databases like Grants.gov, Foundation Directory Online, and OKGrants.	Fall 2029
Increase retention of students declaring Agricultural as their degree program to remain in the program versus switching to a liberal studies degree option.	Increase communication between Agricultural Degree Mentor and SSC Advisors. Create “degree maps” highlighting “what-if” pathways showing how an Ag degree compares (time/cost) to Liberal Studies. Offer peer mentoring. Pair first-year students with upperclassmen who share experiences, internships, and advice.	Fall 2029

Department/
Program Head

(Signature)

Date: 9/30/2025

Dean

(Signature)

Date: 10-1-25
Click here to enter a date

Chief
Academic
Officer

Date: Click here to enter a date

This template should be used for both internal and external program reviews. External program reviews should be submitted with the Regular or Low Producing Program External Review Cover Pages.

Revised January 2025

Page 9 of 9

(Signature)

President _____ Date: [Click here to enter a date](#)
(Signature)

Program Review Report

3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This template is provided to assist institutions in compiling the program review information, **which is to be presented to the institutional governing board prior to submission to the State Regents**. Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Seminole State College

Program Name and State Regents Code: AAS Engineering Technology (236)

List Program Options: [Click here to enter text](#)
 [Click here to enter text](#)
 [Click here to enter text](#)
 [Click here to enter text](#)

List Embedded Certificates included in this review:

Certificate of Competency in Blueprint Reading 1
Certificate of Competency in Electrical Control Systems
Certificate of Competency in Gauge Blocks
Certificate of Competency in Height Gauges
Certificate of Competency in Inspection Techniques 1
Certificate of Competency in Mechanical Drives 1
Certificate of Competency in Mechanical Drives 2
Certificate of Competency in Mechanical Fabrication 1
Certificate of Competency in Mechanical Systems 1
Certificate of Competency in Optical Comparators
Certificate of Competency in Principles of Coolants and Oils
Certificate of Competency in Principles of Tooling
Certificate of Competency in Principles of Turning
Certificate of Competency in Principles of Grinding
Certificate of Competency in Print Reading 1
Certificate of Competency in Specialty Micrometers
Certificate of Competency in Surface Plates
Certificate of Competency in Tooling for Machining Centers
Certificate of Competency in Tooling for Tapping
Certificate of Competency in Tooling for Turning
Certificate of Competency in Bore Gauges
Certificate of Competency in General Dimensioning and Tolerances

Previous Review

Date (Year) of Last Review 2018

- 1. Summarize key findings from previous internal and/or external reviews of this program.**

This is the first review for this Degree Program, so no previous findings internally or externally exist.

2. What developments and actions have taken place since the last review?

This is the first review for this Degree Program, so all actions are new. The courses specific to the degree program were designed in partnership with Gordon Cooper Technology Center. Seminole State College was mentored in the development of the program through a collaboration between the American Association of Community Colleges and the Nation Science Foundation Advanced Technological Education grant program titled Mentorlinks. Through the mentorship, SSC created the Engineering and Engineering Technology Advisory Board. Working with mentors and industry partners, SSC has discovered more about the regional educational needs for a highly skilled technical workforce.

Current Review

Date (Year) of Current Review 2025

Review Criteria (*Institutions should address each criterion of OSRHE policy 3.7 as directed below*).

A. Viability of the Program:

A.1. Program Objectives and Goals:

Outcome 1: Operate effectively, both timely and qualitatively, to apply mathematics and physics principles using modern technology to identify, evaluate, and solve complex engineering technology problems in a variety of ways including team-oriented and individual activities.

Outcome 2: Prepare well- written, oral, and graphical communication for both technical and non-technical environments by using the application of ethical and professional standards of conduct and by reporting on the results of conducting standard tests and measurements through the analysis and interpretation of experimental results.

A.2. Quality Indicators (including Higher Learning Commission criteria and requirements):

The SSC Associates in Applied Science Engineering Technology (236) fulfills Higher Learning Commission Criterion 3 & Criterion 4 by providing evidence of student learning, faculty engagement encouraging quality teaching practices, and effective assessment of the student learning process. Faculty in the Science Technology Engineering and Mathematics (STEM) division consistently review assessment tools and methods, and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. To measure the outcomes specific to the Associates in Applied Science Engineering Technology Degree Program course embedded assessment is the foremost method. In the STEM division, instructors use pre/post tests as the tools to obtain assessment data. Faculty members regularly review and change pre/post test questions when necessary. As a result, faculty have rewritten, replaced, or deleted some of the existing questions. Faculty calculate pre/post test score improvements for every class every semester. Although pre/post test assessments only focus on a specific course's learning objectives, an examination of all STEM courses shows improvement, which verifies student learning is taking place and that the outcomes specific to the Associates in Applied Science Engineering Technology

Degree Program are being met. The SSC Institutional Assessment Committee examines all campus program data each year, applying the guidelines for degree programs as defined in the Assessment of Student Learning and Institutional Assessment Procedure Manual. In addition to General Education Requirements, General Education Outcomes, and Course Outcomes, the SSC Engineering and Engineering Technology Advisory Board (consisting of industry partners) weighs in on program needs. The Internship course allows industry evaluators to measure student workplace competency and provides a place for both the student and the industry partner to indicate areas of degree program weaknesses. The certificates of competency included in this program are designed to meet national industry standards, administered through the Amatrol Learning System, and recognized by industry.

A.3. Minimum Productivity Indicators:

Complete this section even if there are no enrollments or graduates for the program during the review period.

Time Frame (e.g.: 5-year span)	Enrollment	Graduates
2018-2019	4	0
2019-2020	8	0
2020-2021	10	0
2021-2022	10	1
2022-2023	2	0
2023-2024	4	0
2024-2025 (Summer & Fall only)	4	0

A.4. Other Quantitative Measures:

A.4.a. Number and enrollment of courses taught exclusively for the major for each of the last five years:
List or attach list of courses

Enrollment	Hours Generated		
	ENGR 1123 Geometric Dimension and Tolerance	12	36
	ENGR 1133 Manual Machining Skills	7	19
	ENGR 1143 CAD CAM exclusive	3	7
	ENGR 2003 Principles of Mechanical Design	3	9
	ENGR 2013 Principles of Electrical Design	4	13
	ENGR 2903 Engineering Internship	3	9

A.4.b. Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for five years:

	Enrollment	Hours Generated
MATH 1613 Plane Trigonometry	97	291
PHYS 2114 General Physics I	182	728
PHYS 2224 General Physics II	61	244
BA 1603 Workplace & Cultural Competence	67	201
BA 2133 Human Relations	167	501
BA 2423 Business Ethics	131	393
ENGR 1113 Introduction To Engineering	101	303
ENGR 1123 Geometric Dimension and Tolerance	12	36
ENGR 1133 Manual Machining Skills	7	19
ENGR 1143 CAD CAM	3	7
ENGR 2003 Principles of Mechanical Design	3	9
ENGR 2013 Principle of Electrical Design	4	13
ENGR 2903 Engineering Internship	3	9
AGRI 2123 Agricultural Leadership	50	150
HUM 2333 Leadership Develop Through Classics	203	609

A.4.c. Direct instructional costs for the program during the review period:

\$241,356

A.4.d. The number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates:

	Enrollment	Hours Generated
MATH 1613 Plane Trigonometry	97	291
PHYS 2114 General Physics I	182	728
PHYS 2224 General Physics II	61	244
BA 1603 Workplace & Cultural Competence	67	201
BA 2133 Human Relations	167	501
BA 2423 Business Ethics	131	393
ENGR 1113 Introduction To Engineering	101	303

A.4.e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Jarrold Tollett	M.S. Ed.	East Central University

Cullen Birney	M.Ed.	University of Oklahoma
Stephen Brooks	MBA	University of Oklahoma
Wendy Rich	M.S.	Oklahoma State University

Add more rows if needed

- A.4.f. If available, information about employment or advanced studies of graduates of the program over the past five years:

The first graduate of the program worked the first year for our industry partner Georg Fischer Central Plastics and then moved to McKee Utility.

- A.4.g. If available, information about the success of students from this program who transferred to other institutions:

This is a non-transfer degree program, designed for education of technicians for the high-technology fields that drive our nation's economy.

Recommendation(s)

A. Recommendation for the Program:

- ☐ Maintain the program at the current level.
- X - Continue the program with modifications as noted below and detailed in the comment section below.
 - ☐ Expand the program
 - ☐ Reduce program in size or scope
 - ☐ Merge or consolidate program
 - ☐ Reorganize program/curricular modifications*
 - ☐ Suspend program to allow an opportunity to consider recommendations detailed in the section below*
 - ☐ Delete program*

**Requires a Request for Degree Program Modification and governing board approval.*

B. Specific comments regarding recommendations:

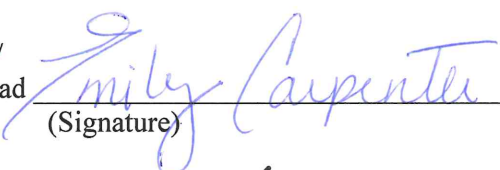
(Provide detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements. Recommendations to suspend or modify the program should include measurable goals and a timeline for monitoring the program in one-, two-, three-, or four-year increments)

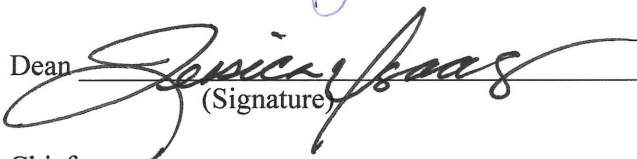
There are projections for 1000+ new jobs in Oklahoma for Engineering Technologists and Technicians and currently not enough graduates. Statewide retention rates are low for these programs. OSRHE has made STEM fields such as Engineering adjacent fields a priority for funding to meet the workforce needs. Industry needs this high skilled technical workforce to maintain and expand Oklahoma operations. The workforce is demanding technical skills not always taught in traditional engineering programs. SSC

seeks to obtain NSF ATE funding to increase enrollment in the program through an emphasis in Computer Aided Design, specifically in SolidWorks. This will add a potential of two new certifications. Regional workforce need shows more than 100 jobs, requiring CAD skills, in the 100 mile radius of the campus.

Recommendations	Implementation Plan	Target Date
Add Emphasis in Computer Aided Design	Seek NSF ATE funding to train two faculty in SolidWorks, build two new courses in CAD	Summer 2027
Recruitment – High Schools	Focus recruitment events to target high school students in 11 th and 12 th grades. Target students with GPA between 2.5 and 3.4. These are best candidates for Engineering Technology program. Looking to increase enrollment each semester to 10 students and graduate 5 students each year.	Fall 2025, Spring 2026, Fall 2026, Spring 2027, Fall 2027, Spring 2028, Fall 2028, Spring 2029
Recruitment – Community and Industry Partners	Host recruitment events on campus, like job fair and open house events. Work with SSC media department to advertise. Looking to increase enrollment each semester to 10 students and graduate 5 students each year.	Fall 2025, Spring 2026, Fall 2026, Spring 2027, Fall 2027, Spring 2028, Fall 2028, Spring 2029

Add additional rows as necessary

Department/
Program Head  Date: **9/30/2025**
(Signature)

Dean  Date: **10-1-25**
(Signature) [Click here to enter a date](#)

Chief
Academic
Officer _____ Date: [Click here to enter a date](#)
(Signature)

President _____ Date: [Click here to enter a date](#)
(Signature)

Program Review Report 3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This template is provided to assist institutions in compiling the program review information, **which is to be presented to the institutional governing board prior to submission to the State Regents**. Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Seminole State College

Program Name and State Regents Code: AS Health, Physical Education, and Recreation (206)

List Program Options: Click here to enter text
Click here to enter text
Click here to enter text
Click here to enter text

List Embedded Certificates included in this review: Click here to enter text
Click here to enter text
Click here to enter text
Click here to enter text

Previous Review

Date (Year) of Last Review 2020

1. Summarize key findings from previous internal and/or external reviews of this program.

An analysis of degree program productivity indicated a five-year mean of 35 declared majors, averaging 5 graduates each year. Course embedded assessments in the pre and post-tests demonstrated an average increase in subject mastery of 33.5% for general education outcomes and an average increase of 40.5% for HPER AS degree-specific learning outcomes. The HPER AS degree has maintained consistent enrollment with demonstrated improvement and success in student learning outcomes.

2. What developments and actions have taken place since the last review?

HPER AS continues to increase online offerings for student convenience and success. Currently, half of the degree requirements and one-third of the degree electives are offered online as well as in-person. A Sport Communication course was added recently bridging Speech, Marketing, social media, journalism, and public relations. HPER AS course offerings are being introduced to high school students through SSC participation in the Early College Initiative.

Current Review

Date (Year) of Current Review 2025

Review Criteria (*Institutions should address each criterion of OSRHE policy 3.7 as directed below*).

A. Viability of the Program:

Program Objectives and Goals:

The objective of the Health, Physical Education, and Recreation Associate in Science is to prepare students for transfer to a bachelor's degree granting institution to major in physical education, kinesiology, exercise fitness management, recreation management, exercise science and related fields.

Associate of Science in Health, Physical Education & Rec. Degree Program Outcomes

Outcomes for Transfer Degree Programs

Outcome 1: Demonstrate successful articulation of Seminole State College transfer degree programs to state and professional institutions of higher learning granting professional and baccalaureate degrees in Oklahoma.

Outcome 2: Demonstrate successful academic achievement by Seminole State College transfer degree students at primary receiving state baccalaureate institutions of higher learning in Oklahoma. Successful academic achievement is defined as the maintenance of satisfactory academic progress toward degree completion as determined by the receiving institution.

Outcomes Specific to Associate of Science in Health, Physical Education & Recreation

Outcome 3: Demonstrate knowledge of current issues and historical context in regard to the fields of health and/or sports administration and/or physical education.

Outcome 4: Demonstrate preparation for further study of sport and physical education in specific areas of expertise.

A.1. Quality Indicators (including Higher Learning Commission criteria and requirements):

The Seminole State College Associate in Health, Physical Education and Recreation (206) meets Higher Learning Commission Criteria 3 and 4 by demonstrating student learning, faculty engagement, and effective assessment. Business and Education faculty consistently use and review assessment tools, revising them as needed for accurate results. Faculty typically use pre and post-tests to evaluate and report student learning. These tests are reviewed and updated as needed. Results of course-embedded assessments are reported each fall semester; courses not assessed in the fall are evaluated at the end of the spring semester. The table below shows course assessment results for this degree. The Assessment of Student Learning Committee established a 60% minimum post-test score as the standard for demonstrating student mastery. All post-test scores exceeded this requirement.

2023-2024 HPER 206 Course Embedded Assessment	Pre-Test Percentage Correct	Post-Test Percentage Correct	Percentage Improvement (decline)
Gen Ed Outcome 1	62%	102%*	39%
Gen Ed Outcome 2	65%	98%	34%
Gen Ed Outcome 3	59%	99%	39%
Gen Ed Outcome 4	67%	89%	22%
HPER Specific Outcome 3	66%	99%	33%
HPER Specific Outcome 4	42%	91%	48%

A statistical anomaly caused by the manual adjustment for different numbers of students assessed in the Pre-Test vs Post-Test

A.2. Minimum Productivity Indicators:

Time Period	Enrollment	Graduates
2020-2021	37	6
2021-2022	38	6
2022-2023	33	5
2023-2024	34	2
2024-2025	35	6

A.3. Other Quantitative Measures:

A.4.a. Number and enrollment of courses taught exclusively for the major for each of the last five years:
List or attach list of courses

	Enrollment	Hours Generated
HPER 1012 Wellness And Human Development	1748	3496
HPER 1953 Introduction To HPER	136	408
HPER 2222 First Aid And CPR	90	180
HPER 2233 Care And Prev Of Athletic Injuries	153	459
HPER 2413 Applied Anatomy	59	177
PSY 1113 General Psychology	2041	6123
BIOL 2113 Introduction To Nutrition	443	1329
HPER 2053 Sociology Of Sport	166	498
HPER 2132 Officiating Rules And Procedures	65	130
HPER 2262 Theory Of Coaching	102	204
HPER 1223 Sport Communication	8	24
HPER 1131 Baseball Participation	590	590
HPER 1121 Basketball Participation Men	205	205
HPER 1121 Basketball Participation Women	154	154

HPER 1161 Golf Participation - Men	80	80
HPER 1161 Golf Participation - Women	49	49
HPER 1201 Soccer Participation Women	257	257
HPER 1171 Softball Participation	256	256
HPER 2300 Special Projects In HPER	10	21
HPER 1181 Volleyball Participation	150	150
HPER 1241 Yoga	11	11

A.4.b. Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for five years:

	Enrollment	Hours Generated
HPER 1012 Wellness And Human Development	1748	3496
HPER 1953 Introduction To HPER	136	408
HPER 2222 First Aid And CPR	90	180
HPER 2233 Care And Prev Of Athletic Injuries	153	459
HPER 2413 Applied Anatomy	59	177
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HPER 2053 Sociology Of Sport	166	498
HPER 2132 Officiating Rules And Procedures	65	130
HPER 2262 Theory Of Coaching	102	204
HPER 1223 Sport Communication	8	24
HPER 1131 Baseball Participation	590	590
HPER 1121 Basketball Participation Men	205	205
HPER 1121 Basketball Participation Women	154	154
HPER 1161 Golf Participation - Men	80	80
HPER 1161 Golf Participation - Women	49	49
HPER 1201 Soccer Participation Women	257	257
HPER 1171 Softball Participation	256	256
HPER 2300 Special Projects In HPER	150	150
HPER 1241 Yoga	11	11

A.4.c. Direct instructional costs for the program during the review period:

No direct data were available that could be used to determine exact instructional cost for the degree program. The annual SSC B&E budget provides total expenditures for the Division, which includes five degree programs managed by the B&E Division.

Line Item Description	Original Budget Jul 2025 - Jun 2026	Actual Jul 2024 - Jun 2025	Actual Jul 2023 - Jun 2024	Actual Jul 2022 - Jun 2023	Actual Jul 2021-Jun 2022
Bus Ed Teaching Sal Contract	291,011.00	284,648.78	291,848.07	433,028.15	386,576.00
Bus Ed Teaching Sal Overload	34,000.00	28,545.00	26,730.00	33,287.34	25,000.00
Bus Ed Teaching Sal Summer	18,000.00	18,535.00	17,817.50	17,860.00	12,000.00
Bus Ed Adjunct Sal	37,000.00	37,515.00	31,625.00	25,935.00	20,000.00
Bus Ed Classified Sal FT	30,000.00	30,000.00	30,090.00	20,035.71	12,512.50
Bus Ed Fringe Benefits	197,756.00	164,343.85	164,216.95	225,803.07	218,022.00
Bus Ed Travel	1,385.00	245.00	150.00	85.00	980.00
Bus Ed Motor Pool Travel	500.00	.00	.00	.00	.00
Bus Ed Supplies	4,500.00	3,166.06	1,912.33	1,179.35	310.00
Bus Ed Misc Expense	700.00	100.00	505.90	666.85	4,690.00
	\$614,852.00	\$567,098.69	\$564,895.75	\$757,880.47	\$696,190.50

A.4.d. The number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates:

	Enrollment	Hours Generated
HPER 1012 Wellness And Human Development	1748	3496
HPER 1953 Introduction To HPER	136	408
HPER 2222 First Aid And CPR	90	180
HPER 2233 Care And Prev Of Athletic Injuries	153	459
HPER 2413 Applied Anatomy	59	177
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HPER 1171 Softball Participation	256	256
HPER 2300 Special Projects In HPER	10	21
HPER 1181 Volleyball Participation	150	150
HPER 1241 Yoga	11	11

- A.4.e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Rita Story-Schell	M.Ed.	University of Central Oklahoma
Amber Flores	M.Ed.	University of Oklahoma
James McSweeney	M.S.	Barry University
Deanna Miles	M.D.	University of Oklahoma
Hannah Killian	M.Ed.	East Central University
Christal Knowles	M.A.	Cameron University

The full-time equivalent faculty teaching specialized HPER courses is approximately 2.

- A.4.f. If available, information about employment or advanced studies of graduates of the program over the past five years:

No information available.

- A.4.g. If available, information about the success of students from this program who transferred to other institutions:

Table XX. 2024-2025 Transfer Reports from Four-Year Institutions								
Four Year Institution	Number of Former SSC Students Enrolled	Credit Hours Completed	Credit Hours Attempted	Course Completion Rate	Aggregated GPA of Former SSC Students	Aggregated Student Body GPA	Difference	Bachelor's Degrees Awarded
East Central University	433	\$275	\$661	95.54%	3.04	2.98	0.06	95
Oklahoma State University	265	6.052	6.738	\$9.82%	3.17	3.21	-0.04	73
University of Oklahoma	156	3262	3397	96.03%	3.22	**	**	21
University of Central Oklahoma	202	3106	3491	\$8.97%	3.12	3.1	0.02	41
Totals	1056	20695	22287	92.9%				230

**Data from OU did not provide aggregated student body data, but Summer difference +0.16. Fall difference -0.08. and Spring difference -0.13.

Recommendation(s)

- A. Recommendation for the Program:
- ☐ Maintain the program at the current level.

- ☒ Continue the program with modifications as noted below and detailed in the comment section below.
- ☒ Expand the program
- ☐ Reduce program in size or scope
- ☐ Merge or consolidate program
- ☐ Reorganize program/curricular modifications*
- ☐ Suspend program to allow an opportunity to consider recommendations detailed in the section below*
- ☐ Delete program*

*Requires a Request for Degree Program Modification and governing board approval.

B. Specific comments regarding recommendations:

(Provide detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements. Recommendations to suspend or modify the program should include measurable goals and a timeline for monitoring the program in one-, two-, three-, or four-year increments)

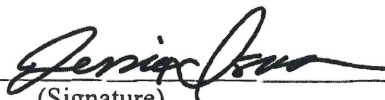
Recommendations	Implementation Plan	Target Date
Offer HPER courses to area high school students	Participate and expand course offerings via the Oklahoma Early College programs (ECHS)	Ongoing
Create more HPER course offerings in online delivery format	Create at least one new online HPER offering each academic year	Annually
Increase the number of HPER AS graduates	B&E faculty meet with students and review degree requirements and transfer options each semester	Ongoing

Department/
Program Head


(Signature)

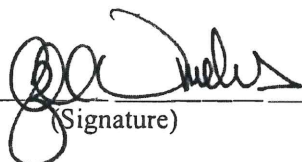
Date: 10/15/2025

Dean


(Signature)

Date: 10-21-2025

Chief
Academic
Officer


(Signature)

Date: 10/22/2025

President

(Signature)

Date: Click here to enter a date

Program Review Report 3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Seminole State College

Program Name and State Regents Code: AS Secondary Education (235)

List Program Options: Biology Teacher Emphasis
 Chemistry Teacher Emphasis
 English Teacher Emphasis
 History Teacher Emphasis
 Math Teacher Emphasis
 Physics Teacher Emphasis

List Embedded Certificates included in this review: [Click here to enter text](#)
 [Click here to enter text](#)
 [Click here to enter text](#)
 [Click here to enter text](#)

Previous Review

Date (Year) of Last Review 2020

1. Summarize key findings from previous internal and/or external reviews of this program.

An analysis of degree program productivity indicated a five-year mean enrollment of 25; with a slight downward trend. Course embedded assessments in the pre and post-tests reflected an average increase in subject mastery of approximately 49%. The AS in Secondary Education has maintained academic improvement and success, but suffers from low and (slightly) declining enrollment and graduation rates.

2. What developments and actions have taken place since the last review?

The Oklahoma Inspired to Teach Scholarship program was created in 2022 and implemented in 2023. This program provides significant scholarship monies for primary and secondary Education majors in the State. The program was designed to address teacher shortages by educating, recruiting, and retaining teachers in Oklahoma. Higher Education course-delivery methods continue to evolve and include a larger emphasis on online learning. SSC continues to increase online course and degree options. Making the AS in Secondary Education available online is a priority for the program.

Current ReviewDate (Year) of Current Review 2025

Review Criteria (*Institutions should address each criterion of OSRHE policy 3.7 as directed below*).

A. Viability of the Program:

The Associate in Science in Secondary Education has had nine graduates combined in the last five years. This program has not met minimum productivity requirements. However, this degree program supports the Oklahoma State Regents for Higher Education commitment to educational equity and rural access. The program supports critical workforce requirements.

1. Program Objectives and Goals:

The Associate in Science in Secondary Education is an associate-level degree that prepares students for transfer to a baccalaureate degree-granting institution. This degree is appropriate for a student interested in a career as an elementary education teacher or elementary education administrator.

Outcomes for Transfer Degree Program

Outcome 1: Demonstrate successful articulation of Seminole State College transfer degree programs to state and professional institutions of higher learning granting professional and baccalaureate degrees in Oklahoma.

Outcome 2: Demonstrate successful academic achievement by Seminole State College transfer degree students at primary receiving state baccalaureate institutions of higher learning in Oklahoma. Successful academic achievement is defined as the maintenance of satisfactory academic progress toward degree completion as determined by the receiving institution.

Outcomes Specific to Associate in Science in Secondary Education

Outcome 3: Demonstrate critical-thinking skills required for higher level communication. Higher level communication skills apply to humanities, composition, and speech.

Outcome 4: Demonstrate an ability to understand and interpret at a higher level, concepts and issues related to the social sciences.

Outcome 5: Demonstrate continued pursuit of problem-solving skills and knowledge for advanced courses in the sciences.

Outcome 6: Continue to develop problem-solving skills needed for advanced courses in mathematics.

A.1. Quality Indicators (including Higher Learning Commission criteria and requirements):

The Seminole State College Associate in Science in Secondary Education (235) meets Higher Learning Commission Criteria 3 and 4 by demonstrating student learning, faculty engagement, and effective assessment. Business and Education faculty consistently use and review assessment tools, revising them as needed for accurate results. Faculty typically use pre and post-tests to evaluate and report student learning. These tests are reviewed and updated as needed. Results of course-embedded assessments are reported each fall semester; courses not assessed in the fall are evaluated at the end of the spring semester. The table below shows course assessment results for this degree. The Assessment of Student Learning Committee established a 60% minimum post-test score as the standard for demonstrating student mastery. All post-test scores exceeded this requirement.

B&E Secondary Education (235) Course Embedded Assessment 2023-2024	Pre-Test Percentage Correct	Post-Test Percentage Correct	Percentage Improvement (decline)
Gen Ed Outcome 1	31%	78%	47%
Gen Ed Outcome 2	35%	76%	42%
Gen Ed Outcome 3	29%	81%	52%
Gen Ed Outcome 4	30%	81%	52%
Program 3	35%	75%	41%
Program 4	26%	77%	51%
Program 5	26%	74%	47%
Program 6	18%	68%	49%

A.2. Minimum Productivity Indicators:

Complete this section even if there are no enrollments or graduates for the program during the review period.

Time Frame (e.g.: 5-year span)	Enrollment	Graduates
2019-2020	26	0
2020-2021	29	1
2021-2022	30	4
2022-2023	16	3
2023-2024	22	1

A.3. Other Quantitative Measures:

A.4.a. Number and enrollment of courses taught exclusively for the major for each of the last five years:

List or attach list of courses

Enrollment Credit Hours

PSY 2023 Developmental Psychology	583	1749
ANTH 1113 General Anthropology	46	138
BA 2213 Microeconomics	394	1182
BA 2113 Macroeconomics	410	1230
BIOL 1114 General Biology	907	3628
BIOL 1214 Principles Of Biology	1331	5324
BIOL 1224 General Botany	45	180
BIOL 1234 General Zoology	144	576
BIOL 2114 Human Anatomy	838	3352
CHEM 1315 General Chemistry I	478	2390
CHEM 1515 General Chemistry II	27	135
ENG 2033 Native American Literature	44	132
HUM 2033 Native American Literature	44	132
ENG 2103 Fiction Writing	31	93
ENG 2113 Creative Writing	48	144
ENG 2123 Introduction To Poetry	69	207
ENG 2413 Introduction To Literature	135	405
ENG 2433 World Literature I	40	120
ENG 2543 British Literature I	13	39
ENG 2653 British Literature II	6	18
ENG 2753 American Literature I	46	138
ENG 2883 American Literature II	38	114
HUM 2123 Introduction To Poetry	69	207
HUM 2413 Introduction To Literature	135	405
HUM 2433 World Literature I	40	120
HUM 2543 British Literature I	13	39
HUM 2653 British Literature II	6	18
HUM 2753 American Literature I	46	138
HUM 2883 American Literature II	38	114
GEOG 1123 World Regional Geography	165	495
HIST 1483 American History To 1877	964	2892
HIST 1493 American History Since 1877	2095	6285
HIST 2223 Early Western Civilization To 1660	311	933
HIST 2233 Mod Western Civilization Since 1660	439	1317
HUM 2223 Early Western Civilization To 1660	311	933
HUM 2233 Mod Western Civilization Since 1660	439	1317
MATH 1503 Elementary Statistics	1166	3498
MATH 1513 Pre-Calculus for Eng-Phys-CS	499	1497
MATH 1613 Plane Trigonometry	74	222
MATH 2215 Calculus And Analytic Geometry I	138	690
MATH 2424 Calculus And Analytic Geometry II	61	244
MATH 2434 Calculus And Analytic Geometry III	19	76
PHYS 1214 Earth Science	265	1060
PHYS 1314 Astronomy	417	1668
PHYS 2114 General Physics I	158	632
PHYS 2224 General Physics II	52	208
PHYS 2211 Calculus Based Physics I	39	39
PHYS 2231 Calculus Based Physics II	29	29

A.4.b. Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for five years:

	Enrollment	Credit Hours
PSY 2023 Developmental Psychology	583	1749
ANTH 1113 General Anthropology	46	138
BA 2213 Microeconomics	394	1182
BA 2113 Macroeconomics	410	1230
BIOL 1114 General Biology	907	3628
BIOL 1214 Principles Of Biology	1331	5324
BIOL 1224 General Botany	45	180
BIOL 1234 General Zoology	144	576
BIOL 2114 Human Anatomy	838	3352
CHEM 1315 General Chemistry I	478	2390
CHEM 1515 General Chemistry II	27	135
ENG 2033 Native American Literature	44	132
HUM 2033 Native American Literature	44	132
ENG 2103 Fiction Writing	31	93
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ENG 2543 British Literature I	13	39
ENG 2653 British Literature II	6	18
ENG 2753 American Literature I	46	138
ENG 2883 American Literature II	38	114
HUM 2123 Introduction To Poetry	69	207
HUM 2413 Introduction To Literature	135	405
HUM 2433 World Literature I	40	120
HUM 2543 British Literature I	13	39
HUM 2653 British Literature II	6	18
HUM 2753 American Literature I	46	138
HUM 2883 American Literature II	38	114
GEOG 1123 World Regional Geography	165	495
HIST 1483 American History To 1877	964	2892
HIST 1493 American History Since 1877	2095	6285
HIST 2223 Early Western Civilization To 1660	311	933
HIST 2233 Mod Western Civilization Since 1660	439	1317
HUM 2223 Early Western Civilization To 1660	311	933
HUM 2233 Mod Western Civilization Since 1660	439	1317
MATH 1503 Elementary Statistics	1166	3498
MATH 1513 Pre-Calculus for Eng-Phys-CS	499	1497
MATH 1613 Plane Trigonometry	74	222
MATH 2215 Calculus And Analytic Geometry I	138	690
MATH 2424 Calculus And Analytic Geometry II	61	244
MATH 2434 Calculus And Analytic Geometry III	19	76
PHYS 1214 Earth Science	265	1060
PHYS 1314 Astronomy	417	1668
PHYS 2114 General Physics I	158	632
PHYS 2224 General Physics II	52	208
PHYS 2211 Calculus Based Physics I	39	39

PHYS 2231 Calculus Based Physics II 29 29

A.4.c. Direct instructional costs for the program during the review period:

No direct data were available that could be used to determine exact instructional cost for the degree program. The annual SSC B&E budget provides total expenditures for the Division, which includes five degree programs managed by the B&E Division.

Line Item Description	Original Budget Jul 2025 - Jun 2026	Actual Jul 2024 - Jun 2025	Actual Jul 2023 - Jun 2024	Actual Jul 2022 - Jun 2023	Actual Jul 2021-Jun 2022
Bus Ed Teaching Sal Contract	291,011.00	284,648.78	291,848.07	433,028.15	386,576.00
Bus Ed Teaching Sal Overload	34,000.00	28,545.00	26,730.00	33,287.34	25,000.00
Bus Ed Teaching Sal Summer	18,000.00	18,535.00	17,817.50	17,860.00	12,000.00
Bus Ed Adjunct Sal	37,000.00	37,515.00	31,625.00	25,935.00	20,000.00
Bus Ed Classified Sal FT	30,000.00	30,000.00	30,090.00	20,035.71	12,512.50
Bus Ed Fringe Benefits	197,756.00	164,343.85	164,216.95	225,803.07	218,022.00
Bus Ed Travel	1,385.00	245.00	150.00	85.00	980.00
Bus Ed Motor Pool Travel	500.00	.00	.00	.00	.00
Bus Ed Supplies	4,500.00	3,166.06	1,912.33	1,179.35	310.00
Bus Ed Misc Expense	700.00	100.00	505.90	666.85	4,690.00
	\$614,852.00	\$567,098.69	\$564,895.75	\$757,880.47	\$696,190.50

A.4.d. The number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates:

	Enrollment	Credit Hours
PSY 2023 Developmental Psychology	583	1749
ANTH 1113 General Anthropology	46	138
BA 2213 Microeconomics	394	1182
BA 2113 Macroeconomics	410	1230
BIOL 1114 General Biology	907	3628
BIOL 1214 Principles Of Biology	1331	5324
BIOL 1224 General Botany	45	180
BIOL 1234 General Zoology	144	576
BIOL 2114 Human Anatomy	838	3352
CHEM 1315 General Chemistry I	478	2390
CHEM 1515 General Chemistry II	27	135
ENG 2033 Native American Literature	44	132
HUM 2033 Native American Literature	44	132
ENG 2103 Fiction Writing	31	93

ENG 2113 Creative Writing	48	144
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ENG 2653 British Literature II	6	18
ENG 2753 American Literature I	46	138
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HUM 2123 Introduction To Poetry	69	207
HUM 2413 Introduction To Literature	135	405
HUM 2433 World Literature I	40	120
HUM 2543 British Literature I	13	39
HUM 2653 British Literature II	6	18
HUM 2753 American Literature I	46	138
HUM 2883 American Literature II	38	114
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HIST 1483 American History To 1877	964	2892
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HIST 2223 Early Western Civilization To 1660	311	933
HIST 2233 Mod Western Civilization Since 1660	439	1317
HUM 2223 Early Western Civilization To 1660	311	933
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MATH 1513 Pre-Calculus for Eng-Phys-CS	499	1497
MATH 1613 Plane Trigonometry	74	222
MATH 2215 Calculus And Analytic Geometry I	138	690
MATH 2424 Calculus And Analytic Geometry II	61	244
MATH 2434 Calculus And Analytic Geometry III	19	76
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PHYS 2114 General Physics I	158	632
PHYS 2224 General Physics II	52	208
PHYS 2211 Calculus Based Physics I	39	39
PHYS 2231 Calculus Based Physics II	29	29

A.4.e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum:

It is difficult to estimate the number of full-time equivalent faculty contributing to this degree program. No B&E faculty teach program-required courses. The partial list below is full-time faculty from other divisions that, along with several adjunct faculty from various divisions, instruct major field requirements for this degree program.

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Kelli McBride	M.A.	University of Central Oklahoma
Emily Carpenter	M.S.	Oklahoma State University
Christal Knowles	M.S.	Cameron University
Deanna Miles	M.D.	University of Oklahoma
Nilmini Senaratne	Ph.D.	Wichita State University
Marta Osby	M.A.	University of Central Okla
Steve Bolin	Ph.D.	Oklahoma State University
Marta Osby	M.A.	University of Central Oklahoma

A.4.f. If available, information about employment or advanced studies of graduates of the program over the past five years:

No data has been collected to my knowledge.

A.4.g. If available, information about the success of students from this program who transferred to other institutions:

Seminole State currently does not have a mechanism to track students by degree, but the table below describes the transfer data from all graduates to the following four institutions of higher education.

Table XX. 2024-2025 Transfer Reports from Four-Year Institutions

Four Year Institution	Number of Former SSC Students Enrolled	Credit Hours Completed	Credit Hours Attempted	Course Completi n Rate	Aggregated GPA of Former SSC Students	Aggregated Student Body GPA	Difference	Bachelor's Degrees Awarded
East Central University	433	8275	8661	95.54%	3.04	2.98	0.06	95
Oklahoma State University	265	6,052	6,738	89.82%	3.17	3.21	-0.04	73
University of Oklahoma	156	3262	3397	96.03%	3.22	**	**	21
University of Central Oklahoma	202	3106	3491	88.97%	3.12	3.1	0.02	41
Totals	1056	20695	22287	92.9%				230

**Data from OU did not provide aggregated student body data, but Summer difference +0.16. Fall difference -0.08. and Spring difference -0.13.

Recommendation(s)

A. Recommendation for the Program:

- ☐ Maintain the program at the current level.
- ☒ Continue the program with modifications as noted below and detailed in the comment section below.
- ☒ Expand the program
- ☐ Reduce program in size or scope
- ☐ Merge or consolidate program
- ☐ Reorganize program/curricular modifications*
- ☐ Suspend program to allow an opportunity to consider recommendations detailed in the section below*
- ☐ Delete program*

B. Specific comments regarding recommendations:

(Provide detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements. Recommendations to suspend or modify the program should include measurable goals and a timeline for monitoring the program in one-, two-, three-, or four-year increments)

Recommendations	Implementation Plan	Target Date
Increase access and visibility	Emphasize the State of Oklahoma Inspired to Teach Scholarship with advising/enrollment, and in Learning Strategies sections	Ongoing
Create transfer agreements, partnering with four-year institutions	Emphasize four-year institutions with existing transfer agreements in other degree programs with the goal of adding one per year for the next 2-3 years	Evaluate annually
Increase online degree course offerings. Work toward offering the degree online.	Work with faculty to design online degree program courses that can be added incrementally each year.	Ongoing

Department/
Program Head


(Signature)

Date: 10/15/2025

Dean


(Signature)

Date: 10-21-2025

Chief

Academic Officer


(Signature)

Date:

10/22/2025

President

(Signature)

Date: [Click here to enter a date](#)