



Seminole State College



2009 Self-Study Report for the
Higher Learning Commission of
the North Central Association of
Colleges and Schools



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Executive Summary: Self-Study Process

PREPARATION FOR THE 2009-2010 HIGHER LEARNING COMMISSION SITE VISIT FOR RE-ACCREDITATION:

Seminole State College values the importance of accreditation and peer evaluation. This value is demonstrated by the fiscal and human resources the College has committed to the Self-Study process, and by our ongoing commitment to educating our faculty, administrators and staff about the importance of peer accreditation. For the last decade, SSC has sent a group of faculty, administrators, and staff to the Annual HLC Meeting each year to learn about best practices in higher education and to ensure that SSC was meeting HLC's accreditation criteria.

SSC's Self-Study has been a campus-wide process. In November 2006, Pam Koenig (Social Sciences Division Chair) was appointed as SSC's Self-Study Steering Committee Chair and attended the HLC Pre-Conference PEAQ Workshop on Self-Study in April 2007. As the Steering Committee Chair, Koenig met with the College President and Vice President for Academic Affairs to identify individuals to serve on the Steering Committee and needed subcommittees. Individuals were chosen to ensure diversity of the subcommittees and to ensure full involvement by faculty and staff. Final selections for the Steering Committee and for the subcommittees were completed in May 2007. Five members of the Steering Committee attended the 2007 HLC Annual Meeting. Eight members of the Steering Committee attended the 2008 HLC Annual Meeting. Ten members of the Steering Committee attended the February 2008 HLC assessment workshop in Lisle, Illinois. Seven members of the Steering Committee or Subcommittee Co-Chairs attended the 2009 HLC Annual Meeting as well. Complete lists of the **Self-Study Steering Committee and Various Subcommittees Members**, the **Self-Study Timeline**, and Steering Committee and Subcommittee **Meeting Minutes** and **Monthly Reports** are available in the Resource Room and the VRR.

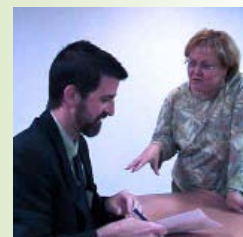


IMAGE 1: Self-Study Steering Committee Chair Pam Koenig discussing an HLC-matter with 2008-09 Faculty Senate president, Christian Morgan

SELF-STUDY GOALS

In February 2007, seven SSC faculty and administrators who later became part of the Self-Study Steering Committee attended the HLC Workshop designed for institutions approaching their Self-Studies. During discussions, this group developed and adopted several overall goals for SSC's Self-Study process. These goals are:

- Produce through deliberation and reflection a candid and self-disclosing Self-Study;
- Address concerns from past visits in a satisfactory manner;
- Discover our own uniqueness;

- Determine how to emphasize and continue strengths, and how to address challenges;
- Devise a method to provide a holistic and integrated picture within the five criteria;
- Encourage participants to remain positive and constructive throughout the process;
- Make the process public, fun, and inclusive;
- Be concise, precise, and transparent.

COMMUNICATIONS PLAN

SSC recognized a need for a campus-wide “Self-Study Communications Plan” to facilitate these goals. For this Communications Plan, SSC’s Management Information Systems (MIS) Department created a separate drive on the campus electronic network to warehouse documents pertinent to the Self-Study. This drive, which is called the S-Drive, serves as the Virtual Resource Room (VRR) for this Report. This collaborative tool allowed the following:

- subcommittee group co-chairs to schedule meetings and disseminate information to their subcommittee members,
- data to be shared and viewed by all subcommittees, and
- information to be posted for select faculty and staff to view.



IMAGE 2: The Criterion 5 committee compiling its report

Also, the Steering Committee met at least twice each year to prepare for the site visit. Subcommittees met as necessary. The subcommittee chairs reported monthly progress to the Self-Study Coordinator. The Self-Study Coordinator in turn provided updates to the Seminole State College Board of Regents at their Board meetings. The Communications and Marketing Subcommittee developed means by which to both educate the campus about the Higher Learning Commission and to communicate the Self-Study process to the campus and to the communities that the College serves.

The **Roles and Responsibilities in the Self-Study Process** are available in the VRR.

Outline of Accreditation History

The following timeline details SSC's Accreditation History with HLC:

1975:	Initial Accreditation by the North Central Association of Colleges and Secondary Schools;
1979-80:	Re-Accreditation by the North Central Association of Colleges and Secondary Schools;
1990:	Re-Accreditation by the North Central Association of Colleges and Secondary Schools;
2000:	Re-Accreditation by the North Central Association of Colleges Higher Learning Commission, with recommended Focus Visit on Assessment;
2004:	Focused Visit on Assessment;
2006:	Follow-up report to Focused Visit on Assessment.

2007-2009 SSC Self-Study Preparation Highlights

The following list shows the highlights of SSC's efforts to support and raise awareness about our Self-Study for the last two years:

- SSC distributed HLC Criteria bookmarks to faculty and staff at the 2007 In-Service to raise awareness about the Self-Study process;
- SSC's HLC liaison Dr. Andrew Lootens-White spoke at the 2008 SSC faculty and staff In-Service about the Self-Study process;
- SSC's Self-Study Marketing and Communications Subcommittee disseminated information about the Self-Study during fun presentations in articles in the *Collegian*, during SSC basketball games, student ice-cream socials, and faculty and staff In-Service;
- A "Self-Study" section was added to the College Website to communicate with the public about the process;
- The College invited administrative, faculty, staff, and student comments about the Report;
- The College invited Third Party Comments through the College Website, local publications, and public announcements;
- The College made public announcements about the Self-Study and printed articles in local publications; and
- The College posted the completed Self-Study Report on the Website in August 2009.



IMAGE 3: (L to R) Pam Koenig, Dr. Paul Gasparro, Dr. Andrew Lootens-White, and Jessica Isaacs at SSC's 2008 In-Service



IMAGE 4: SSC's Marketing and Communication committee

About This Report

SSC's Self-Study Report writers attended many sessions at the HLC Annual Meetings and reviewed many other colleges' and universities' Self-Study Reports to educate ourselves about ease of use and readability. Our goal with this Report is for it to be user-friendly, both in the text and the supporting documents.



IMAGE 5: Kelli McBride presents an electronic demo of SSC's Self-Study Website to the Marketing and Communications team

This Self-Study has been a learning process for all of us at the College about documenting our activities. As a result, we formed the "S-Drive" to serve as a central SSC network database for us to compile and organize our research for the Report.

This "S-Drive" has been burned onto the HLC Peer Reviewers' individual DVDs, and serves as our "Virtual Resource Room" (VRR). Like our physical Resource Room, the VRR is organized according to the order of Criteria and Core Components presented within the Report. Whenever VRR appears in the text, this is a cue that the supporting documentation is in the Virtual Resource Room.

Chart A: Cross-Cutting Theme Graphics

THE FUTURE-ORIENTED COLLEGE 1.1 SSC engages in planning	THE LEARNING FOCUSED COLLEGE 2.1 SSC assesses student learning
THE FUTURE-ORIENTED COLLEGE 1.2 SSC is driven by the mission	THE LEARNING FOCUSED COLLEGE 2.2 SSC supports learning
THE FUTURE-ORIENTED COLLEGE 1.3 SSC understands social and economic change	THE LEARNING FOCUSED COLLEGE 2.3 SSC supports scholarship
THE FUTURE-ORIENTED COLLEGE 1.4 SSC focuses on the futures of constituents	THE LEARNING FOCUSED COLLEGE 2.4 SSC creates the capacity for lifelong learning
THE FUTURE-ORIENTED COLLEGE 1.5 SSC integrates new technology	THE LEARNING FOCUSED COLLEGE 2.5 SSC strengthens organizational learning
THE CONNECTED COLLEGE 3.1 SSC serves the common good	THE DISTINCTIVE COLLEGE 4.1 SSC has an unambiguous mission
THE CONNECTED COLLEGE 3.2 SSC serves constituents	THE DISTINCTIVE COLLEGE 4.2 SSC appreciates diversity
THE CONNECTED COLLEGE 3.3 SSC creates a culture of service	THE DISTINCTIVE COLLEGE 4.3 SSC is accountable
THE CONNECTED COLLEGE 3.4 SSC collaborates	THE DISTINCTIVE COLLEGE 4.4 SSC is self-reflective
THE CONNECTED COLLEGE 3.5 SSC engages in healthy internal communication	THE DISTINCTIVE COLLEGE 4.5 SSC is committed to improvement

While each Peer Reviewer will have a print copy of the Report, these individual DVDs contain an electronic version of the Report as well. A helpful feature of the electronic Report (which is posted on the SSC Website for public access) is that it automatically links the reader to the supporting documentation in the VRR. These links appear within the Report as **bold, purple text** and readers can activate them by clicking on the text.

Throughout this Report, we have indicated ties to Cross-Cutting Themes in the margins with a set of four color-coded graphics (see Chart A) that are also numbered to match the sub-themes in each. At the beginning of each Criterion, we have identified the most applicable Cross-Cutting Themes for that section of the Report. We believe that this patterning shows our awareness of the importance of these four overarching themes and how the five criteria are interconnected to each other as well as to SSC's Mission Statement.

We have learned much about ourselves as a College through the Self-Study process, and we are excited about applying our discoveries toward continued improvement and growth. These discoveries and plans for the future are discussed in detail at the end of each Core Component in the Criterion Chapters of the Report. It is in this spirit of anticipation of future growth and appreciation of our current progress and success that we present this Self-Study Report.



Introduction

Seminole State College is experiencing a **dynamic era of progress**. It is an era of academic excellence, athletic and alumni pride and institutional advancement. The campus community has welcomed this new period of growth with enthusiasm, determination, and dedication. Our faculty and staff have made a commitment to excellence, which is at the forefront of the College's continued growth and development. Our students have represented the institution with academic distinction, a strong competitive spirit, and school pride. SSC is committed to helping students reach their educational goals, and considers our impact on students to be the first and foremost consideration in the establishment of institutional policies, procedures, programs and services. Most importantly, the College fosters a learning environment that values and nurtures the process of students working toward self-chosen personal and academic goals, and dedicates its resources to high-quality programs and services. SSC seeks to be an institution of unparalleled excellence, regarded by both internal and external constituents as a college whose quality is second-to-none, where employees and regents make a continual effort to meet the needs and exceed the expectations of our students and communities. SSC is a public associate-degree granting institution accredited by the North Central Association of the Higher Learning Commission.

In the following pages, Seminole State College presents how we meet and exceed accreditation criteria of the Higher Learning Commission. We are pleased to present this report as the result of ongoing efforts by the College community. Various constituents of the College shared responsibility for the research and production of this Report in identifying the College's strengths as well as strategies for improvement in order for the College to continue to grow and provide the finest education possible.

Historical Overview and Major Developments since 2000

SSC IS COMMUNITY - ORIENTED

Seminole State College is located in the east central portion of the state in Seminole, Oklahoma, a designated All-American City with a population of approximately 7,500. The history of the College is interwoven with the history of the City of Seminole. In fact, the College was originally founded in 1931 as an extension of Seminole High School. Courses were taught at the high school until 1969, at which time the College moved to the local Presbyterian church until a separate campus could be built. The citizens of Seminole believed so strongly in supporting the College that in 1971, they passed a sales tax to help support the College, the first Oklahoma city to pass such a tax. Therefore, Seminole State

Seminole State College Is Experiencing a Dynamic Era of Progress



IMAGE 6: SSC instructors Jessica Isaacs and John Bartos at commencement



IMAGE 7: SSC is committed to helping our students lead more productive and fulfilled lives.

College takes our responsibility to our service area seriously, as demonstrated within the College's mission statement:

Seminole State has the primary responsibility of providing postsecondary educational programs to residents of Hughes, Lincoln, Okfuskee, Seminole, and Pottawatomie counties in east central Oklahoma.

Over the years, this relationship has been a beneficial one for both the College and the communities it serves.

Thus, SSC's human and financial resources are committed to helping the College maintain this strong tradition of excellence by continually striving to improve student learning and providing students with the means to achieve their goals, as well as serving the ever-evolving needs of the College's valued, external community constituents. SSC, with the surrounding citizenry, offers students excellent facilities and a fine community in which to live and learn.

SSC VALUES ACCREDITATION AND OPPORTUNITIES FOR SELF EVALUATION

The College community understands the importance of evaluating our institution's effectiveness in determining how well we meet the current needs of our constituents and areas we need to improve. Achieving accreditation is an important step in this evaluation process; for instance, **in order to prepare for this Self-Study, the College dedicated funds and personnel to attend the annual educational meetings offered by the North Central Association of the Higher Learning Commission for the last several years.**



IMAGE 8: Dr. Rebecca Kennedy, Pam Koenig and Carmen Notaro at an HLC Annual Meeting

When SSC began the process of planning for the Self-Study, several faculty, staff, and administrators went to a number of HLC meetings and **workshops to gain the necessary knowledge about HLC** expectations in order to be successful. These meetings and workshops included: (1) The 2007 and 2008 Annual Meeting's Pre-Conference Workshops for those preparing to undergo a Self-Study; (2) February 2008 Assessment as a Core Strategy workshop in Lisle, Illinois; (3) February 2007 Self-Study Workshop sponsored by SSC's then-liaison Ingrid Walker; (4) also numerous break-out sessions on preparing for a Self-

Study at the last five HLC Annual Meetings. Each time SSC employees attended one of these offerings or engaged in document examination, we gained additional knowledge to help us effectively conduct a self-study by learning more about what other effective institutions were doing.



IMAGE 9: SSC personnel at the 2009 HLC Annual Meeting in Chicago

SSC IS A DYNAMIC, EVER-EVOLVING INSTITUTION

The following timeline demonstrates the recent history and **major developments** of the College since our last accreditation in 2000, and our devotion to enhancing student learning and meeting the diverse needs of our constituents. (A complete **List of Major Accomplishments since 2000** and **History of the College from 1931-1997** is available in the VRR.)

2009

A new Pharmacy Technician certificate will be offered in the fall.

SSC will begin the Evening Accelerated College through the Business & Information Systems (BIS) Division in the fall.

The Nursing Program was re-accredited by the Oklahoma Board of Nursing.

The Student Services Center should be completed in the fall. Renovation of a new MIS facility (old physical plant) is underway, and renovation of Tanner Hall is to begin in the fall, as well.

In April, SSC officially opened the new Henderson Park area on campus. Generous donations from long-time SSC supporters Kenneth and Rose Henderson have led to major improvements in campus landscaping and beautification. They purchased and planted over 200 trees on campus. The Hendersons also helped purchase a 40-foot pedestrian bridge, assisted with a restoration of the spillway of the pond, helped design and pay for a new walking trail, contributed to the purchase of eight bronze statues for the area around the campus pond, and helped with purchase and installation of nine flagpoles and flags. Gifts from the J. Smart Family Foundation secured a pavilion for the park, and the Dennis and Leslie Roesler family provided funds to create the walking trails.

In April, three administrators and seven faculty attended the HLC Annual Meeting to prepare for the upcoming site visit in October.

In April, Seminole State College's Native American Student Association (NASA) hosted a spring powwow on the SSC campus. Over 400 community members, students and dancers joined together for the event. Supporters from Oklahoma, several surrounding states and as far as South Dakota were in attendance. SSC NASA awarded over \$4,500 in prize money, gifts of appreciation and dinner for all attendees. Funds were raised by the support of NASA students, members of the campus community, various nations, vendors and community businesses.

SSC student Ashley Owens of Shawnee, Oklahoma was one of 30 Oklahoma college and university students selected to attend the Nigh Institute Leadership Conference recently held in Oklahoma City. Owens received a 2009 George and Donna Nigh Public Service Scholarship through the Nigh Institute program funded by the Oklahoma Legislature.



IMAGE 10: SSC Regent Kenneth Henderson and Seminole Nation Chief Kelly Haney at the opening of SSC's Henderson Park



IMAGE 11: Former Oklahoma First Lady Donna Nigh and SSC student Ashley Owens

The Seminole State College Educational Foundation's Annual Banquet recognized outstanding college alumni: Rick Berg, OG&E Director of Construction Services, Oklahoma State Senator Harry Coates, and Native American artist, Tony Tiger. The three were inducted into the Seminole State College Alumni Hall of Fame.

Dr. James Utterback, President of Seminole State College, was selected to serve on the national Board of the American Association of Community Colleges (AACC).



IMAGE 12: SSC's Global Studies Program took students to new heights when it visited Egypt. Here they are soaring over the Valley of the Kings

In March, Global Studies took students and community members to Egypt over spring break, the first time the program has visited the country.

In February, SSC's All-Nations Student Development Center hosted its first Symposium: "Through My Eyes: The Native American Education Experience: Discussing Strategies for College and Life Success," with Native American speakers, Dr. Darryl Tonemah (Director, University of Oklahoma Health Promotion Programs), Dr. Jerry Bread (Coordinator of Outreach and Community Affairs and Adjunct Professor of Native American Studies at the University of Oklahoma), Monica Bread (University of Oklahoma Graduate student), and Dr. Star Yellowfish (Administrator, Oklahoma City Public Schools Native American Student Services).

2008

SSC received the Native American Serving Non-Tribal Institutions (NASNTI) Grant, one of only six institutions in the nation to receive this grant, from the US Department of Education, which will be used for increasing student retention and student success, and for remodeling a section of the David L. Boren Library to provide space for the grant's offices.

The All-Nations Student Development Center, funded by the NASNTI grant, moved into space in the David L. Boren Library.

In April, a team of three faculty members and one administrator attended the 2008 HLC Annual Meeting's Pre-Conference Workshop in Chicago.

In April, a team of five faculty members, one professional staff member, and four administrators attended the 2008 HLC Annual Meeting in Chicago.

In February, a team of six faculty members and two administrators attended the HLC Assessment as a Core Strategy Conference in Lisle, Illinois.

Hundreds of students, faculty, staff, community members, and legislators were on hand to celebrate the official ribbon cutting and grand opening of the Seminole Nation Residential Learning Center, a 150-bed facility, on September 18. Dr. Glen Johnson, Chancellor of the Oklahoma State System of Higher



IMAGE 13: Steve Littleman performs a cedar cleansing ceremony at opening of Seminole National Residential Learning Center

Education, and Enoch Kelly Haney, Chief of the Seminole Nation, spoke to the crowd prior to a traditional Native American cedar cleansing ceremony and blessing on the new building.

Free hot dogs and a fireworks display highlighted the celebration surrounding the opening of the SSC Softball Complex on March 27. SSC Board of Regents Chairman William Harrison, Jr. threw out the first pitch of the game. Adding approximately 10,000 square feet of new buildings, the Softball Complex includes two fields, stadium seating, competition level lighting, a press box, concession stand, a locker room, a training facility, ticket booth, a pavilion and a storage building. Tiered, grassy areas are also available for blanket and lawn chair seating. The Seminole Nation Color Guard, Seminole Nation Royalty, and tribal dignitaries attended the event and were on the field for the throwing of the first pitch.

In October, one administrator and two faculty attended a one-day HLC Assessment Workshop conducted by Dr. Lynn Priddy.

SSC hired Dr. Paul Gasparro, of Marietta, Georgia, as Vice President for Academic Affairs. Prior to coming to SSC, Dr. Gasparro served as president of Chalk Talker Training, a business that provides teacher program leadership/consultant services for education institutions and businesses. He also had many years of experience in higher education, academic leadership and the military.

Globalization efforts continued including expanding the Summer International Studies Program to Mexico, France, England and Italy. International educational outreach efforts have taken students, community members, faculty and administrators to China, Greece, Italy, London, Africa, Scotland, France, Ireland, St. Kitt's, Turkey and Mexico. These programs have brought people from around the world to Seminole.

The College expanded its academic outreach efforts through the delivery of online classes and instructional educational television. The College delivered classes to correctional centers and off-campus sites, as well as expanded its commitment to increasing concurrent enrollment opportunities at public schools.

The Maintenance Department moved to the new, larger building on the north side of campus. This facility features space for three offices, a meeting room, and storage for maintenance equipment.

To make offices frequented by students more accessible and convenient, a new classroom and office building is under construction, which will feature a one-stop shop for students. The Admissions, Enrollment Management, Campus Police, Financial Aid, Business, and related offices will all be located in the new building, which has an expected completion date of fall 2009.

2007

On April 30, the Self-Study Steering Committee was formed and the democratic, campus-wide process for gathering data for the Self-Study was launched.



IMAGE 14: Seminole Nation Color Guard and Royalty at the opening of SSC's new Softball Complex



IMAGE 15: Global Studies group at the Parthenon



IMAGE 16: SSC's new Maintenance building

Ensuing committee meetings commenced monthly. Monthly reports went to Self-Study Steering Committee Chair Pam Koenig.

A team of eight attended the February 2007 Self-Study Workshop sponsored by Ingrid Walker (SSC's liaison at the time).

A team of three attended the 2007 HLC Annual Meeting's Pre-Conference Workshop.

A team of six attended the 2007 HLC Annual Meeting.

To kick off the calendar year, SSC held a "Winter Planning Summit" in January, a long-range institutional planning event, attended by Chairs and Assistant Chairs of each of the academic divisions, and representatives of the Faculty Senate, Professional Staff Council, Classified Staff Association and Administrative Council. The group discussed long-range goals for the College, plans for new programs, and activities to help SSC continue to grow and excel.



IMAGE 17: SSC Campus Activity Board members at the "Fun Day"

Based on recommendations from the Winter Summit campus planning retreat, the new position of Coordinator of Recruitment and Campus Activities was created in the Admissions area to coordinate the College's recruitment and retention efforts. A Campus Activities Board was created and a number of special events and activities were developed through the new office, including movies, concerts, dances and a "Fun Day." Additionally, the position was responsible for recruiting activities on campus, at area high schools and at community events.

Management Information Systems staff added wireless Internet capability across campus. The College also purchased 30 desktop and 34 laptop computers specifically for faculty use.

2006

One person attended the 2006 HLC Annual Meeting's Pre-Conference Workshop.

A team of eight attended the 2006 HLC Annual Meeting.

In late fall, over 30 individuals met at St. Crispin's Lodge east of Seminole for an afternoon and evening planning retreat. The focus of the retreat was to look at the OSRHE legislative agenda for the coming year and identify potential new programs relating to globalization that the College would undertake if funded.

2005

Planning continued on campus construction projects funded through the 2005 historic statewide Higher Education Bond Issue. Capital projects include construction of a new maintenance building, expansion and renovation of Tanner Hall and development of a new Softball Complex.

Freshman Zack Horn of Seminole was selected as a recipient of the Nigh Institute Scholarship. He represented the College at the Institute's Leadership



IMAGE 18: Faculty and staff at the strategic planning retreat

Academy in February in Oklahoma City.

Seminole City Council member Bill Wantland established a scholarship for speech and debate students with a \$10,000 donation to the SSC Educational Foundation. The Kelton-Wantland Scholarship was created to honor Mr. Wantland's 1952 Seminole "Junior College" debate partner Tommy Kelton.

The College received special federal funding this year through a Congressional Award of \$99,198 for technology expenditures. An additional Congressional Award of \$24,800 for student retention efforts was received by the College.

The Nursing Program received \$49,600 in federal funds for the Division's Fast Track Program.

The Phi Theta Kappa Honor Society held a Safety Fair for small children in the spring. Firemen and police officials from across the county were on hand to provide information and demonstrations to parents and children.

The Native American Student Association held the first powwow on the Seminole State College campus since 1999. SSC alumni served as lead singers, dancers and directors for the event.

On April 26, East Central University, Seminole State College and First United Bank hosted an annual honors reception for area high school seniors at the Haney Center. Over 450 people attended and 39 schools participated.

A "Rural Business and Resources Center" was established in Seminole through a partnership grant between the SSC Educational Foundation and Rural Enterprises of Oklahoma (REI). Numerous clients were assisted in their efforts to start or grow businesses in the College's service area. A variety of special events and seminars were hosted to bring visibility to the program.

The College received a grant from the Oklahoma State Regents for Higher Education to fund a summer youth academy – "Peek Into Engineering" (PIE) – for a third consecutive year. The week-long residential academy brought over 40 high school students to campus, providing them with preparatory learning experiences in engineering.

In August, the College received notice of the largest grant award in the institution's history through a six-year, \$2.5 million GEAR UP grant. TRiO Director Kathy Hoover and many of her staff designed and wrote this successful grant application.



IMAGE 19: Students attending the PIE Academy at SSC

2004

The SSC Educational Foundation met a great community need by purchasing a building in downtown Seminole to house the College's Employment Readiness Program, Workforce Oklahoma and the Oklahoma Employment Securities Commission.

The College began a partnership with East Central University in 2004 for a Title III Strengthening Institutions federal grant. Through the program, SSC receives



IMAGE 20: Tanner Hall gets a new roof



IMAGE 21: *Candid Campus* interviews State Representative Harry Coates and President James Utterback

approximately \$39,250 annually for five years, totaling \$209,409.

The ambitious project to replace the College's flat roofs with sloped, metal roofs, and replace aging heat/air units across campus was completed in 2004.

SSC assisted local economic development efforts to recruit an internationally-recognized call center company – providing space and technology for training and operations – bringing new jobs to Seminole.

The College's role in local economic development was featured on the OETA *Candid Campus* television program. The President also spoke on the subject at the national conference of the "League for Innovation" in San Francisco last February.

2003

SSC worked with the displaced Wrangler employees to assist them when the local plant closed in 2003 in gaining a college degree to learn skills to help them re-enter the workforce. Part of this effort to assist Wrangler employees involved allowing Workforce Oklahoma to set up a temporary office in the Enoch Kelly Haney facility. SSC partnered with Workforce Oklahoma in hosting a Services Fair and a Job Fair, which was attended by hundreds of dislocated workers.

The SSC Nursing Division received a federal "Workforce Diversity Grant" totaling \$653,400 to be awarded over a three-year period. It also celebrated a successful accreditation visit from the National League for Nursing Accrediting Commission, Inc., which resulted in the awarding of the maximum 8-years continuing accreditation; they also received a maximum 5-years continuing approval from the Oklahoma Board of Nursing.

In a partnership with East Central University, the College received word in December that it would receive approximately \$39,250 annually for five years, totaling \$209,409 as part of a Title III Strengthening Institutions federal grant.

2002



IMAGE 22: The Enoch Kelly Haney Center

The Enoch Kelly Haney Center, a new facility to house the SSC Business & Industry Program and the College's Nursing Division, opened. The 43,000 square foot facility is designed to meet the instructional needs of specific businesses and industries in the areas of management, sales, computer operations, technical service, industrial skills development, and other specialized training as requested. The facility also serves as a focal point for the entire service area for major banquets and events.

2001

SSC had two Academic All-Americans and a Nigh Leadership scholar.

SSC hosted a Cultural Awareness Festival and Diversity Workshops sponsored

through Student Organizations and Title III.

The College received numerous grants, including: \$1 Million Grant (over five years) from Department of Education for Student Support Services with supplemental funding of \$25,000 (renewable each year); \$200,000 through Special Federal Appropriation; \$350,000 from Sarkeys Foundation for Residence Hall; an Economic Development Grant of \$150,000; and a one-time \$5,000 Technology Grant.

2000

The Roesler Residential Learning Center opened in the fall. This new 80-bed residential center provides a state-of-the-art computer lab and classroom as well as additional residence hall space on campus. The City of Seminole passed a sales tax extension that provided \$400K in special funds for this project.

History of the College from 1931-1997 is located in the VRR.

CAMPUS PROFILE

Seminole State College is a regional two-year community college serving five primary counties in Oklahoma: Hughes, Lincoln, Okfuskee, Seminole, and Pottawatomie. SSC provides constituents with a comprehensive education that is both affordable and accessible. SSC focuses on preparing students to continue their education beyond the two-year level, training students for career positions, and educating students in a variety of settings. The College seeks to give students a base from which to succeed beyond its walls.

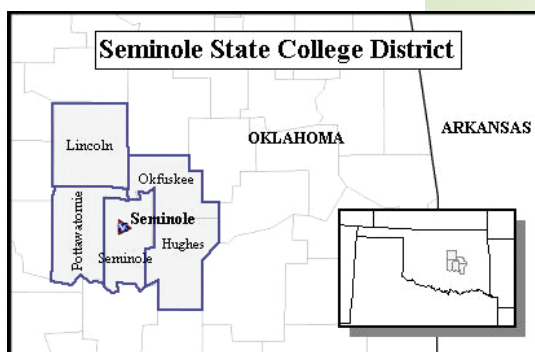


IMAGE 23: SSC serves five primary counties

Students are the focus at Seminole State College, and communication and teamwork are the means of support for that focus. Through innovative and dedicated teamwork, the missions and goals of the College work together to support and educate students, identify College and community priorities and needs, and communicate solutions to challenges and problems.

SSC is not only a source of education for its patrons, but also a source of great pride. Members of the target counties often refer to SSC as “our” College. Due to this support, SSC has grown into a community college with an approximate average fall and spring enrollment of 2,000 students per semester and growing. The diversity of our students also adds to the growth. As of the spring 2009 semester, the campus had 637 male and 1323 female degree-seeking students varying in ethnicities of White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and International students. SSC’s students varied in ages with 7% of the student population over 50 years of age and 34% under 20 years of age. With all this variety, SSC students learn in all mediums, from the classroom to personal interaction and networks.

A wide range of participant ethnicity and culture provides SSC with an



IMAGE 24: SSC Social Sciences Division Chair Pam Koenig and members of her Western Civilization class help set up the "First Americans, First Oklahomans" exhibit in the Haney Center.

interesting base for education. For instance, approximately 22% of SSC's enrollment is Native American. SSC was recently awarded the Native American Serving Non-tribal Institution (NASNTI) grant to reach students' interests. As one of the first activities, in February 2009 the resulting All-Nations Student Development Center office provided monies for a Native American Symposium wherein four Native American speakers and scholars came to campus to present and interact with SSC students. The College promotes multiculturalism and diversity through clubs and groups specifically designed to reach all its students including the Native American Student Association and the International Student Association. SSC is proud of the diversity of its students and reflects that through art, names of buildings, and a multitude of cultural activities.

Seminole State College has a commitment to professional programs such as Nursing, Medical Laboratory Technician (MLT), and Child Development as well as in the technologies, sciences, and arts. Students may earn Associate of Arts, Associate of Science, and Associate of Applied Science degrees. To aid students in attaining this next level of postsecondary education and to help reach our constituency, SSC works with the community and the students to provide necessary courses at convenient times. Students may take requisite and non-requisite courses in the traditional classroom, online, through IETV, in blended formats, at night, on Saturdays, in intersessions, and on location at high schools, technology centers, prisons, and other sites.

Furthermore, SSC offers a variety of courses not only for degree completion, but also to fulfill community interest or need. Some of these courses include, but are not limited to, Novel/Short Story Writing Workshop, Business Law, Scuba Diving, and Women's Self Defense Training. Beyond this, SSC offers a Global Studies Program through which students may receive three credit hours and travel internationally thereby gaining a global education while seeking their associate degree. This program supports students' growth and knowledge in the ever-changing global society. SSC's commitment to both education and its community shines in all these areas.



IMAGE 25: SSC students enjoy the waterfall in front of the Seminole Nation Residential Learning Center

SSC's Responses to Institutional Challenges from 2000

Seminole State College's administrators, faculty, and staff believe in the importance of peer review, accreditation processes, and institutional improvement. In their "Report of a Visit to Seminole State College, March 6-8, 2000," the HLC Peer Reviewers identified three Institutional Challenges for the College to address. The College recognized these Challenges, and committed to work to overcome them before the 2009 Site Visit for Accreditation. This section of the Report details SSC's endeavors in responding to the Commission's three Institutional Challenges for SSC from the 2000 Site Visit.

INSTITUTIONAL CHALLENGE #1:

"The team is concerned that the Curriculum Committee does not approve a significant number of credit courses offered in the Business & Industry Training Program (B&I)."

SSC's Response:

- On September 10, 2008, SSC's Curriculum Committee approved syllabi for all B&I courses whose curriculum is dictated by outside agencies (e.g. American Red Cross, C.L.E.E.T.).
- On October 29, 2008, the Curriculum Committee approved syllabi for the remainder of B&I courses that were currently in inventory.
- Since October 29, 2008, all new credit-bearing courses offered through B&I have been and will continue to be reviewed for approval by the Curriculum Committee.

For documentation of these actions, please see the **Minutes of Curriculum Committee Meetings, 9-10-08** and **10-29-08**, as well as **B&I Annotated Course List**.

INSTITUTIONAL CHALLENGE #2:

"The College must establish procedures to ensure that its faculty always meet adequate standards of academic preparation. In particular, faculty teaching General Education courses should have 18 hours of graduate education in the academic field in which they are teaching."

SSC's Response:

Seminole State College is committed to providing top quality instruction in all of our academic programs. To maintain this quality, the College is committed to ensuring that all of our faculty have the proper academic credentials to teach in their fields. This Faculty Credentialing also ensures that SSC maintains our academic integrity while at the same time respecting the experience and successful teaching records of long-time faculty members.



**IMAGE 26: Math instructor
Annette Troglin**



IMAGE 27: SSC's Vice
President for Academic
Affairs, Dr. Paul Gasparro

The SSC Chief Academic Officer is the Vice President for Academic Affairs (VPAA). The VPAA is tasked with ensuring all current faculty members meet acceptable credentialing expectations. Of the utmost importance is the need to ensure academic integrity and quality of instruction above quantity. All of this must be done while respecting the experience and successful teaching records of long-time faculty members who may not meet current academic expectations for new hires, but were hired under different expectations and have since proven themselves to be of great value in providing quality education to our students. What follows is a process conducted by the new VPAA to determine current faculty strengths and deficiencies:

- All full-time, part-time and adjunct faculty members were required to complete a **Faculty Credentials Inventory** form, which explained their academic credentials specific to the course(s) they teach. Attached to the inventory were official transcripts, résumés, and letters of clarification if credentials to teach the course(s) were not immediately evident. The expected academic credentials threshold was a masters degree in the teaching field, or a masters degree with 18 hours in the teaching field. Otherwise, the letter of clarification and accompanying approval from the VPAA were required.
- All faculty members subsequently were required to examine their credentials file in the VPAA's office to confirm the files were complete. If not complete, they were given a deadline to complete them, or have their names removed from the fall 2009 class schedule.
- As a result of this process of examination, it was determined that of the full-time faculty, six faculty members hold bachelors degrees, 33 hold masters degrees, and two have doctorates. In addition, four faculty members are ABD, and three are working towards a PhD. Of the adjunct faculty members, one holds an associate degree, seven hold bachelors degrees, 36 hold masters degrees, and six hold doctorates.
- This process brought to light several faculty credential portfolios that were incomplete. Where applicable, a note has been inserted in the appropriate folders awaiting completion of the files: official transcripts, letters of exception, or other required documentation.
- These individual files are available in the Resource Room.

INSTITUTIONAL CHALLENGE #3:

"The team is concerned that the College has not yet identified explicit objectives for learning in all of its courses; that it has not yet implemented a plan to assess these objectives in all of its courses or across all of its academic programs; and that it has no direct measures of General Education learning objectives above the level of classroom."

SSC's Response:

- The full measure of Seminole State College's early response to this challenge can be found in the documents "Focused Visit on Assessment Report" and "Progress Report on Assessment of Student Learning" available in the Resource Room.

- Beyond the activities prompted by the Focused Visit, the SSC Assessment of Student Learning Committee, a standing committee, continues to make annual improvements to the College's Academic Assessment Plan.
- Education for continued improvements also has included eight individuals attending an HLC Workshop on Assessment of Student Learning in February of 2008; attendance at assessment break-out sessions at each of six years of HLC Annual Meetings since the Focused Visit; and attendance at an Assessment Conference at Oklahoma State University in November 2008, which was led by Dr. Lynn Priddy.

Specific details about SSC's **Academic Assessment Plan**, all reports associated with the **Academic Assessment Plan**, and **Assessment of Student Learning Committee meetings**, are available in the VRR and on the College's Website.

SSC Developed Explicit Learning Objectives in All Courses

- All SSC courses for credit have explicit and measurable **Learning Objectives** that are interrelated with the **Mission Statement, General Education Outcomes, Degree Program Outcomes, and Course Outcomes**.
- The above is reflected in a standardized **Syllabus Format** for all for-credit courses.
- The standardized syllabus format lists the four institutional General Education Outcomes, and bolds the outcome(s) that drives that course.
- Driven by the Mission Statement and by its respective General Education Outcome(s), each Degree Program has a minimum of three Degree Program Outcomes.
- Driven by the Mission Statement, the appropriate General Education Outcome(s), and the Degree Program Outcomes, each course has specific and measurable Course Outcomes.
- Each course, driven by the above, then has specific and measurable Learning Objectives, which may be common for all sections of a course, or may be modified by instructors.
- The Course Learning Objectives are measured through Course Embedded Assessment. These Course Learning Objectives are used as the in-class basis for assessment back up the line to General Education Outcomes, as described above.

(Sample Course Syllabi and Course Embedded Assessment Reports are available for review in the Resource Room.)

SSC Implemented an Assessment Plan for Course Objectives

- All Learning Objectives for all courses are measured each semester and documented in the Course Embedded Assessment Report. (See **Course-Embedded Assessment Data Collection and Reporting Procedures**, which can be found on page 8 of the **Academic Assessment Plan**.)
- Learning Objectives, Course Outcomes, Degree Program Outcomes,

and General Education Outcomes are all reported through results of Pre-Assessment and Post-Assessment instruments.

- Results are reported and analyzed, and Plans of Action based on assessment results are detailed. (See Sample Course-Embedded Assessment Reports in the Resource Room.)
- Course Objectives are reviewed and updated periodically through collaboration of the instructors for the course.

SSC Implemented an Assessment Plan for Academic Programs

- In compliance with SSC's Academic Assessment Plan, at least five Academic Programs are assessed each academic year (since 2002-2003), on a rotational basis. (See sample **Degree Program Assessment** reports.) A new **Degree Assessment and Program Review Schedule** was adopted in August 2007 and revised in October 2007. This new schedule is designed to review programs by division on a rotational basis. Further, the Degree Program Assessment Report form underwent a revision in fall 2008.
- The primary direct indicators used in Degree Program Assessments are:
 - Course-embedded assessment,
 - ACT Collegiate Assessment of Academic Proficiency (CAAP) Test, and
 - Transfer reports from four-year institutions.
- Principal indirect indicators used in Degree Program Assessments are found in the SSC **Graduate Opinion Survey** and the **ACT Faces of the Future** survey, which is administered in the fall semester of odd-numbered academic years.

SSC Established Direct Measures of General Education Learning Objectives above Classroom Level

- Each General Education Course offered at SSC relates to at least one of the four General Education Outcomes, as indicated on the General Education Matrix. (See **General Education Matrix and Evaluation**.)
- General Education Outcomes are assessed in every degree program as part of Degree Program Assessment.
- The primary direct indicators used for these assessments are:
 - Course-embedded assessment (classroom level),
 - ACT Collegiate Assessment of Academic Proficiency (CAAP) Test, and
 - Transfer reports from four-year institutions.
- Principal indirect indicators used for these assessments are found in the SSC Graduate Opinion Survey and the ACT Faces of the Future Survey.
- Faculty meet by division to examine results of ACT Collegiate Assessment of Academic Proficiency (CAAP) Test results to analyze the relationship between those results and classroom assessment. The data from those division meetings is discussed at meetings of the standing Assessment of Student Learning Committee.

SSC Plans for Continued Improvement

- SSC is considering hiring an outside entity to examine and evaluate the assessment data gathered through the College's various assessment instruments.
- In light of the Assessment Coordinator's recent retirement, SSC is considering hiring a replacement Assessment Coordinator.

Response to Team's Advice and Suggestions for Institutional Improvement from 2000

The 2000 Higher Learning Commission site visit team provided 17 suggestions for institutional improvement in their role as consultants. Although the team advised the College that none of these suggestions have a formal significance for accreditation, **the College accepted the suggestions with gravity and gave each serious consideration.** The following section delineates each suggestion and briefly summarizes the College's actions and accomplishments in response.

SUGGESTION 1: THE COLLEGE IS STRONGLY URGED TO REVIEW ITS CATALOG AND OTHER MATERIALS TO ENSURE THAT THEY ARE APPEALING, READABLE, AND NON-LEGALISTIC.

STATUS: ACHIEVED

The Seminole State College Catalog and other materials produced by the College have been reviewed and revised, some several times, since the last team visit for readability and clarity. Additionally, the College has provided increased transparency and availability of information by transferring the majority of its materials to its website in digital format. Access to the web is available through wireless connectivity across campus. Students are provided online grades, transcripts, course schedules, and email services in a secure and confidential electronic environment. The College participates in a statewide system providing admissions, enrollment, and other services through a portal hosted by the Oklahoma State Regents for Higher Education.

SUGGESTION 2: RECOGNIZING THAT THE COLLEGE'S NATIVE AMERICAN CONSTITUENTS REPRESENT A DISTINCTIVE RESOURCE, THE TEAM RECOMMENDS THAT THE COLLEGE WORK IN CLOSE COLLABORATION WITH THESE CONSTITUENTS TO EXPAND ITS SERVICE TO THEM.

STATUS: ACHIEVED

Commitment and collaboration with Native American constituents and students is continuous and ongoing at all levels of the College. The heritage of the President of the College is Choctaw, and he has participated as an invited dignitary in Seminole Nation Days activities. Moreover, President Utterback served for three years on the American Association of Community College's (AACC) Commission on Equity, Diversity, and Inclusion, frequently presenting at national conferences on these critical topics. As a result of this service, he is now on the AACC's Board of Directors. At the time this Self-Study process began, the chair of the College's Board of Regents was a Native American leader and public school superintendent.

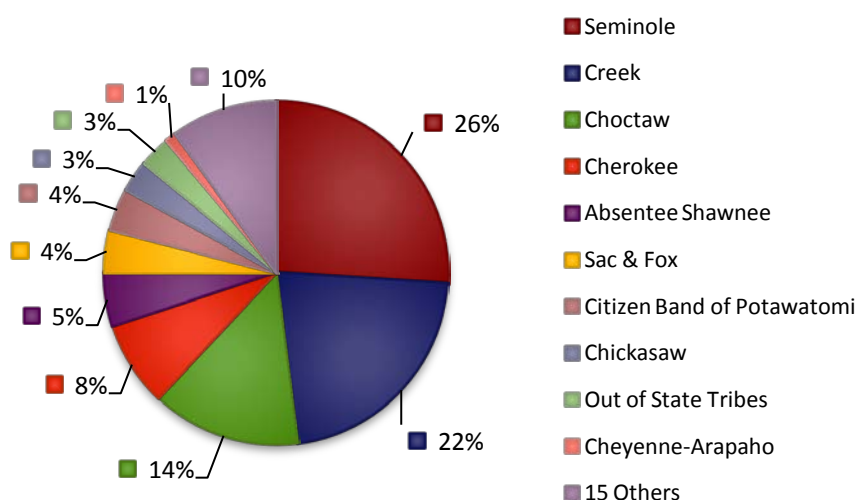
The newest instructional facility on campus, the Enoch Kelly Haney Center, is named for the Chief of the Seminole Nation whose leadership in collaboration with the College provided funding for the \$4.5 million building. The facility is a community showplace and gathering center, annually hosting a wide variety of community events. The recently opened Seminole Nation Residential Learning Center was made possible through a lead gift of \$250,000 from the Seminole Nation.

Native American student enrollment at the College is on average two times greater than the corresponding population of the service area (See **Native American Student Enrollment Trends** document). As the Chief of the Seminole Nation recently observed, this is a reflection of the trust the local Native American students and their families have in Seminole State College. The College employs 13 Native American faculty and staff including two enrollment management specialists (See **Employee Inventory by Race** and **Faculty by Race** documents). Native American students routinely serve in leadership roles in student organizations including the active Native American Student Association, participate in competitive sports and student activities, and are successful in academic endeavors. Over 25 Native American tribes are represented on the SSC campus (see CHART B).



IMAGE 28: SSC President James Utterback (left) and Seminole Chief Enoch Kelly Haney

Chart B: Native American Tribes Represented at SSC
(Example from Spring 2006)



Among the other multiple demonstrations of service and College Native American collaborations are the following examples:

- One of only six institutions awarded Native American-Serving Nontribal Institutions Grant (\$1.3 million over two years beginning October 2008), from U.S. Department of Education;
- At the invitation of the Chief of the Seminoles of Florida following his visit to our campus for Seminole Nation Days, SSC attended their high school recruitment day;
- Native American Student Association (NASA) recommended list of literature for Native American literature class;
- NASA hosted a campus powwow for 2009;



IMAGE 29: NASA Spring 2009 Powwow



IMAGE 30: Long-time SSC supporters, Jasmine and Melvin Moran stand outside the classroom named after them in the Seminole Nation Residential Learning Center

- Local businessman Melvin Moran donated Native American art, enhancing campus multicultural atmosphere;
- Former Regent Ben Walkingstick created a scholarship in honor of his aunt, for Native American students attending SSC;
- All three 2008-2009 Student Government Association (SGA) officers are Native Americans;
- 2008-09 SGA President Cedar Shirey is a recent recipient of a scholarship from the National Indian Education Association;
- Terry Spencer, Education Director of the Seminole Nation, recruits students for the College and assists in the review of scholarship applications for the President's Leadership Class;
- First Health and Human Services (HHS) Nursing Diversity Grant Awarded to a Two-Year College;
- C.L.E.E.T. /COP Tribal Officer Training;
- Cross jurisdictional agreements with Campus Police and area Tribal Police Departments;
- Tribal Casino Training;



IMAGE 31: 2007 Native American Day attendees take part in a traditional Friendship Dance



IMAGE 32: Seminole Nation Chief Enoch Kelly Haney and his sculpture "Standing His Ground."

- Seminole Nation Transportation Agency employees Basic Computer Training;
- Bronze artist proof of *The Guardian* at Henderson Park;
- Bronze #1 statue of a series of six of *Standing His Ground* in Enoch Kelly Haney Center;
- The College hosted Native American Days/Recruitment Events/Native Peoples Cultural Exhibits/public school Seminole Nation History presentation (See **Native American Day flyer**);
- Outreach to communities and K-12 school children and underserved Native American population through TRiO programs, GEAR UP, Title III, Child Development Scholars for Excellence, and Workforce Investment Act (WIA);
- Increased Native American student enrollment from 16.57% of student population in 2000-01 to 22.08% in 2008-09 (See **Native American Student Enrollment Trends** document). The U. S. Census Bureau/State and County Quick Facts, Population 2006 estimate of Native American populations in SSC's five-county service area was

11.8% of the population (See Chart C below);

CHART C: Percentage of Native American Students at SSC

	Native American	Total Student	Percentage of NA Students
2001-02	855	4492	19.03%
2002-03	879	4689	18.75%
2003-04	1061	5000	21.22%
2004-05	1004	4911	20.44%
2005-06	1038	4818	21.54%
2006-07	906	4531	20.00%
2007-08	863	4446	19.41%
2008-09	815	3691	22.08%

- Increased Native American representation on staff from six in 2001-02 to nine currently (See **Employee Inventory by Race** document);
- Increased Native American representation on faculty from two in 2001-02 to four currently (See **Faculty by Race** chart).

SUGGESTION 3: ALTHOUGH THE COLLEGE HAS MADE SOME COMMENDABLE RECENT PROGRESS IN PROMOTING WOMEN, THE TEAM SUGGESTS THAT THE COLLEGE PERFORM A FORMAL WORKFORCE ANALYSIS, ACCOMPLISHED BY PROFESSIONAL CONSULTANTS, TO ENSURE RACIAL, GENDER, AND POSITIONAL EQUITY IN THE COLLEGE.

STATUS: ACHIEVED

The College's gains in gender, racial, and positional equity are measurable and significant. To solidify its commitment to improvement in this arena, the College created a full-time professional Human Resources position to aggressively address race, gender and positional equity issues in College practices and policies. Funding was increased to target advertising for open positions to underrepresented minorities and women. Gender equity improved markedly. For most of the first decade of the 2000's, women held three of four vice presidential positions, senior executive posts reporting directly to the President, achieving salary equity by 2003 (See **Administrative Salaries Comparison by Gender** chart). The College promoted five women to chair positions in its six Academic Divisions. In athletics, three of six full-time head coaches are women.

The **Employee Inventory by Gender** and **Employee Inventory by Salary and Gender** charts illustrate the positional and compensation equity actions of recent years.

The Seminole County Business and Professional Women's organization named Seminole State College *Employer of the Year* at their annual Bosses Banquet held on October 15, 2007.

Supporting documentation for improved racial equity in the College is found under Suggestion 11.



IMAGE 33: Rita Story-Schell serves as both HPER Division Chair and head coach of SSC's women's basketball team



IMAGE 34: VP Lana Reynolds accepts the Employer of the Year award for SSC

SUGGESTION 4: IN ORDER TO ENSURE EQUITY AND QUALITY OF INSTRUCTION, THE COLLEGE MAY WISH TO LOOK MORE CAREFULLY AT THE DISPARITY IN TEACHING LOADS ASSIGNED TO INDIVIDUAL FACULTY MEMBERS.

STATUS: ACHIEVED

The College investigated rural community college norms in Oklahoma and determined that the 15 hour credit semester load of full-time Seminole State College instructors is consistent with other Oklahoma colleges. Overload norms of three to six credit hours per semester are also consistent with overloads carried by college instructors. Isolated cases of high credit hours may reflect unique teaching situations such as in studio art whereby one instructor directs small numbers of students in various arts. Again, comparisons show this to be common practice. Published statistics for Math, Science and Engineering Division and Nursing Division instructors are complicated due to lab and clinical hours; explanations for each are included in the documents **Calculating MSE Faculty Load** and **Calculating Nursing Faculty Load**. A standard teaching load for full-time head coaches at the College is 15 credit hours per academic year. Full-time faculty to student ratio has decreased from 1-to-104 in fall 2001 to 1-to-81 in fall 2007 (See **Faculty to Student Ratio Comparisons** chart). The College increased overload pay by 18% to reward full-time faculty teaching overloads, and it increased adjunct pay by 22.2% to attract additional adjunct faculty to help alleviate full-time faculty teaching loads.

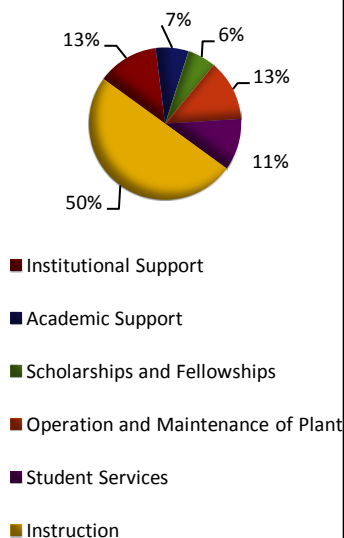
SUGGESTION 5: THE COLLEGE IS ADVISED TO REVIEW THE PROPORTION OF ITS RESOURCES DEVOTED TO ATHLETICS TO ENSURE THAT THIS WORLD-CLASS PROGRAM IS NOT DRAINING RESOURCES FROM ITS INSTRUCTIONAL PROGRAMS.

STATUS: ACHIEVED

The College reviewed its resources devoted to athletics and determined that the value of athletics to this institution and to the community equals or exceeds its cost. The Athletic Program does not drain valuable resources from the College's instructional programs. To support this position, the College offers the following:

- Resources devoted to instruction were a higher percentage in 2008 than in 2000. The total E&G monies devoted to Instruction has ranged through these years from 59% to 65%. This demonstrates that the College's first priority in budgeting is for instructional programs (see CHART D).
- Athletics is largely supported by student fees.
- World-class athletic programs are unique to the College's identity and ingrained in its culture.
- Athletic programs are a recruitment tool to bring diversity to campus, and student athletes clearly do increase College diversity. (See **Athletic Diversity** chart). International student athletes represent at least 25 different countries, which enrich the student learning environment by bringing a level of global diversity to campus.
- The College has increased its attention to non-athletic areas including the initialization of the President's Leadership Program for students.
- Graduated athletes serve in high-level positions in both the state and

CHART D: FY09 Budgeted Expenditures



nation, frequently serving as models for students upon their return to the College.

- Athletic emphasis assists in providing training and instruction in wellness and healthy living.
- Faculty, staff, students and community benefit from cross-use of athletic-oriented facilities.

SUGGESTION 6: THE TEAM SUGGESTS THE ESTABLISHMENT OF A FORMAL FACULTY DEVELOPMENT PROGRAM, CONTROLLED EXCLUSIVELY BY FACULTY AND WITH AN ADEQUATE BUDGET.

STATUS: ACHIEVED

The College has always offered travel funds for professional development activities for both faculty and staff. In recent years, the College has instituted a formalized On-Campus Colloquium Program, offering two to four colloquia per semester. In addition, in 2008, the institution began to contribute \$12,000 per year of faculty professional development funds directly to the Faculty Senate, for members of the Senate to award at their discretion.

- All faculty are invited to attend various in-state conferences and professional meetings annually. During the period of 2000-01 through 2008-09, at least 98 individuals attended nearly 400 workshops, conferences and professional meetings (See **Professional Development Inventory**).
- During the Self-Study period 2001-2009, over \$270,000.00 were devoted to faculty development (See **Professional Development Inventory**).
- Faculty and staff are highly encouraged to obtain college degrees. The College Tuition Reimbursement program funds four to seven people annually. In the past 10 years, 24 degrees were achieved: two doctoral; one ABD; 14 masters; three bachelors, and five associates (See **Degrees Earned Inventory** document).
- In-Service presentations feature nationally-recognized speakers on higher education issues.
- The Faculty Mentorship Program assists new faculty in their professional development.

SUGGESTION 7: THE COLLEGE IS ADVISED TO ABANDON ITS USE OF THE DATED TERM "FOREIGN STUDENT" AND REPLACE IT WITH THE TERM "INTERNATIONAL STUDENT."

STATUS: ACHIEVED

The College abandoned its use of the politically incorrect term "foreign" and replaced it with the term "international" or "global." Documents reflecting the change include, but are not limited to, the College Catalog, Class Schedule, Student Syllabi, Student Handbook, promotional materials and the Website.



IMAGE 35: SSC's Women's Volleyball team has included members from diverse parts of the world such as South America and Europe

SUGGESTION 8: THE COLLEGE IS ADVISED TO EXAMINE ITS ATHLETIC PROGRAM TO ENSURE THAT IT IS IN COMPLIANCE WITH BOTH THE LETTER AND THE SPIRIT OF TITLE IX.

STATUS: ACHIEVED

The College examined its athletic program and has taken aggressive steps to comply with Title IX.

- To increase opportunities for female athletes, the College added volleyball, women's golf and women's tennis.
- Women's scholarship funding is consistently 52-53% of total athletic scholarship dollars. (See **Athletic Equity in Scholarships** document). The percentage of women students on campus ranges from 65% to 70% depending on the year.
- The College increased from zero to three women head coaches (See **Full-Time Coach Compensation** chart).
- The College built a \$1.5 million Softball Complex for women's softball.
- As reflected in the **Full-Time Coach Compensation** chart, most years, the women's basketball head coach earned slightly more than the men's basketball coach. The current men's coach has a higher salary, but that compensation includes his position as Athletic Director and his doctoral degree.
- Frequently, in the past decade, the softball coach has earned slightly more than the baseball coach. More recently, the new softball coach has earned a lower salary because she has just concluded her first year of coaching.
- The head volleyball coach has a lower salary than the others, but she is also an inexperienced new hire.
- The College submits routine reports on compliance to the Oklahoma State Regents for Higher Education.
- We have made significant gains and plan further actions.



IMAGE 36: SSC's Softball Complex

SUGGESTION 9: THE TEAM SUGGESTS THAT THE COLLEGE ESTABLISH A SYSTEM TO REGULARLY ROTATE DIVISION CHAIR RESPONSIBILITIES.

STATUS: ACHIEVED

All Division Chairs have been rotated since 2000. In compliance with the American Association of University Professors (AAUP) guidelines endorsing rotation of department heads every five years, the College's Division Chair Rotation procedure was adopted in 2006 and put into practice in 2007. Despite some understandable controversy, the College achieved this recommendation. (See **Division Chair Rotation Procedure** document).

SUGGESTION 10: THE COLLEGE IS ENCOURAGED TO SEEK AND IMPLEMENT NEW APPROACHES TO PROMOTE THE MORE EFFICIENT SCHEDULING OF ITS LIMITED FACILITIES.

STATUS: CONTINUOUS

The College has:

- Implemented software for facility scheduling in Haney Center and classroom facilities;
- Discussed ways to initiate a four-day week and possibly Friday-Saturday classes in the future;
- Recently implemented a Fast-Track program in its Business & Information Systems Division; other divisions are considering following its model;
- Expended funds to upgrade technology in more classrooms to make those classrooms more usable to all faculty;
- Moved to a four-day summer schedule;
- Scheduled intersessions year-round and has increased offerings;
- Added Saturday classes and increased offering of 8-week classes;
- Experimented with alternative times in afternoons;
- Experimented with blended classes;
- Emphasized and encouraged development of online classes;
- Emphasized and encouraged development of IETV classes;
- Emphasized and encouraged development of offsite location classes;
- Added technology and business classroom space in Haney Center;
- Added classroom in the Roesler Residential Learning Center and Seminole Nation Residential Learning Center;
- Adopted plans to remodel Tanner Hall to increase laboratory and classrooms (some re-designation of facilities to grant program offices/classrooms);
- Updated all classrooms for Internet, intranet and wireless technology. Ninety-four percent have computer multimedia presentation/projection units for pedagogy appropriate to the classroom's function.

The College will continue to plan for additional classroom space as increased student enrollment warrants.

SUGGESTION 11: THE TEAM SUGGESTS THAT THE COLLEGE MOVE BEYOND A RATHER NARROW INTERPRETATION OF THE REQUIREMENTS OF EQUAL OPPORTUNITY TO EMBRACE AN INSTITUTION-WIDE APPRECIATION OF DIVERSITY AND GENUINE AFFIRMATIVE ACTION.

STATUS: CONTINUOUS

The past decade has been a period of dynamic change in the area of Equal Opportunity:

- Please also refer to the similar category depicted in Suggestion #3 Highlights.



IMAGE 37: WebCT Online Class for ENG 1213



IMAGE 38: Women are the majority in faculty and staff at SSC



IMAGE 39: Global Studies director Kelly Kirk and students pose near the Roman Coliseum



IMAGE 40: SSC Regent Marci Donaho

- Women are in the majority in both faculty and staff positions.
- Women and men have equitable representation in all salary levels.
- Seventeen percent of faculty and staff in 2008 are racial or ethnic minorities compared to 9.4% in 2000-01. (See **Employee Inventory by Race** and **Faculty by Race** charts).
- The College has publicly stated EOC/EEO requirements.
- The College routinely posts position openings in African-American, Native American and Hispanic publications, including *El Latino American News*, *Black Chronicle*, *Native American Times*, and *Indian Country*.
- The College routinely requests posting of position openings at offices of minority-rich institutions and at minority student offices at state colleges and universities where possible.
- Multiple cultural events have increased awareness (see Suggestion 2 Highlights).
- The College employs cross-race housing practices in the residence halls.
- The College has increased Global Studies trips (see Suggestion 17 Highlights).
- The International Student Organization is financially supported by the Institution.
- SSC conducted mandatory Diversity Training for all 12-month employees in 2009. The event was sponsored in part by the All-Nations Student Development Center.

SUGGESTION 12: THE TEAM SUGGESTS THAT REGENTS IMPLEMENT A MORE INTENSIVE PROGRAM OF SELF-DEVELOPMENT SO THAT THEY KEEP UP WITH NATIONAL TRENDS IN COMMUNITY COLLEGES, FOR EXAMPLE, BY REGULAR ATTENDANCE AT APPROPRIATE NATIONAL MEETINGS.

STATUS: CONTINUOUS

- All Oklahoma public college and university regents are required to obtain 15 hours of continuing regent's education within two years of taking office. At least two hours of these must be in ethics and at least three must be in "higher education issues."
- Board of Regents member Marci Donaho was selected to serve on a panel for the 2008 American Association of Community Colleges Convention (AACC), representing regents of small colleges at a spotlight session at the annual convention. The session entitled, "The Minority CEO: A Conversation about Diversity, Leadership and Navigating the Pipeline," outlined methods to challenge the status quo in developing a pipeline for young people to gain leadership experiences.
- Four Regents have attained national conferences on community colleges. (See **Regents Education Program** document for SSC Regents' status).

SUGGESTION 13: THE COLLEGE IS ENCOURAGED TO CAREFULLY EXAMINE ITS TENURE PROCESS SO AS TO PROVIDE CLEAR EXPECTATIONS AND ALTERNATIVES TO THOSE FACULTY MEMBERS WHO DO NOT RECEIVE OR RETAIN TENURE WHILE AT THE SAME TIME MAINTAINING ITS STANDARDS OF EXCELLENCE.

STATUS: ACHIEVED

- The College completed an exhaustive revision of its tenure policy on October 21, 2004. (See **Policy II-6-4**).
- The revised tenure process clearly states expectations for faculty who choose to seek tenure.
- Faculty are not required to seek or achieve tenure to remain in full-time teaching status.

SUGGESTION 14: THE TEAM SUGGESTS THAT SEMINOLE STATE COLLEGE CONSIDER VARIOUS WAYS OF PROVIDING ON-CAMPUS DAYCARE AS A MEANS OF INCREASING ENROLLMENT.

STATUS: ACHIEVED

- College administration did consider various ways of providing on-campus daycare, and determined that it is not viable.
- In Oklahoma, no rural community colleges provide daycare.
- Presidents of Oklahoma two-year public community colleges met with Oklahoma Department of Human Services officials to pursue providing a child development center for students on their respective campuses and were advised that meeting the caregiver-to-child supervisory ratio would be cost-prohibitive for the institution and for middle and low income students.
- Oklahoma Senate Bills §57-590 and §21-1125 prohibit locating convicted felons and child molesters within 2000 feet of a child development facility, a conflict that puts the College (with an open-door admissions policy) in a position of potentially violating students' rights to privacy and property.

SUGGESTION 15: THE COLLEGE MAY WISH TO REPLACE ITS OLD, UNCOMFORTABLE STUDENT DESKS WITH TABLES AND CHAIRS.

STATUS: ONGOING

- The College has replaced outdated classroom student desks with tables and chairs, where the classroom situation is appropriate, and as limited funds permit. (See **Tables and Desks Inventory** document). The College donated all discarded desks to local schools.
- Beyond seating, extensive and substantial technological changes have been made, such as upgrading the campus to a wireless computer environment with presentation and SmartBoard capabilities throughout the majority of the campus.



IMAGE 41: Students working in more ergonomic surroundings

SUGGESTION 16: THE COLLEGE MAY WISH TO CAREFULLY RECONSIDER THE POTENTIAL CONTRADICTION BETWEEN ITS WELLNESS COURSES AND THE INSTITUTIONAL STATEMENT MADE BY HAVING A SMOKING AREA IN THE STUDENT UNION.

STATUS: ACHIEVED

- The College prohibits smoking, the use of snuff, chewing tobacco or any form of tobacco product in any building or on the grounds of the College. Parking areas and roads are not considered grounds in accordance with Oklahoma House Bill **Policy II-7-9**, adopted August 17, 2000.

SUGGESTION 17: THE TEAM SUGGESTS THAT THE COLLEGE WORK WITH ITS ENTHUSIASTIC STUDENT BODY TO FURTHER EXPAND OPPORTUNITIES FOR IMPROVING INTERNATIONAL UNDERSTANDING.

STATUS: ACHIEVED

- The College initiated an International Student Organization.
- Students from Australia, Great Britain, Czechoslovakia, Spain, Canada, France, Poland, Puerto Rico, Bahamas, Serbia, Yugoslavia, Venezuela, Costa Rica, Russia, Brazil, Netherlands, Switzerland, Israel, South Africa, Sweden, Thailand, Chile, Croatia, Montenegro, Nepal, Mexico, Argentina, South Korea, Kazakhstan, Japan, China, and Latvia have attended or are attending the College during the Self-Study period. Their campus presence adds diversity and the opportunity for international understanding among all College constituencies.
- The College signed a Memo of Understanding with Hyde International, a recruitment company, to bring Asian students to SSC.
- The College has had an innovative partnership with the International University of Nursing, bringing international nursing students to campus.
- During the winter of 2000, the College sponsored an educational and economic development trip to China for staff, faculty, students and community leaders. The following summer, seventeen Chinese middle school students and three adult sponsors visited the College. In 2002, an additional seven delegates from China visited the campus.
- The College expanded the Global Studies Program for students, annually making two to three trips to Europe, Mexico, or the British Isles (See **Global Studies** document).
- SSC increased language studies opportunities to include Spanish, French, Russian and Korean.
- Twenty-three College personnel have attended the Oklahoma Global Education Consortium annual meeting since 2001, at a cost of \$3,500 (See **Oklahoma Global Education Participation** document).
- MLT Instructor Perthena Latchaw has made several professional trips to Africa, and has shared her experiences with faculty, staff, and the community.
- Various faculty have added international understanding segments to their curriculum.



IMAGE 42: SSC Athlete and honor student Cassandra Kleber is from South Africa



IMAGE 43: MLT Instructor Perthena Latchaw in Africa

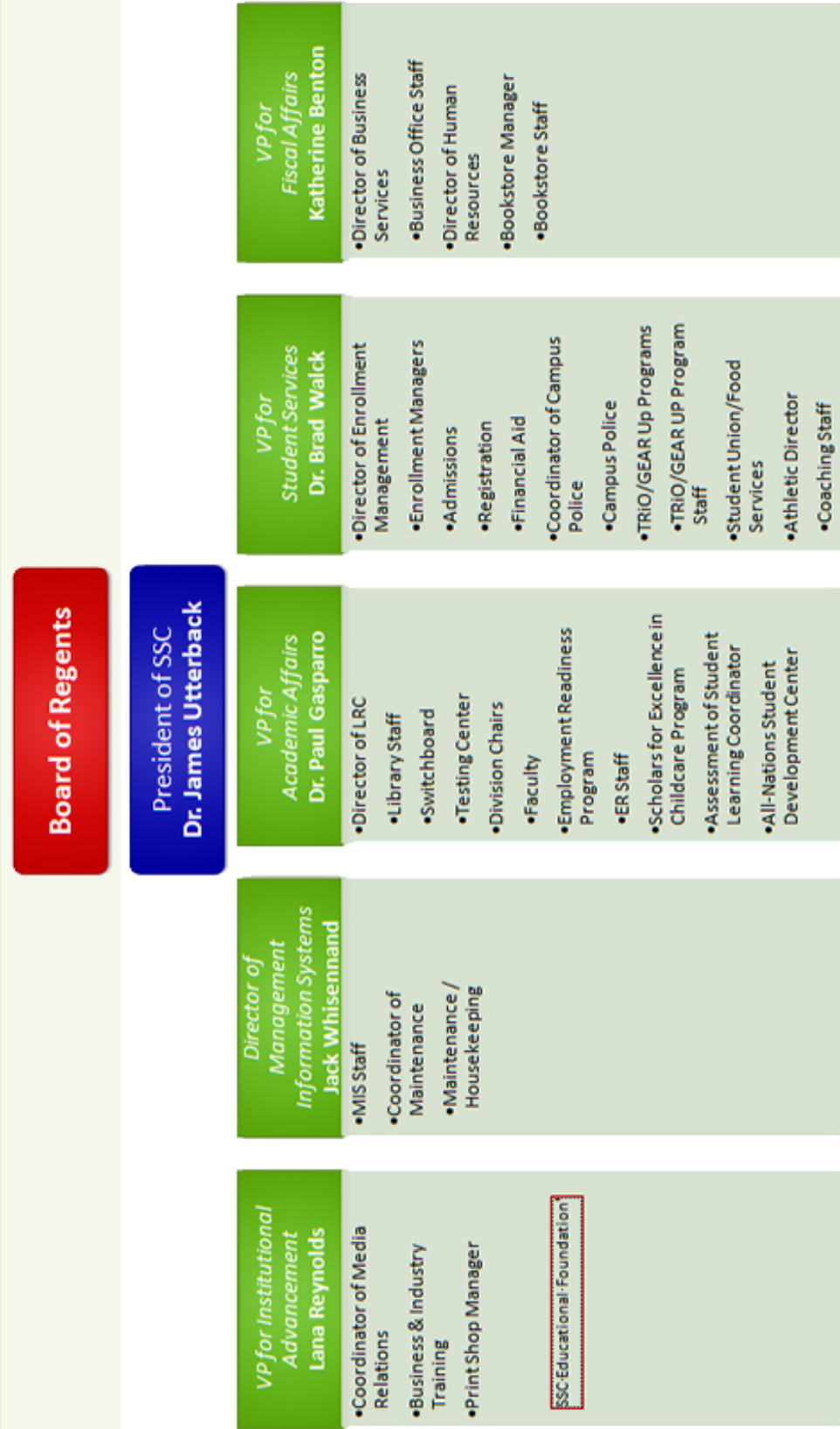
- The College has enhanced the campus with multicultural displays, including an international flag display in the David L. Boren Library and ethnic artwork across campus.
- The College has also hosted a variety of multicultural performers and events, including: Latino musician Edgar Cruz; Native American storytellers; Russian Cosmonauts; and numerous multicultural fairs during the Title III period of 1998-2003.

In addressing these responses, the College has achieved a greater understanding of our place not only in the local community, but also in the larger global community. This understanding has helped SSC better serve our constituents and carry out our mission.



IMAGE 44: Faculty, Staff, Students, and Community Members make Seminole State College an enriching and exciting environment, where everyone has a place

CHART E: Organizational Governance and Distribution of Leadership Responsibilities



Criterion One: Mission and Integrity

Seminole State College operates with integrity to ensure the fulfillment of our mission through structures and processes that involve the board, administration, faculty, staff, and students.

Cross-Cutting Themes Relevant to Criterion One:



SSC exists to fulfill its distinctive mission as the primary two-year public college for its five-county service area of Hughes, Lincoln, Okfuskee, Seminole, and Pottawatomie counties in Oklahoma. Therefore, in order to serve the needs of our service area, **all of the College's curricular offerings are mission driven, as well as all of the College's functions and services.**

CORE COMPONENT 1A:

SSC'S MISSION DOCUMENTS ARE CLEAR AND ARTICULATE PUBLICLY THE COLLEGE'S COMMITMENTS.

The College's Board of Regents has adopted statements of mission, vision, values, goals and organizational priorities that together clearly and broadly define SSC's mission.



SSC's primary statements of mission, vision, values, goals, and priorities are:

- SSC's Mission Statement;
- The Oklahoma State Regents for Higher Education (OSRHE) Charter for SSC;
- SSC's Function Statement;
- SSC's Statement of Institutional Beliefs and Commitments;
- SSC's Vision Statement: Vision: A Continuing Quest for Unparalleled Excellence; and
- SSC's General Education Outcomes.

SEMINOLE STATE COLLEGE MISSION STATEMENT:

Seminole State College is maintained as a two-year public college authorized by the Oklahoma State Regents for Higher Education to offer courses, provide programs, and confer associate degrees. Seminole State has the primary responsibility of providing post-secondary educational programs to residents of Hughes, Lincoln, Okfuskee, Seminole, and Pottawatomie counties in east central Oklahoma. The College exists to enhance the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society. Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large.

These mission documents and their public availability are listed in the Appendix to the Report.

The College's other mission documents are available in the VRR and include: SSC's **Course Catalog**, **Course Syllabi**, **Student Handbook**, **Classified Staff Bylaws**, **Professional Staff Bylaws**, **Nursing Philosophy**, **MLT Program Mission Statement**, and **Business & Industry Program Purpose Statement**.

The College makes all of these mission documents available to the public, particularly to prospective and enrolled students. Most of our mission documents are available on the SSC Website, in the College Catalog, the Employee Handbook, and in the Student Handbook.

THE FUTURE-ORIENTED
COLLEGE 1.2
SSC is driven by the mission

These documents of mission, vision, values, and goals define the varied internal and external constituencies Seminole State College intends to serve.

SSC's Mission Statement defines the College's constituencies as students and community members of its five-county service area. **Within this "service area," SSC's internal constituencies are its students, faculty, professional and classified staff, administration and Board of Regents.** The College offers a variety of educational outreach opportunities that bring the College's goals and vision to those that are unable to come to the Seminole campus, such as **"offsite students" in area high schools, head start programs, prisons, and technical centers, and by online courses.** Likewise, the Mission Statement claims to "enhance the capabilities of individuals to achieve their goals for personal development by **providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society,**" and "[make] **available resources and services designed to benefit students and the community at large.**"

The College's **external constituents** include SSC's **"Facility Users,"** such as various civic groups like the Chamber of Commerce, Rotary Club, and the Seminole Nation; and SSC's **"Partnership Groups,"** which include various colleges, universities, technical institutions, high schools, practicum and service learning sites, community members, politicians, individuals and employers. For a complete list of SSC's **Facility Users and Partnership Groups**, please see the VRR.

SSC's "Function Statement" provides further evidence of **defining the varied internal and external constituencies Seminole State College intends to serve** by its claims to provide "formal and informal programs of study especially designed to **serve community needs for continuing education,**" and to provide "programs of economic development, in conjunction with area **colleges and universities** which serve the needs of our service area."

THE FUTURE-ORIENTED
COLLEGE 1.2
SSC is driven by the mission

The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning at Seminole State College, and state the goals for that learning.

SSC's primary mission documents create the foundation for the College's commitment to high academic standards.

SSC's Mission Statement demonstrates commitment to high academic standards by the inclusion of the phrases: "The College exists to [provide] quality learning experiences and services [. . .]." The **Mission Statement** states these student learning goals: "Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large."

SSC's Function Statement demonstrates commitment to high academic standards and states the goals for that learning by the inclusion of the phrases: "1. General education and other university-parallel coursework; 2. One- and two-year programs of collegiate-level technical-occupational education to prepare individuals to enter the workforce; 3. Programs of remedial and developmental education; [and] 6. Special support and activity programs which assist and enrich students' educational experience."

SSC's Statement of Institutional Beliefs and Commitments illustrates commitment to high academic standards by the phrase: "E. Quality over Quantity: SSC will dedicate its limited resources only to high quality programs and services." SSC's Statement of Institutional Beliefs and Commitments provides the basic standards and goals of the College regarding such issues as student success, universal access, institutional collaboration with area agencies and firms, instructional innovation, and dedication to quality over quantity.

SSC's Statement of Institutional Beliefs and Commitments addresses student learning goals: "SSC is committed to helping students reach their educational goals. To this end, the impact on students will be the first and foremost consideration in the establishment of institutional policies, procedures, programs, and services. Most importantly, the College will foster a learning environment that values and nurtures the process of students working toward self-chosen personal and academic goals."

SSC's Vision Statement: "A Continuing Quest for Unparalleled Excellence" demonstrates commitment to high academic standards: "Seminole State College seeks to be an institution of unparalleled excellence, regarded by both internal and external constituencies as a college whose quality is second-to-none, where employees and regents make a continual effort to meet the needs and exceed the expectations of our community and our clients."

SSC's General Education Outcomes are the specific goals for student learning at the College. These outcomes are the academic standards for a well-rounded general education, and they show we meet the general education demands of our sister universities as called for by our transfer matrices to those universities. The outcomes are included in all course syllabi and assessments, and are based on the mission by their purpose of preparing students for transfer to a four-year institution, for encouraging students to continue a life of learning, and training students for careers or other educational opportunities in order to help them become successful, productive citizens in a "changing global society."



IMAGE 45: An SSC student in one of the College's science labs



IMAGE 46: Since 2000, SSC student scholars have included recipients of the Nigh Leadership Award, OACC All-Oklahoma Academic Team honors, and the Jeltz Scholarship

SSC's other mission documents also demonstrate the College's strong commitment to high academic standards by stating academic goals and expected codes of behavior.

Seminole State College regularly evaluates, and, when appropriate, revises the mission documents. Our faculty regularly review course syllabi each semester as well as the course outcomes as a natural occurrence of our Assessment Program. Likewise, the faculty and Division Chairs are consulted to review course descriptions before new Course Catalogs are printed, which is on a two-year basis. The Student Handbook is regularly reviewed and revised on a two-year basis as well.

THE DISTINCTIVE
COLLEGE 4.4
SSC is self-reflective

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 1A:

Seminole State College has clearly articulated mission, functions, commitments, goals, and visions in our mission documents. SSC's Mission Statement serves to define the present and future roles of the College, its functions, and its service area. The Mission, therefore, effectively serves as the driving force behind all of the functions of the College. The Mission Statement and other mission documents are readily available to our students and the community in both printed format and on the College's Website. Most of these mission documents, such as learning outcomes, course syllabi, Course Catalogs, and Student Handbooks, undergo regular review and revision when appropriate.



IMAGE 47: SSC's Student Government Association officers at the 2007 SGA State Conference

Groups and organizations associated with SSC (such as classified and professional staff; Faculty Senate; Student Government Association; the academic divisions, departments and programs; and the SSC Educational Foundation) should work to make their mission documents available to the public, perhaps by posting them on the College's Website. If these groups do not have clearly defined mission and goals documents, SSC should encourage them to create such documents.

During the Self-Study process, we determined the need to revise the mission, goals, and vision documents. In order to do so, the College has begun a process to review the mission by soliciting feedback from these groups and the community organizations affiliated with the College in order to ensure that their activities and philosophies are consistent with the beliefs and commitments expressed in SSC's mission documents.

Furthermore, in order to make all of the mission documents even more readily available to students, each of the course syllabi should include information about where to go to access the documents, be it via the website or a physical location on campus.

CORE COMPONENT 1B:

IN ITS MISSION DOCUMENTS, SEMINOLE STATE COLLEGE RECOGNIZES THE DIVERSITY OF ITS LEARNERS, OTHER CONSTITUENCIES, AND THE GREATER SOCIETY IT SERVES.

In its mission documents, SSC addresses diversity within the community values and common purposes it considers fundamental to its mission. These mission documents also provide a foundation for the College's basic strategies to address diversity and present SSC's function in a multicultural society.

- The College's **Mission Statement** recognizes and provides the basis for strategies to address diversity and presents SSC's function in a multicultural society: "The College exists to enhance the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society."
- **Oklahoma State Regents for Higher Education Charter for SSC** recognizes economic diversity of our learners and provides a basis for the College's strategies to address diversity by chartering SSC to provide "programs of economic development" that "[. . .] serve the needs of our service area." This charter presents the College's function in a multicultural society by allowing SSC to provide "programs of institutional research to improve the College's efficiency and effectiveness," which applies to how effectively SSC functions in a multicultural society. We evaluate our constituencies' demographics, and we work to find ways to effectively and efficiently reach and serve them.
- The College's **Function Statement** acknowledges the diverse needs of our students from "general education and other university-parallel coursework [to] technical-occupational education [to] programs of remedial and developmental education [to] programs of study especially designed to serve community needs for continuing education [to] programs of economic development [. . .] which serve the needs of our service area."
- SSC's **Statement of Institutional Beliefs and Commitments** presents the College's function in a multicultural society: "B. Universal Access / SSC will make its programs and services broadly accessible to students of diverse backgrounds and experiences."
- **SSC's Vision: A Continuing Quest for Unparalleled Excellence** acknowledges and provides the basis for addressing the diversity of our constituents by stating that SSC strives to "meet the needs and exceed the expectations of our community and our clients." This statement shows that SSC understands that these diverse needs and expectations change as the College's constituents within its service area change and diversify. SSC's function in a multicultural society is represented in this Statement's claims to "make a continual effort to meet the needs and exceed the expectations of our community and our clients." Therefore, as our service area is multicultural, so too, then, is our vision, which is to serve their ever-changing needs and

THE DISTINCTIVE COLLEGE 4.2
SSC appreciates diversity

Many of SSC's Courses Address Diversity:

- Anthropology
- Native Peoples of North America
- American Multiculturalism through Film
- Global Studies
- Introduction to Sign Language
- World Literature I
- French
- Conversational French
- Women's Fitness
- Senior Citizen Aquatic Exercise
- Elementary Spanish I and II
- Social Problems
- American Literature I and II
- Introduction to Theatre / Theatre Appreciation
- American National Government
- Early Western Civilization to 1660
- Social Problems
- Child Development
- Leadership Development through the Classics

Complete descriptions for these courses can be found in the College's Course Catalog.

expectations.

- **General Education Outcomes** 3 and 4 recognize and provide the basis for addressing this diversity. In fact, SSC's General Education Outcomes 3 and 4 actually are strategies for addressing diversity, because they are expected outcomes for general education for all students at the College. These outcomes claim students must "demonstrate knowledge related to functioning in society," and that students must "demonstrate an understanding of the roles of history, culture, and the arts within civilization." These outcomes similarly present SSC's function in a multicultural society because it is the duty of the College to equip our students with the learning experiences necessary to demonstrate this knowledge and understanding critical to successful functioning in a multicultural society.

THE CONNECTED
COLLEGE 3.1
SSC serves the common good

The mission documents affirm the College's commitment to honor the dignity and worth of individuals.

- SSC's **Mission Statement** affirms this commitment: "the College exists to enhance the capabilities of individuals to achieve their goals for personal development . . ."
- **Oklahoma State Regents for Higher Education Charter for SSC** affirms this commitment because the College is chartered to provide "special support and activity programs which assist and enrich students' educational experience." This statement shows that SSC is committed to the dignity and worth of individuals because we work to help our students succeed by providing these "extra-assistance" programs, such as remedial and developmental courses, ADA accommodations, and tutoring services.
- SSC's **Function Statement** affirms this commitment: "6. Special support and activity programs which assist and enrich students' educational experience." This statement shows that SSC honors the dignity and worth of individuals by providing the "special support and activity programs" individuals may need to be successful.
- SSC's **Statement of Institutional Beliefs and Commitments** also demonstrates the College's dedication to "honor the dignity and worth of individuals": "A. Student Success—SSC is committed to helping students reach their educational goals. To this end, the impact on students will be the first and foremost consideration in the establishment of institutional policies, procedures, programs and services. Most importantly, the College will foster a learning environment that values and nurtures the process of students working toward self-chosen personal and academic goals."
- **SSC's Vision: A Continuing Quest for Unparalleled Excellence** demonstrates this affirmation by its statement to "make a continual effort to meet the needs and exceed the expectations of our community and our clients," which shows that we are committed to honoring the dignity and worth of our constituents by serving their needs.
- SSC's **General Education Outcomes** affirm this commitment: "Outcome 3.0 – Students will demonstrate knowledge related to functioning in society," and "Outcome 4.0 – Students will



IMAGE 48: Retired English instructor Donna Hardin assisting a student in developmental English

demonstrate an understanding of the roles of history, culture, and the arts within civilizations.” These goals for student learning demonstrate that SSC is committed to honoring the dignity and worth of individuals because SSC is committed to teaching students how to successfully function in society and understand differences in civilizations.

The College’s required codes of belief or expected behavior are congruent with its mission.

Policies and procedures are in place that require ethical behavior from all campus personnel (board, administrators, faculty, and staff) and students, ranging from avoiding conflicts of interest to avoiding sexual harassment. These expectations are available on the College’s Website and are clearly stated in Policies and Procedures and the Student Handbook. These codes are congruent with the College’s mission as shown in the Mission Statement: “The College exists to enhance the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.”

In order to assist students in achieving their goals, the College must ensure that the students have a safe, ethical, respectful environment in which to learn. Therefore, these codes of belief and expected behavior align with the College’s mission because they set the standards by which the College achieves this productive, ethical learning and working environment.

Furthermore, by providing our students with an environment that upholds quality and ethics, these codes align with the College’s Vision Statement, which states that “SSC seeks to be an institution of unparalleled excellence, regarded by both internal and external constituents as a college whose quality is second-to-none, where employees and regents make a continual effort to meet the needs and exceed the expectations of our community and our clients.”

The College’s Codes of Belief and Expected Behavior of Students are individually listed in the VRR and include:

- SSC’s **Ethics Policy** (Policy II-7-8);
- **Student Code of Conduct**;
- **Campus Dress Code**;
- SSC **Men’s Basketball Team Behavior Guidelines**;
- **Drug-Free Workplace Policy** (Policy II-7-10);
- **Sexual Harassment Policy** (Policy II-7-12);
- SSC’s **Definition of Sexual Harassment**;
- **Policy for Ownership of Materials Produced with Aid of Funds or Equipment Administered by the College** (Policy II-7-4);
- **Policy for Use of SSC Equipment for Non-College Purposes** (Policy II-7-7).



IMAGE 49: SSC's newest Regent, Kenneth Henderson, swearing to conduct his stewardship of the college in keeping with SSC's Ethics Policy



IMAGE 50: SSC 2006-07 Men's Basketball team

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT

1B:

SSC clearly allows for diversity of its constituents within the College's mission documents. Our mission documents are all based upon the unifying goal of meeting the needs and expectations of our service area population. Therefore, since our service area is diverse in many ways — culturally, economically, politically, and educationally — our functions and services must constantly evolve to fit the demands of this diverse society. While meeting this diversity is inherently implied within the College's mission documents, the specific goal of the College to address diversity and multiculturalism is perhaps not specified as explicitly as it could be. The College should work to make its goals for addressing diversity more explicit within its mission documents. We value diversity. Not only do our current actions reflect this, but we also plan to increase discussion and awareness. An example of this is SSC's summer 2009 Diversity Training Workshop for all 12-month employees, funded by the All-Nations Student Development Center.

CORE COMPONENT 1C:

UNDERSTANDING OF AND SUPPORT FOR THE MISSION PERVADE THE COLLEGE.

The Board, administration, faculty, staff, and students understand and support SSC's mission.

Primarily, **the Board** understands its role in support of the College's mission in ensuring that the College has the resources to provide "quality learning experiences and services that respond to diverse individual and community needs" (SSC Mission Statement). This understanding and support is exemplified by some of the Board actions, such as approving building projects, new programs and courses, budgets, and personnel decisions. Specifically, the Board has shown that they understand and support SSC's mission by the following actions:

- In the **May 2006 Board minutes**, the Board approved a motion to authorize the College to apply for bond financing which would allow the College to combine the refinancing of projects (i.e. the Roesler Residential Learning Center) and obtain a lower interest rate in order to save money. The savings would better allow the College to meet the part of its mission which states that the College will provide the "services to respond to diverse . . . needs [such as on-campus housing]."
- In May 2006, the Board showed support and understanding of the Mission by the actions they took on several items of the Consent Agenda of the **May 2006 Board Minutes**, by unanimously approving those items. The Consent Agenda was as follows:
 - Acceptance of the Course Embedded Assessment Report;
 - Acceptance of Degree Assessment Report;
 - Approval of FY-07 Campus Master Plan Projects for Annual

THE CONNECTED COLLEGE

3.5

SSC engages in healthy
internal communication

Submission to the Oklahoma State Regents for Higher Education.

- The Board hears reports on every Global Studies trip and many Regents have gone on trips.
- The Board approves external consultants to seek funding to provide better services to our students.

Since the yearly contingency of campus leaders attending the Higher Education Day at the State Capitol is always made up of Board Members, administration, faculty, staff, and students, this is evidence of the understanding and support of the mission in all five groups. SSC's "Institutional Beliefs and Commitments, Item E. Quality over Quantity" refers to SSC's "limited resources," which means SSC takes great care and pride in using these limited resources for the betterment of the College, by the creation of new programs and courses, facility building, and maintenance of infrastructure. Furthermore, the Board is making an effort to assist the College in meeting the portion of the Mission Statement that states: "...providing quality learning experiences and services..." which require adequate funding at the state level.



IMAGE 51: Higher Education Day at the Oklahoma State Capitol

SSC's administration understands and supports the College's mission.

To meet the Mission Statement's call for the College to "offer courses [and] provide programs," **SSC's Vice President for Academic Affairs** has assembled a Curriculum Committee organized of Division Chairs to provide curriculum oversight to new and existing courses and programs. For example, a Freshman Seminar course, which is designed to enhance student success, was adopted by the College to become part of the permanent graduation requirements. The College has also increased its online courses and its Global Studies Program offerings. The Global Studies offerings meet another aspect of SSC's mission, which is to "[provide] quality learning experiences and services that respond to diverse individual and community needs in a changing global society." The Global Studies Program has taken students to Mexico, Italy, Turkey, Spain, the Greek Isles, England, Scotland, France, Ireland, and Egypt.



IMAGE 52: SSC's Administrative leadership (L-R: President James Utterback, VP Lana Reynolds, VP Katherine Benton, MIS Director Jack Whisenand, VP Brad Walck, and VP Paul Gasparro)

As evidence of **SSC's President's** support of this aspect of diversity and a "changing global society," President Utterback was selected to serve as Chairman of the Council of Presidents for the State System of Higher Education and served two years as Chair of the Council of Two-Year Colleges. He was also appointed to serve a three-year term as a Commissioner on Diversity, Equity and Inclusion for the American Association of Community Colleges. President Utterback has worked with other administrators, faculty and staff across campus to develop new positions or reassign personnel to increase efficiency of operations or progress toward institutional goals. **In 2007, a winter summit, attended by Division Chairs and Assistant Division Chairs of each of the academic divisions, and representatives of the Faculty Senate, Professional Staff Council, Classified Staff Association, and Administrative Council** met to discuss long-range goals for the College, plans for new programs, and activities to help SSC continue to grow and excel, such as hiring personnel for recruitment and retention, and providing more outreach courses.

President Utterback and **Vice President for Institutional Advancement**, Lana Reynolds, also work to understand SSC's role in a diverse and changing society at the economic level. Utterback and Reynolds presented a program entitled "Building Partnerships for Local Economic Development" at the National Conference of the League for Innovation in New York in March 2008.

Former **Vice President for Academic Affairs** Dr. Rebecca Kennedy served on the Oklahoma Commission on the Status of Women.

Vice President for Fiscal Affairs Katherine Benton served as the President of the Oklahoma Association of Community Colleges. She and **Secretary to the President** Mechell Downey also served as President of Business and Professional Women's Association.

In order to support SSC's Mission Statement's call to "enhance the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services," an IETV classroom has been upgraded, obsolete equipment has been replaced, and portions of the network backbone have been upgraded this year. New IETV rooms for distance learning were also set up on campus. One was placed in the Haney Center and two rooms were set up in Tanner Hall. Another example of how the College is working to "provide quality learning experiences and services" is SSC's Life Science Department, which was awarded \$7000 of biotechnology equipment through a Howard Hughes Medical Institute grant to Oklahoma State University. The equipment will be used to teach DNA fingerprinting and DNA electrophoresis techniques.

Additionally, in the spirit of "enhancing the capabilities of individuals to achieve their goals," the administration, faculty, and staff worked to secure a 6% base raise, which was awarded to all full-time employees, as reflected in contracts issued in 2006. This offset previous years where employees did not receive base raises due to State budget shortfalls. SSC was among the leaders of all two-year colleges in salary increases and was significantly above the statewide average of 4%. SSC increased adjunct and overload pay in 2008 as well.



IMAGE 53: Dan Boren cuts the ribbon at the opening of the Dan Boren Business Development Center

The President and administrators further show support and understanding of SSC's Mission Statement by making available "resources and services designed to benefit students and the community at large." They developed the business incubator that led to the Dan Boren Business Development Center, and the SSC Educational Foundation filled a great community need by purchasing a building in downtown Seminole in the summer of 2004 to house the College's Employment Readiness Program, Workforce Oklahoma, and the Oklahoma Employment Securities Commission.

The President and Vice Presidents develop and administer internal financial procedures, coordinate capital projects, and supervise grants, all of which show support for the College's mission to "provide quality learning experiences and services."

Finally, to meet the College's mission to "prepare students to continue their

education beyond the two-year level,” **SSC’s Vice President for Student Affairs** has worked to improve enrollment management advising and transfer advising by the creation of a Transfer Enrollment Office.

SSC’s faculty and staff show support for and understanding of the College’s Mission. To meet the College’s mission to “offer courses and provide programs,” the teaching load for SSC’s **faculty** is 15 credit hours each semester. The faculty’s responsibilities include teaching and curricula support, and processes and activities of program evaluation and accreditation. The faculty supervise clinical experiences, and have begun new programs, such as the Collegiate Officer Program and the Child Development Program. SSC’s **staff** provide test preparation support and other types of support. The College’s GEAR UP Advisors provide workshops on financial aid, study skills, ACT preparation, college choices, and academic performance. In 2006, SSC’s Student Support Services Program was awarded a \$1 million grant (over four years) from the Department of Education.

The Seminole State College Native American Serving Non-Tribal Institutions Project (NASNTI) was designed to improve the College’s capacity to increase the academic success and retention rates of Native American and other students at SSC. The project provides the opportunity for the College community to learn more about and understand the heritage of our Native American students, while strengthening the spirit of acceptance on our campus. **The NASNTI project has three components:**

- Developmental Education,
- Retention Strategies, and
- Instructional Technology.

Each component complements and links to the other components, creating an array of strategies and services that work together to enhance and increase the potential for student success and retention. In addition, faculty development opportunities will focus on teaching strategies for underprepared students and helping faculty gain understanding of the strengths that Native American cultures can bring to helping students succeed. NASNTI is funded by the U. S. Department of Education. The NASNTI grant offices on the SSC campuses are now collectively called the All-Nations Student Development Center and are housed in the David L. Boren Library.

The faculty and staff understand and support the College’s mission to provide “quality learning experiences and services that respond to diverse individual and community needs in a changing global society.” Faculty teaching assignments may include day, night, and possibly weekend courses in classrooms on campus or offsite, or online. Faculty are expected and encouraged to attend and present at conferences and workshops. Some workshops faculty have attended that are relevant to this idea of diversity and “changing global society” include:

- In-Service Training on various forms of age, gender, and racial diversity;
- Using IETV or online delivery systems;



IMAGE 54: SSC President James Utterback and US Congresswoman Mary Fallin celebrate news of SSC's NASNTI grant award



IMAGE 55: SSC faculty and staff enjoying In-Service

- Using current technology in classroom instruction;
- Web-CT Training;
- Preparing for Campus Emergencies;
- Good Work Ethics;
- History of Seminole;
- Group Communication;
- The “Native American Student;” and
- NASNTI symposium: “Through My Eyes: The Native American Education Experience: Discussing Strategies for College and Life Success.”

The faculty and staff work to meet the Mission Statement’s call to “**enhance the capabilities of individuals to achieve their goals.**” The **faculty** participate in student advising, assessment of student learning, and encouraging student success. They also attend various workshops, such as workshops about PowerPoint, electronic portfolios, EBSCOhost and Windows XP training to learn how to better serve students. The faculty and staff work to fulfill the Mission’s goal to prepare students to continue their education beyond the two-year level. To this end, faculty have attended conferences and workshops on WebCT Online Instruction, SmartBoard Colloquia, “For Counselors Only,” Effects of Teacher Prep, Time Management, 2+2 Agreement with OSU-Oklmulgee, “Critical Thinking and Learning Objectives,” Mentoring, “Making a Difference” Study, and Plagiarism. The staff have attended conferences and workshops on TRiO Retention and Advisor Training.



SSC’s faculty and staff meet the College’s mission to provide quality learning experiences and services by participating in service to the students, professional development opportunities, and college life. The staff organize college tours and field trips, and participate in conferences and workshops such as Enrollment Management, The Fish Philosophy, and Strategies for TRiO Counselors. The staff also “make available resources and services designed to benefit students and the community at large,” as called for in the Mission Statement, by providing supervision during summer camps, office management, secretarial support to Division Chairs and instructors, and supportive roles for other offices across campus and public relations.

SSC’s faculty understand and support the Mission’s call to “train students for careers and other educational opportunities.” Faculty have the responsibility to provide coursework that supports the mission of the College. One example of this is the creation of the Principles of Biology course in Math, Science, and Engineering Division. The course was created in conjunction with the change in the number of hours required for the Associate in Applied Sciences in Nursing Degree and was designed to combine the learning experiences needed for the degree and eliminate the need for two separate courses, Biology and Chemistry I. Documentation of this change in the number of hours is found in Item 5 of the Consent Agenda of the **May 21, 2003 Board Minutes:**

Modification to Associate in Applied Sciences in Nursing reducing degree requirements from 70-72 hours to 68 hours while adhering to requirements established by the National League for Nursing Accrediting Commission and the Oklahoma Board of Nursing.

Then, in 2008, SSC Nursing faculty petitioned the Regents and the Oklahoma Board of Nursing to allow SSC to again increase the number of hours to 70-72 by adding one hour to the first semester and a three-hour capstone course to the last semester. These changes will take effect in fall 2009.

Ultimately, the College's faculty, staff, and administration work together to ensure that all functions of the College align with the College's mission.

Since the fundamental role of the College is to provide courses, the College has worked to identify four core General Education Outcomes. **These General Education Outcomes are based directly upon the College's Mission Statement, and each of the College's courses must meet at least one of these Outcomes.** The **General Education Outcomes Matrix** shows all of the College's individual courses and the General Education Outcomes they meet.

SSC's students demonstrate understanding of and support for the College's Mission by making an effort to assist the College in meeting the portion of the mission for the College to provide "quality learning experiences and services," which require adequate funding. For example, the **January 2007 Board Minutes**, under Business Items regarding "Approval of Recommendation to Increase the Student Service Fee, Approval of Recommendation to Increase the Technology Fee, and Approval of Recommendation to Increase the Infrastructure Fee," includes a notation about a "...a letter of support from Student Government President, Rachel Molleur..." for each of the three items. The **May 2005 Board Minutes** Business Items, "Authorization to Increase Tuition for fall 2005, Authorization to Increase the Student Technology Services Fee for fall 2005, and Authorization to Increase the Infrastructure Fee for fall 2005," includes a notation of a memo which "...stated that the Student Government President David Ellis, and Judy Jones, Vice President for SGA, were supportive of the increase..." for each of the three items.

The students in some classes must affirm that they have read and understand the class syllabus, which contains an abbreviated form of the Mission Statement and the General Education Outcomes. Likewise, in Freshman Orientation, the students are exposed to the Mission Statement when they go online and visit the SSC Website and review portions of the Student Handbook.

SSC's Human, Fiscal, Physical and Technological Resources' strategic decisions are mission driven.

Human Resources' Strategic Decisions:

SSC's Human Resources' strategic decisions, such as hiring, promoting, transferring and granting of tenure are driven by the Mission's statement to provide "post-secondary educational programs to residents of Hughes, Lincoln, Okfuskee, Seminole, and Pottawatomie counties in east central Oklahoma." At the time of this Report, SSC has the following number of faculty, adjunct and part-time instructors to provide these post-secondary educational programs:

- 47 full-time faculty with two doctoral degrees, four ABD, 34 masters degrees, and six bachelors degrees, and one unknown;

General Education Outcomes:

- Outcome 1:
Demonstrate college level communication skills.
- Outcome 2:
Demonstrate an understanding and application of scientific principles.
- Outcome 3:
Demonstrate knowledge related to functioning in society.
- Outcome 4:
Demonstrate an understanding of the roles of history, culture and the arts within civilization.

THE FUTURE-ORIENTED COLLEGE 1.2
SSC is driven by the mission

- 56 adjunct faculty with six doctoral degrees, 36 masters degrees, 10 bachelors degrees, and 1 associate degree; and
- One part-time instructor with a masters degree.

Off-campus courses are offered in the five-county service area with in-person instructors as well as delivered via IETV. Based on recommendations from a Winter Summit campus planning retreat in 2008, Tracy Lucas was hired as Coordinator of Recruiting and Campus Activities to manage the College's recruitment and retention efforts. A number of special events and activities were developed through the new Campus Activities Board, including movies, concerts, dances, and a "Fun Day." Additionally, the position was responsible for recruiting activities on campus at area high schools and at community events. More recently, the College received the NASNTI grant to help with recruitment and retention.

THE FUTURE-ORIENTED
COLLEGE 1.2
SSC is driven by the mission

SSC's Human Resources' strategic decisions are also driven by the Mission's goal to "provide quality learning experiences and services that respond to diverse individual and community needs in a changing global society" and to prepare students to "continue their education beyond the two-year level, [train] students for careers and other educational opportunities, and [make] available resources and services designed to benefit students and the community at large." Thus, SSC faculty have added or modified course and program offerings. Some examples of this include the 16-month fast track Associate in Applied Science in Business Degree; the Business & Industry Courses of Business and Leadership, Basic Computer Skills, Insurance Education, and E-Bay Basics; the Collegiate Officer Program; and the Medical Laboratory Technician Program.



IMAGE 56: SSC offers many top-class athletic teams for women

In efforts to create more gender equity at the College, in 2004 President Utterback presented the Board with a copy of a "Report on the Progress toward Gender Equity in Athletics," which was prepared by the Athletic Director in November 2003. The report detailed information regarding the number of scholarships, coaches' salaries, and types of practice and playing facilities for men's and women's sports at the College. The report also included results of surveys of men's and women's sports offered at area high schools, taken in order to determine the level of interest in specific sports. SSC's attorney Ed Cadenhead presented information about the Office of Civil

Rights website and reports he had reviewed on institutions with deficiencies in Title IX compliance. He stated that he felt very comfortable with SSC's efforts toward Title IX compliance, especially with the strides SSC had made with the planned addition of a new state-of-the-art Softball Complex.

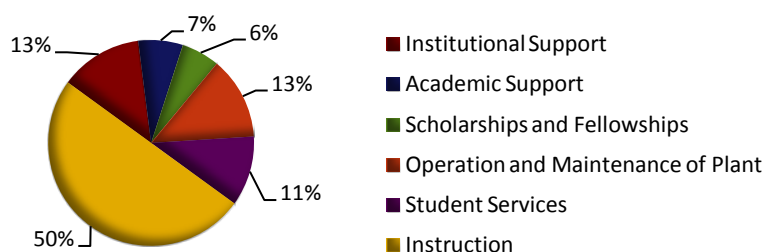
Fiscal Resources' Strategic Decisions:

SSC's Fiscal Resources' strategic decisions are driven by the Mission Statement's goal to provide "quality learning experiences and services."

Most of the College's Fiscal Resources are devoted to instruction, since that is the primary function of the College. CHART 1.A below shows the breakdown of budgeted expenditures:

THE FUTURE-ORIENTED
COLLEGE 1.2
SSC is driven by the mission

Chart 1.A: FY09 Budgeted Expenditures



The College also devotes monies to enhance its “quality learning experiences and services.” SSC continually works to secure monies for the improvement of the College. For example, in December 2003, SSC in a partnership with East Central University, received word that SSC would receive approximately \$39,250 annually for five years, totaling \$209,409 as part of a Title III Strengthening Institutions Federal Grant. In 2006, the College participated in the third year of a U. S. Department of Education Title III Cooperative Strengthening Institutions Program, which was a cooperative effort between East Central University, Seminole State College, Eastern Oklahoma State College, and Murray State College to facilitate transfer of associate degree graduates into baccalaureate degree programs. Through the program, SSC received five years’ funding totaling approximately \$206,969.

Physical Resources’ Strategic Decisions:

SSC’s Physical Resource’ strategic decisions are driven by the Mission Statement’s goal to serve the College’s constituents’ changing “diverse individual and community needs.” Therefore, the College’s facilities are maintained and improved to meet these needs, and other buildings and facilities are added to the campus to meet the constituents’ needs. SSC’s first new building on campus in 15 years, the Roesler Residential Learning Center, opened in 2000 and offers 82 beds in aesthetically pleasing surroundings. In 2002, the Enoch Kelly Haney Center opened, providing classrooms, offices, and meeting space for campus and community events. In 2006, a long-time plan to renovate the E. T. Dunlap Student Union Meeting Room for accessibility was completed. The meeting room is used routinely by the local Lions Club, Rotary Club, and Business and Professional Women’s Association, as well as for other campus and community meetings. The renovation made the room ADA compliant. In 2008, SSC built the Seminole Nation Residential Learning Center because of a need determined by a housing survey. The College also added a new maintenance building and a Softball Complex, and began construction of a Student Services Center.



IMAGE 57: Enoch Kelly Haney Center



IMAGE 58: Seminole Nation Residential Learning Center

Technological Resources’ Strategic Decisions:

SSC’s Technological Resources’ strategic decisions are driven by the Mission Statement’s claim to “prepare students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit the students and the community at large.” In 2007, SSC’s Management Information Systems staff transformed SSC into a “wireless campus,” making SSC the only totally wireless location in the community. The College also purchased 30 desktop and 34 laptop computers specifically for



faculty use, increased its IETV and WebCT course offerings, and improved and added new IETV classrooms.

SSC's planning and budgeting priorities flow from and support the mission.

SSC's two primary planning and budgeting documents are the Capital Master Plan and the Three-Year Plan, both of which are available in the Appendix to the Report. Our planning documents, retreats, and in-service sessions all begin with a discussion of SSC's Mission Statement. The Capital Master Plan priorities for FY09 include equipment, handicap access to buildings, renovation of facilities, software, and student success. The Three-Year Plan priorities for 2008-2011 include technology, academic efficiencies, student success and opportunities, improvement of staff benefits, administrative effectiveness, expand awareness, attain 10-year continued accreditation, enhance faculty and professional development, ensure highest academic standards, develop academic programs, foster educational partnerships, enhance quality of all Divisions and Programs, enhance Library / resource center, improve and enhance campus environment, enhance student educational experience, enhance student support services, establish safe and functional facilities, provide effective transportation to student activities, provide planning and guidelines for the safety of students and staff, maintain functional equipment for the care of the physical plant and grounds, improve effectiveness of general fiscal operations, improve use of bookstore software, and develop streamline reporting with state offices.

All of these priorities work to support the mission in many ways.

The technology and student success plans from the Capital Master Plan focus on the Mission Statement's claim that the College exists to "enhance the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society." In addition, the Three-Year Plan's priorities to expand awareness, ensure highest academic standards, develop academic programs, foster educational partnerships, enhance quality of all Divisions and Programs, enhance the Library / resource center, improve and enhance the campus environment, enhance student educational experience, and enhance student support services plans all support the Mission's goal to prepare "students to continue their education beyond the two-year level, [train] students for careers and other educational opportunities, and [make] available resources and services designed to benefit students and the community at large."

The goals of SSC's administrative and academic divisions are congruent with the College's mission.

The goals of all of these academic divisions are listed in SSC's Three-Year Plan. All of them work together to fulfill the College's mission, particularly to provide the mechanisms by which the College can "offer courses, provide programs, and confer associate degrees," and to provide "quality learning experiences and services that respond to diverse individual and community needs in a changing global society," and to prepare "students to continue their education beyond the two-year level, train students for careers and other educational opportunities, and make available resources and services designed to benefit



IMAGE 59: SSC offers many programs to help students succeed here and beyond the two-year education level

students and the community at large.” Many of the goals focus on student success, universal access, collaboration, and instructional innovation.

SSC’s internal constituencies articulate the mission in a consistent manner.

The College’s internal constituencies are its students, faculty, staff, and administration. All work together to meet the same goal as articulated in the College’s Mission Statement: “The College exists to enhance the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services.” Additionally, the College exists primarily to offer courses and confer degrees, as stated in the Mission Statement: “Seminole State College is maintained as a two-year public college authorized by the Oklahoma State Regents for Higher Education to offer courses, provide programs, and confer associate degrees.” All of the courses offered meet at least one of the College’s General Education Outcomes that are directly tied to the College’s Mission Statement; therefore, the mission is consistently articulated in all of the courses. This mission is seen in the course syllabi, which includes the General Education Outcomes, and in the Course Catalog and Student Handbook. Students in many classes are required by the instructor to sign a “receipt of syllabus” demonstrating that they understand the policies of the course syllabus, which includes the mission and general education outcomes. This mission also provides the unifying force behind all the planning and budgeting priorities of the College.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 1C:

Since 2001, Seminole State College’s campus infrastructure has dynamically improved, which is a remarkable achievement considering that the majority of the College’s budget is from limited, yearly, state appropriations. Our new residential learning centers, maintenance building, Softball Complex, and Student Services Center are all welcome and much-needed improvements; however, the need for more classroom space remains. This need deserves appropriate consideration since the College’s basic responsibility is to offer courses, as stated in its Mission Statement. As a result, the College has planned to remodel Tanner Hall and add more classrooms. However, the College should continue its already ongoing work to secure monies to build more classroom facilities. Other campus improvements include our move to an all wireless campus for Internet access. We are also working to offer more online courses, yet many of our students still do not have personal home computers because of financial reasons. SSC should continue to analyze ways to help each of our students own a home computer. To help SSC continue to grow and serve the community and students, stay true to its mission, and operate with fiscal responsibility, the College should implement a schedule of regular review for the Board to evaluate the continuing viability and applications of the College’s policies, procedures, and mission documents.

THE CONNECTED
COLLEGE 3.5
SSC engages in healthy
internal communication



IMAGE 60: SSC's new Student Services Center, under construction

CORE COMPONENT 1D:

SSC'S GOVERNANCE AND ADMINISTRATIVE STRUCTURES PROMOTE EFFECTIVE LEADERSHIP AND SUPPORT COLLABORATIVE PROCESSES THAT ENABLE THE COLLEGE TO FULFILL ITS MISSION.

The following CHART (1.B) illustrates the organizational governance of the College.

CHART 1.B: SSC's Organizational Governance

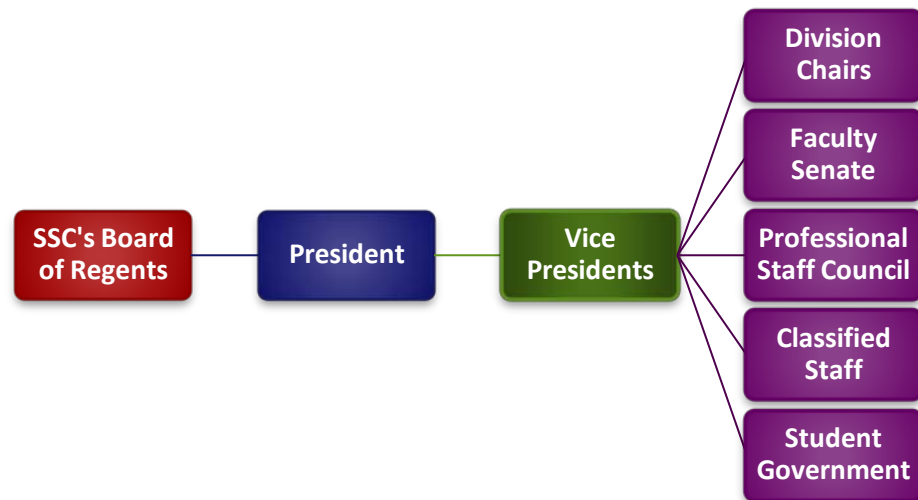


IMAGE 61: SSC's Board of Regents at the July 2009 meeting

The **Board of Regents** meets with the President and Vice Presidents on a regular basis to discuss business and needs, and to communicate any other information to those present.

The **President** meets with the Administrative Council, which includes the Vice Presidents and Director of MIS, at least biweekly. Any pertinent information from the President and the Administrative Council are relayed to each other. Any information, such as faculty, staff, or student concerns or questions are discussed. To strengthen communication, the Faculty Senate President attends all formal Administrative Council meetings.

The **Vice Presidents (Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Institutional Advancement, and Vice President for Fiscal Affairs)** facilitate professional development, and ways to address faculty, staff, student, community, and facility needs.

Division Chair/Curriculum Committee meetings are held at least monthly with the Vice President for Academic Affairs. The Division Chairs report division information, and the VPAA reports administrative information. Issues such as faculty needs, assessment of student learning, student retention, professional development, and course development are discussed.

Representatives from **Faculty Senate, Professional Staff Council, and Classified Staff Council** can schedule meetings with the President and Vice Presidents to

discuss any needs or concerns each group may have. Through the Administrative Council, and the requests from Faculty Senate and the Professional and Classified Staff Councils, funds for professional development have been earmarked for their use. The Faculty Senate President attends the monthly Board of Regents meetings, and reports the happenings at the monthly Faculty Senate meeting.

The **Student Government Association** represents the student body needs and concerns, and relays these issues to the appropriate Vice Presidents and President. The SGA learns various governmental procedures through their campus, state, and national meetings, which are approved by the College's Vice Presidents and President.

Board policies and practices document the Board's focus is on the College's mission.

The Board's duties are set forth in the **SSC Policy Manual: "Powers and Duties of the Board of Regents, Part I, Chapter 2"**:

The Board of Regents [...] shall be the governing Board of the community college and shall have the supervision and management thereof and shall have the same powers and duties as governing boards of other institutions in The Oklahoma State System of Higher Education, and may do all things necessary or convenient to make the community college effective for the functions and purposes for which it shall have been established. [Title 70, Section 4413C]

The Board is responsible for ensuring that SSC is "effective for the functions and purposes for which it shall have been established," i.e. the College's mission. The Board, of necessity, understands and supports the mission. Some representative examples of the Board's practices that document that the Board's focus is on the College's mission, particularly the Mission Statement's call for SSC to "offer courses, provide programs, and confer associate degrees," and to provide "quality learning experiences and services" are found within the Board's meeting minutes:

- **March 2006 Board Minutes** – The Board approved an increase in room and board rates during FY2006-2007 to cover the mandatory costs that increase annually. This raised room and board rates for the S. J. Sarkeys Dormitory by 5% and by 9% in the Roesler Residential Learning Center. This approval shows the Board's support and understanding of SSC's Mission's claim to "make available resources and services" designed to benefit the students.
- **March 2006 Board Minutes** – The Board approved the purchase of 1300 copies of a customized English Composition I and II reader for approximately \$70,200 from Pearson Education, Inc. This approval also shows the Board's support and understanding of SSC's Mission's claim to "make available resources and services" designed to benefit the students.
- **June 2003 Boards Minutes** – The VPSA and VPAA presented the Board with a Discipline Assessment Report. This Report was in preparation for the Higher Learning Commission Assessment Visit that was



IMAGE 62: Opened in 2000, the Roesler Residential Learning center provided needed living space for SSC students

scheduled for November 17-18, 2003. This Report shows the Board's awareness of its duty to help provide "quality learning experiences," as called for by the College's Mission. Assessment is one way in which these quality learning experiences are ensured.

- **July 2003 Board Minutes** – President Utterback presented the Board with a copy of the two most recent Internal Audit Reports and a memo from Vice President for Fiscal Affairs Katherine Benton which responds to the recommendations in these audit reports. Regent Harrison, member of the Board Audit Committee, informed the other Board members that these audits were clean with no areas of concern. Regent Cody requested that the Board members be notified as recommendations on audits are addressed. President Utterback responded to Regent Cody's request by agreeing to report progress on audit recommendations biannually. This example shows that the Board stays informed of budgets and audits. This awareness is necessary in order to maintain efficient running of the College, so it can continue to effectively fulfill its mission.
- **August 2002 Board Minutes** – President Utterback presented the Board with a copy of Policy II-7-1 of the SSC Policy Manual concerning hearing procedures regarding student disciplinary action and the proposed changes to this policy. The Board unanimously approved the changes to Policy II-7-1 of the Seminole State College Policy Manual as presented. This Board action coincides with the "providing quality services and experiences" portion of SSC's Mission Statement. This policy is designed to maintain an educational environment conducive to learning, and policies provide mechanisms for grievances, which is important for allowing students a respectful, ethical learning environment.

THE LEARNING FOCUSED COLLEGE 2.5

SSC strengthens organizational learning

THE CONNECTED COLLEGE 3.5

SSC engages in healthy internal communication

The Board enables the College's chief administrative personnel to exercise effective leadership. Furthermore, the distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.

SSC's Board of Regents enables the College's President to exercise effective leadership as documented in **SSC's Policies and Procedures** on the SSC Website:

- **Policy II-3-2 / College Administration / Line of Responsibility / College Administration / Duties of the President:**

The Seminole State College Board of Regents **delegate to the President the authority to guide and direct all operations and activities of the College.** It shall be the policy of the Board of Regents that the President serve as Chief Administrative Officer and is accountable directly to the Board. In such service, the President will have the following duties. This specific enumeration of duties shall not act to limit the broad authority and responsibility of the President." (**Policy II-3-2**)

Therefore, at SSC, in accordance with the above policy, the distribution of responsibilities is delegated chiefly by the President, as further stated in Policy II-3-2:

The lines of responsibility and communications shall be designated by the President and shall be reviewed periodically with the Board of Regents. The President shall designate administrative officers to be in charge during his / her absence.

Hence, SSC's governance structures, processes, and activities operate within this policy. See CHART E on page xxxiv for details about the distribution of leadership responsibilities at the College. People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.

Board of Regents

SSC's Board of Regents are committed to the College's mission to provide quality learning services. To this end, the Regents operate within Oklahoma law to fulfill a certain number of "Regents Education" hours:

Policy II-1-1 / General Administration Regents Education Program:

All Regents appointed after January 1, 1991, must take 15 hours of Regents Education. At least eight of those hours must be in "core education" (including two hours in ethics and at least three in higher education issues.) The 15 hours must be taken within two years of taking office. [Oklahoma Law (70 O.S. Supp. L990, Sections 3228 and 3228.1)]

The purpose of the Regents Education Program is to educate Oklahoma Regents and Trustees about the nature of their responsibilities and the seriousness with which they should be undertaken. More specifically, the program is to provide information and understandings that will allow Regents and Trustees to perform their public responsibilities and to govern successfully in the face of greater calls for wider programs and services, mandates for greater accountability, changing clientele and demands, and resource scarcity. Please see **Regents Education Program** for the status of SSC's Regents.

President and Vice Presidents

SSC has clearly defined job descriptions for the President (**Policy II-3-1**) and Vice President positions (**Policy II-4-1**). The Administrative Council members are appropriately qualified to carry out their defined responsibilities as shown by their résumés and continuing and professional development backgrounds. Complete records of the **President's and Vice Presidents' Résumés** and **Administrators' Professional Development Histories** are available in the VRR.

The President's and Vice Presidents' commitment to completing professional development opportunities demonstrates their commitment to the College's mission to provide quality learning experiences and services.

Division Chairs

The Division Chair Council is comprised of tenured and willing faculty who are committed to the College's mission to provide quality learning experiences. These Chairs are appropriately qualified to carry out their defined responsibilities, which are stated in the **Division Chair Job Description**. Each Division Chair fulfills these requirements. Complete **Division Chair Résumés**

THE LEARNING FOCUSED
COLLEGE 2.5

SSC strengthens
organizational learning

THE LEARNING FOCUSED COLLEGE 2.5
SSC strengthens
organizational learning



IMAGE 63: English instructor Christian Morgan in a one-on-one grading session with his student

and **Division Chair Professional Development Histories** are located in the VRR.

Faculty Senate

SSC's Faculty Senate provides an element of shared governance on campus. The Faculty Senate consists of tenured, non-tenured, full-time, part-time, and adjunct instructors who are all committed to the College's mission and work together and with the administration to improve the quality of learning and services at the College.

Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.

One way SSC achieves coherence of curriculum is by its **common syllabus format**, which is used by all faculty for all classes, and includes the Mission Statement, General Education Outcomes, Course Outcomes, ADA Statement, and other information particular to the individual course or required by the College.

This syllabus format provides integrity for the College's academic processes because all of the processes are tied to a General Education Outcome, which is based on the College's Mission. Students are regularly informed, therefore, of the purposes for the academic processes.

Faculty work with their respective Division Chairs to develop, refine, and modify the curriculum and programs. Faculty and Division Chairs work together for Program Reviews. All faculty are required to conduct Course Embedded Assessment, and several faculty serve on the College's formal Assessment of Student Learning Committee. Other faculty work together within their divisions to improve student learning and conduct regular review of curriculum within the departments.

For instance, the College's Writing Program consists of the full-time English faculty. These faculty meet regularly each semester to identify strengths and weaknesses of the writing curriculum and identify ways to improve it. **Sample Writing Program Minutes** are available in the VRR.

Faculty across campus have supported and helped develop the Oklahoma State Regents for Higher Education (OSRHE) Course Equivalency Project (CEP) Matrix. This Matrix shows equivalencies of courses from one college or university to another within the State System. This effort is ongoing.

The Division Chair Council acts as a Curriculum Committee and meets on a regular schedule to conduct issues concerning the College's academic programs, additions of new programs, and alterations of existing programs. This could include the addition, deletion, or altering of specific courses. New syllabi and texts are approved at these meetings.

Additionally, the Division Chair Council approves cooperative agreements with area Vo-Tech schools, as well as agreements with sister institutions such as East Central University on degree / course equivalency. After the Division Chair Council has approved these agreements, they are approved by other entities of

the College, namely the Administrative Council and the Board of Regents.

The Faculty Senate is also involved in ensuring the coherence of curriculum and integrity of academic processes. Specifically, the Faculty Senate has two committees, the Faculty Welfare Committee and the Academic Issues Committee, that are dedicated to addressing such issues as student retention; creation of a class drop form with a faculty signature line; professional development; online and IETV courses; plagiarism; campus governance; evaluation and opinion surveys for all entities of the College: faculty, staff, administrators, and students; academic freedom; intellectual property rights; copyright laws; open records laws; four-day class schedules and other scheduling; compensation for off-campus travel; and increased pay and benefits for adjunct instructors.

Effective communication facilitates governance processes and activities.

The President's "Campus Memo" facilitates communication from the President to the faculty and staff about important happenings at the College and in Higher Education. This memo is issued several times a year to the faculty and staff emails and campus mail, and posted on SSC's Website.

The Presidential Advisory Panel was established in spring 2004 to provide a means of effective communication within the College's governance processes. The Panel enhances communication between members of the faculty, staff, students and administration by serving as a conduit for bringing forward ideas, advice and perspectives of these various constituencies. This Panel consists of a representative from each division, and presidents or designees of the Professional Staff Council, Classified Staff Council, Faculty Senate, and Student Government Association. Some examples of issues the Panel has dealt with include reviewing and helping prioritize capital bond projects and assisting with general institutional needs and ideas.

At the request of Faculty Senate, President Utterback hosted faculty in the Haney Center to answer a variety of questions, some of which had been submitted anonymously. This forum was an ad hoc effort to address several concerns and communicate outside regular channels.

The President hosts an informal "Coffee with the President" a few times a year for faculty and staff who prefer to visit with him about campus matters in a relaxed setting. This "Coffee with the President" promotes positive communication among those involved.

The administration is invited to all Faculty Senate meetings to give reports, make announcements, and receive input from the faculty. The administration is also invited to do the same at the Professional Staff Council and Classified Staff Council meetings.

The Division Chairs meet with the Vice President for Academic Affairs monthly to discuss academics, governance, activities, and other relevant issues. The Division Chairs then act as a conduit of information to their divisions, as well as from their division members to the VPAA.



IMAGE 64: SSC instructors Jeff Cox, Lori Eberhart and Paula Rutledge at the East Central University Articulation Agreement meeting



IMAGE 65: "Coffee with the President" brings faculty, staff, and President Utterback together in an informal setting



IMAGE 66: SSC faculty
enjoying a moment at In-
Service

THE DISTINCTIVE
COLLEGE
SSC is self-reflective

4.4

All of the College's faculty and administrators, and many of the staff, participate in In-Service Meetings at the beginning of each academic year. Additionally, all campus employees and students have a campus email account by which they receive information about pertinent governance processes and activities. Such information is often printed in the College's newsletter, *The Collegian*, which is available at distribution sites across campus and on the College's Website.

Finally, the Faculty Senate President is also invited to attend all Administrative Council meetings. Faculty often attend the Board meetings, and the Board minutes are likewise posted on the SSC Website.

Seminole State College evaluates its structures and processes regularly and strengthens them as needed.

The teaching process is evaluated yearly by Division Chairs, and includes a "Student Feedback on Instruction" component. The Division Chairs evaluate all full-time faculty, and many Chairs evaluate adjunct faculty. This evaluation includes review of the faculty's job performance, student feedback, syllabi, and assessment options. Faculty are encouraged to attend meetings, seminars, colloquia, and symposiums which will strengthen their teaching. Course material is evaluated in many ways. As examples, all instructors teaching the same course use the same core text that has been approved by the College's Curriculum Committee, which consists of the Division Chair Council. Many faculty teaching the same courses also use the same assessment test or tool.

The Division Chair Council, under the leadership of the VPAA, continuously evaluates structures and processes within their purview, such as cooperative agreements, course matrices, common course syllabi, transfer agreements, and college colloquia.

At the suggestion of Faculty Senate Welfare Committee, SSC regularly posts questions on the website to gather input regarding campus issues.

The VPAA is annually evaluated by the Division Chairs. In fact, all of the Vice Presidents are evaluated annually by those they supervise, and the President is evaluated by the Chair of the Board of Regents at the Board's discretion.

SSC's Capital Master Plan, the Institutional Academic Plan, and the Three-Year Plan undergo an annual review process by appropriate constituents.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 1D:

SSC's faculty and administration have a clear understanding and respect of the "chain of command." The organizational structure is approved by the Board. The Board should formally approve the organizational structure on an annual basis.

Likewise, the Board should consider linking items it passes to the College's Mission Statement as standard operating procedure. Such a practice would

ensure and document that the Board operates within the College's Mission. Currently, there is no set cycle of review of Board Policies, so some cycle should be established. The President has the authority to approve all College procedures; however, various procedures, structures, and processes are evaluated and approved by the Administrative Council. Therefore, the Administrative Council should consider keeping and posting on the SSC Website summaries of items discussed at their meetings in order to verify their ongoing involvement with the improvement of the College.

Another consideration is for the Vice Presidents' and Division Chairs' job descriptions to be added to SSC's Board Policy Manual in order to completely demonstrate SSC's "chain of command and responsibility."

Furthermore, the phrase "committed to the mission" and the Mission Statement itself may need to be added to all evaluations, campus-wide. Thus, a question such as, "Does the instructor understand the Mission Statement and support the mission of the College by the way he or she performs his or her duties?" could be added to an instructor's evaluation to provide evidence for such an important idea. A similar question should be added to the evaluation of any person on the Division Chair Council and Administrative Council, even the evaluations of Classified and Professional Staff, to provide consistency in documentation and evaluation. Such documentation would provide a solid demonstration of SSC's all-encompassing understanding of and support for its mission.

The Faculty Senate Welfare Committee worked with the administration to reinstate climate surveys in 2009, and the College has instituted other campus and community surveys as well. Also, in the process of conducting this Self-Study, a need to revive SSC's Climate and Community Surveys became evident. The intention of the climate surveys is to provide us with the means to critically analyze all aspects of our College, to help us identify ways to improve both the campus and community, and to provide a research base from which we can create plans and documentation for those improvement strategies. Current evaluation procedures and the climate survey help us to provide consistency of documentation and glean feedback from faculty, staff, students and appropriate community members. The evaluation forms will demonstrate that these administrative entities are effectively executing their responsibilities in the spirit of being good stewards of the College and its mission. These evaluation forms and climate survey, combined with external audits and government agencies, will reflect whether these administrative entities are effectively executing their responsibilities.

Finally, the Board and Administrative Council should review the College's Mission Statement and other mission documents on an annual basis to ensure and document their continued viability.

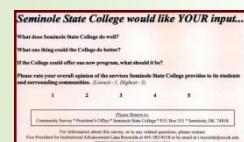


IMAGE 67: SSC's Community Survey card

**BOX A: SSC'S
PROGRAMS**

AAS Applied Technology: options in Aviation Maintenance Technology, Computer-Aided Drafting, Computer Graphic Design, E-Commerce Web Programming, Emergency Medical Technician – Paramedic, Medical Office Technology, Networking Systems Technology, Precision Machining Technology, Surgical Technology

AAS Business: options in Accounting, Business, Customer Service, Finance, Legal Office, Medical Office, Office Management

AAS Business – Fast Track

AAS Medical Laboratory Technician

AAS Nursing: including Cooperative Alliance Agreements with Gordon Cooper Technology Center and Wes Watkins Technology Center

AA Art

AA Child Development

AA General Studies

AA Language Arts and Humanities: options in Speech, Journalism, or English, Humanities, Language Arts

AA Social Sciences

AS Behavioral Sciences

AS Business

AS Computer Science

AS Criminal Justice: option in College Officer Program

AS Elementary Education

AS Health Related Education and Recreation

AS Life Sciences

AS Mathematics

AS Physical Sciences

AS Science – Pre-Engineering

Certificate of Mastery in Child Development

CORE COMPONENT 1E:

SEMINOLE STATE COLLEGE UPHOLDS AND PROTECTS ITS INTEGRITY.

Seminole State College establishes its integrity by placing students as first consideration in all decisions and functions of the College. All entities of the College work together to ensure a successful, dynamic learning environment for the students. SSC strives to be an educational institution of excellence as well as an integral community asset to our five-county service area.

The College's activities are congruent with its mission.

SSC's Mission Statement and Function Statement clearly list the College's activities. Within these mission documents, the College's major activities include:

- **Offering Courses and Providing General Education and Other University Parallel Coursework.** SSC offers 435 courses and 15 labs. (2008-2010 SSC College Catalog)
- **Providing Programs (particularly post-secondary educational programs) to Residents of Hughes, Lincoln, Okfuskee, Seminole, and Pottawatomie Counties in East Central Oklahoma.** SSC offers 22 programs of study. See Box A this page. SSC effectively serves its five-county service area. Chart 1.C shows the number of students by year and by county:

**CHART 1.C: Number of Students in 5-County
Service Area by Year and County**
(asterisks indicate Institutional Statistics for one semester only)

	2001	2002	2003	2004	2005*	2006	2007	2008	2009*
Hughes	365	376	424	406	181	288	322	275	145
Lincoln	161	275	406	384	145	324	377	363	183
Okfuskee	143	186	213	221	87	186	181	188	94
Seminole	1165	1295	1504	1520	644	1385	1284	1138	565
Pottawatomie	1033	1222	1545	1517	722	1674	1575	1505	713

Conferring Associate Degrees

Since 2001, SSC has conferred the following number of associate degrees by year:

2001-02: 230 degrees
2002-03: 274 degrees
2003-04: 279 degrees
2004-05: 322 degrees
2005-06: 289 degrees
2006-07: 216 degrees
2007-08: 297 degrees
2008-09: 265 degrees

Providing Formal and Informal Programs of Study to Meet Community Needs for Continuing Education (SSC Function Statement)

In response to a request from area bankers and insurance agents, SSC instituted an “Insurance Professional Series” in April 2007. This series meets the needs of these local professionals by providing them with a close-to-home venue for attaining their continuing education. Since the series began in 2007, SSC has seen increasing enrollment in the course, which is offered twice a year. SSC has also provided special computer classes for the Seminole Nation.

Providing Quality Learning Experiences and Services

While SSC offers many quality learning experiences in all of its classes, a solid example is found within the College’s Nursing Program. Each year, the College’s sophomore nursing students participate in disaster preparedness training conducted by the American Red Cross. This training teaches the students how to respond to local, state, and national disasters like fires, floods, ice storms and bombings.

Additionally, SSC has improved its technological resources over the past few years to provide “quality services” for the students. Eighty-five percent of the classrooms have technology in them, such as SmartBoards or Internet access. SSC has wireless Internet service available to students and faculty. The residential learning centers have computer labs and access to the Internet, and the Nursing Department has a dedicated computer lab and other technological innovations. The College has online enrollment and email for students, and provides IETV, and online classes. The Library makes its subscription databases available through the Library website to students at home. Also, SSC has a “computer / Internet café” by Admissions in Tanner Hall and plasma TV’s in various public areas on campus.

Providing Special Support and Activity Programs

SSC’s All-Nations Student Development Center provides tutoring and other retention-focused services to help students succeed. The Center also works to raise awareness about and promote understanding of Native American cultures by hosting various symposiums and training seminars.

Tutoring is also available through Student Support Services, which is part of the TRiO federal programs. Student Support Services provides opportunities for academic development, assists students with basic college requirements and serves to motivate students toward the successful completion of their postsecondary education. Student Support Services also provides grant aid to current participants who are receiving Federal Pell Grants.

SSC has received federal grants to provide services to help prepare middle and high school students for college. These programs include TRiO, which consists of Talent Search, Upward Bound and Upward Bound Math-Science. Other TRiO programs include Student Support Services, which assists college students in being successful in college, and Veterans Upward Bound, which helps veterans return to postsecondary education.

THE FUTURE-ORIENTED
COLLEGE 1.2
SSC is driven by the mission



IMAGE 68: Students in one of SSC's many computer labs

THE CONNECTED
COLLEGE 3.3
SSC creates a culture of service

TRiO

IMAGE 69: SSC's TRiO program provides multiple levels of assistance to students



IMAGE 70: GEAR UP Staff at a training meeting

THE FUTURE-ORIENTED
COLLEGE 1.2
SSC is driven by the mission

- **Talent Search** identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. This program provides academic, career and financial advising to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice. Talent Search serves 700 participants in 10 area schools.
- **Upward Bound** helps youth prepare for higher education. Upward Bound provides academic, career, and financial advising to its participants throughout the academic year. Participants receive instruction in literature, composition, mathematics, and science during a six-week summer residential program designed to simulate the college-going experience. Upward Bound serves participants in 18 area schools.
- **Upward Bound Math-Science** additionally provides services to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science. Upward Bound Math-Science serves participants in 11 area schools.
- **Veterans Upward Bound** provides intensive basic skills development and short-term remedial courses for military veterans to help them successfully transition to postsecondary education. Veterans also learn how to secure support from available resources such as the Veterans Administration, veterans associations, and various state and local agencies that serve veterans.
- **GEAR UP** is another federal program and is not part of the TRiO programs. GEAR UP is designed to increase the number of low income students who are prepared to enter and succeed in postsecondary education. GEAR UP serves a cohort of students and follows the cohort through high school. GEAR UP also provides information and guidance to parents on the accessibility of college and the availability of financial aid. GEAR UP serves nine area schools.

Preparing Students to Continue Their Education beyond the Two-Year Level

Transfer data from 2001 – 2004 indicates that on average, SSC students successfully maintain their GPAs at the three major transfer universities of East Central University, University of Central Oklahoma and Oklahoma State University. Students' GPAs typically only decrease .25% upon transferring from SSC, which means the average transfer student may go from a B- (3.0) at SSC to a C+ (2.8) at the transfer university. This decrease is considered not as a reflection of SSC's curriculum, but the fact that at university, students take more advanced, junior and senior level courses in their majors.

Training Students for Careers and Other Educational Opportunities

SSC offers Business & Industry classes in Aromatherapy, Introduction to Massage Techniques, Ballroom Dancing, Estate Planning, Elderly Care, Financial Planning, Scuba Diving Training, and Life Guard Training. SSC also offers the Child Development Certificate of Mastery Program, the Collegiate Officer Program – C.L.E.E.T. Certification, and the Insurance Professional Certificate Program.

Providing Programs of Remedial and Developmental Education

SSC offers remedial and developmental courses in Math, English, Reading, and Science.

Providing Resources and Services, such as Programs of Economic Development, Designed to Benefit Students and the Community at Large

SSC's Employment Readiness Program helps educate Department of Human Services welfare recipients and place them in productive jobs. The **East Central Workforce Development**, using a Workforce Investment Act National Emergency Grant, worked with SSC to provide retraining services for dislocated workers from any of the area VF Jeanswear (Wrangler) plants that had closed or relocated. Furthermore, the local community organizations, such as **Lions Club, Kiwanis, and Chamber of Commerce**, use campus facilities for meetings, and individuals can use the facilities for events such as reunions and weddings. **The David L. Boren Library** is also available for community use. SSC employees are active in the communities the College serves. The faculty and staff sit on boards, donate time and resources, and use SSC's student organizations to provide community services.

SSC's Board exercises its responsibility to the public to ensure that the College operates legally, responsibly, and with fiscal honesty.

SSC understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized entities). SSC is chartered by the **Oklahoma State Regents for Higher Education** as a public college and therefore operates under Oklahoma laws. All of our functions are approved by the OSRHE, in compliance with federal and state regulations, and OSRHE regulations.

Thus, SSC is committed to operating legally and responsibly, following the policies and procedures established in our handbooks and manuals. SSC's administration provides oversight and takes corrective action when necessary, including dismissing employees who do not follow the laws or meet SSC's standards.

These laws and regulations include:

- Civil Rights Act (Title VI)
- Age Discrimination in Employment Act
- Americans with Disabilities Act
- Family Educational Rights and Privacy Act (FERPA)
- Non-Discrimination on Basis of Sex in Education Act
- Occupational Safety and Health Administration (OSHA)
- Title IX
- EEOC
- Tax Laws
- Copyright Laws
- HIPAA (Health Information Portability and Accountability Act).



**PLEASE SEE THE
FEDERAL COMPLIANCE
CHAPTER OF THIS
REPORT FOR MORE
INFORMATION.**

SSC's policies and procedures provide proof of integrity. Some examples of such policies are:

- Athletic Code of Conduct;
- College Safety – VORTEX, Residential Learning Centers Regulations, Non-Student Regulations and Removal of Individuals, Computer / Network / Internet Usage, College-Sponsored Trips;
- Non-Discrimination and Affirmative Action;
- Publications;
- Yearly Audits;
- Disciplinary Regulations for employees and students;
- Appeals Processes for Disciplinary and Academic Actions;
- General Fiscal Affairs Policies regarding budget, financial accounting system, purchasing policy, inventories, athletic revenue, cash disbursements, personnel and payroll, and scholarships;
- Physical Plant Policies regarding risk management, vehicle safety standards, maintenance, disposal of surplus property, and campus meetings.

SSC's Board of Regents is informed of the "goings-on" of the College via the "Management Letters" that are part of each Board member's informational packet distributed to them before their meetings.

To ensure fiscal honesty, SSC is required to have internal and external audit reports, and the Board must accept those reports. The audits' acceptance is voted on in a public meeting. The President consults the Board to ensure that the College has federal audits of its federal programs.

SSC also maintains affiliations with accrediting groups in order to ensure the College is operating "responsibly."

SSC is a member of the North Central Association of the Higher Learning Commission, the National League for Nursing Accrediting Commission, the Oklahoma Board of Nursing, the National Accrediting Agency for Clinical Laboratory Sciences, National Association for the Education of Young Children (NAEYC), and the Council on Law Enforcement Education and Training (C.L.E.E.T.). SSC maintains affiliations with other groups as well, such as NJCAA, Central Oklahoma Tech Prep Consortium, and others. A complete list of SSC's **Affiliations with Accrediting Groups** is available in the VRR.

Seminole State College consistently implements clear and fair policies regarding the rights and responsibilities of its internal constituencies.

SSC's internal constituencies are its students, faculty, professional and classified staff, administration, and Board of Regents.

Students:

SSC's policies regarding the rights and responsibilities of its students are clearly stated in the **Student Handbook**, which is given to all students and is available on the SSC Website.

The Student Handbook provides detailed information on such issues as student

organizations, computer/network/Internet usage, bulletin board policy, college-sponsored trips, removal of individuals, residence hall living, disciplinary regulations, administrative procedures, alcohol and drug-free campus, parking and traffic regulations, sexual harassment policy, consensual sexual relationship ethics statement, tobacco use on campus, Student Bill of Rights and Responsibilities, and Student Academic Grievance Procedure.

Faculty:

SSC's policies regarding the rights and responsibilities of its faculty are clearly stated in the **SSC Policy Manual (Part II Chapters 4-7)**, and the **Employee Handbook**. Some of these policies are regarding employment and outside employment, evaluation, grievances, resignations, discipline, leaves and absences, benefits, pay schedules, professional development, dissemination of information on campus, evaluation and tenure policies, intellectual property rights, use of College facilities and equipment, open records, sexual harassment, and ethics. The Human Resources Office distributes a benefits and leave packet to all faculty, staff, and administrators.

Staff, Administration, and Board of Regents:

SSC's policies regarding the rights and responsibilities of its professional and classified staff, administrators, and Board of Regents are also clearly stated in the **SSC Policy Manual** on the College's Website.

SSC's structures and processes allow it to ensure the integrity of its cocurricular and auxiliary activities.

Primarily, faculty are expected to make their Division Chairs aware of any cocurricular and auxiliary activities. It is therefore understood that the Chair then has the authority to amend or deny such activity if the Chair deems that the activity does not uphold or advance the integrity of student learning at the College.

An example of structures and processes that ensure the integrity of cocurricular activities is found within SSC's Nursing Division. Before the College's nursing students are allowed to do their clinicals at area facilities, they must fulfill a skills performance checklist. They must sign a contractual agreement for confidentiality, complete training on equipment, receive CPR certification, be up-to-date on their immunizations, and be informed of safety procedures for codes such as disaster codes / Code Blue. The students must also view standardized, state-adopted videos for clinical preparation on safe practice.

Other examples are found within SSC's MLT and Global Studies Programs. Before the MLT students can do their clinical rotations, they must have completed all of the program's courses, completed the MLT capstone course, and be accepted into the clinicals, which require the student to enroll in and complete four three-hour credit courses of clinicals. The students must undergo a criminal background check, drug screening, and some secondary screenings, especially for the tribal hospitals. The MLT director checks on the student at the clinical facility each week, and the student has a one-on-one supervisor from the facility. Both the student and the facility keep a notebook that contains the objectives and syllabi for the clinical, and the student is



IMAGE 71: MLT students attend an MLT open house

evaluated by the clinical site.

SSC's Global Studies Program students meet for classes one to two weeks before the trip component of the course. The course counts as three credit hours of humanities. Before the students can go on the trip, they must review the course syllabus, complete two risk management documents, and receive preparation for the tour including procedural information about awareness of cultures and phrases, and assignments. The students are required to keep a journal while on the tour, and complete two projects consisting of either a paper or a presentation about the tour upon its completion.

THE DISTINCTIVE
COLLEGE
SSC is accountable

4.3

SSC deals fairly with its external constituents and presents itself accurately and honestly to the public.

The College's constituents within its five-county service area include SSC's "Facility Users" and "Partnership Groups." (A complete list of these **Facility Users and Partnership Groups** is in the VRR). SSC adheres to a non-discrimination policy with all facility users, which fulfills the portion of the College's mission to "...make available resources and services designed to benefit [...] the community at large." The College has a history of honestly representing itself to the public. For instance, we cooperate with local newspapers to publish salaries. The College also disseminates press releases regarding both positive and negative campus issues and posts these press releases on the College's Website in order to make them available to the public. The College likewise upholds openness of lawsuits and public disclosure items.

THE CONNECTED
COLLEGE
SSC engages in healthy
internal communication

3.5

Seminole State College documents timely responses to complaints and grievances, particularly those of students.

SSC seeks to be a healthy learning and working environment for all of its constituents; therefore, we take all complaints and grievances seriously, and deal with them in the most efficient manner possible. The Vice President for Academic Affairs and the Vice President for Student Affairs maintain logs of such complaints and grievances. These logs document the date of the filed incident, type of incident, names of parties involved, desired result, final outcome / resolution and date of resolution. The VPAA and VPSA are currently working to create a streamlined computer file to maintain these records and track the resolution process even more efficiently. Records of student / faculty / staff complaints and grievances since the last site visit are available to HLC reviewers upon request in the VPAA and VPSA offices. These logs are not attached to this Report for confidentiality purposes. Likewise, the President's office keeps records of any grievances, litigation or pending litigation brought against the College should the HLC Reviewers request to see these records; however, no new grievances or litigation against the College have occurred since 2001.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 1E:

One of the College's main strengths is that it upholds and protects its integrity in all of its functions. In order to even more fully uphold this integrity, the College may consider adding more structures and processes, or oversight, to its cocurricular and auxiliary offerings. The processes for such offerings in the Nursing and MLT programs are exemplary; the extended College should also work to create more cocurricular and auxiliary activities in other programs and provide such exemplary supervisory structures and processes as pertinent.



IMAGE 72: SSC's 75th Anniversary celebration reunited many alumni with current SSC students and employees. The large turnout reflects the loyalty SSC creates in its constituents

Criterion Two: Preparing for the Future

Seminole State College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Cross-Cutting Themes Relevant to Criterion Two:

THE FUTURE-ORIENTED
COLLEGE

THE LEARNING FOCUSED
COLLEGE

THE CONNECTED
COLLEGE

THE DISTINCTIVE
COLLEGE

CORE COMPONENT 2A:

SEMINOLE STATE COLLEGE REALISTICALLY PREPARES FOR A FUTURE SHAPED BY MULTIPLE SOCIETAL AND ECONOMIC TRENDS.

THE FUTURE-ORIENTED
COLLEGE 1.1
SSC engages in planning

SSC's planning documents reflect a sound understanding of the College's current capacity.

SSC's primary planning documents are an annually updated **Three-Year Plan** and an **Institutional Academic Plan**, which are submitted to the SSC Board of Regents. The Academic Plan is also submitted to the Oklahoma State Regents for Higher Education. Other planning documents include the **Capital Master Plan**, **President's Report of Accomplishments**, and **Degree Program Reviews**.

The **Three-Year Plan** is SSC's major strategic planning document. It is a future-oriented, rolling list of goals and objectives of every area of the College: general Administration and Institutional Support, Academic Affairs, Student Affairs, Physical Plant, and Fiscal Affairs. The Three-Year Plan reflects a sound understanding of the College's capacity because it shows our anticipated needs

for the next three years. It is submitted to the Oklahoma State Regents for Higher Education.

The **Institutional Academic Plan** is prepared and updated annually for submission to the Oklahoma State Regents for Higher Education. This plan demonstrates SSC's priorities and aspirations for the future. The Academic Plan includes references to SSC's Three-Year Plan, Academic Affairs Goals, professional development goals and plans and strategies for ensuring highest academic standards, developing up-to-date and sound academic programs, and fostering educational partnerships and collaborations. The Academic Plan reflects a sound understanding of the College's capacity because the plan includes goals and plans for technology for classrooms, faculty and curriculum development, Student Support Services, academic collaborations and partnerships, course redesign, academic program planning, learning site activity report, meeting employer needs and student demands, and learning site funding.

The **Capital Master Plan** is prepared yearly and serves as a guide for allocations of state funding, as well as an internal compass for use of financial resources. Based on what we plan for in terms of capital, we plan to help our globalization and function in a multicultural society. The Capital Master Plan reflects a sound understanding of SSC's current capacity as demonstrated within its plans for adding and maintaining physical and technological resources. The College has certainly improved in these areas, especially with the addition of its wireless network.

The **President's Report of Accomplishments** is prepared annually by the College President. The President meets with the Board of Regents to present SSC's priorities and goals for the year, based on the Three-Year Plan. The purpose is to have a strategy to ensure that the overall goals of the College are being met as effectively as possible. This document reflects a sound understanding of SSC's current capacity because all goals flow from the Three-Year Plan, which is built directly from what the College needs. It also allows for the President to help the divisions obtain the goals they set within the report.

The SSC **Degree Program Review** is prepared in accordance with requirements set forth by the Oklahoma State Regents for Higher Education. SSC conducts these reviews of each of our degree programs every five years. Full-time faculty with teaching responsibilities for courses in the major are charged with primary responsibility for performing a thorough self-study of the degree program.

Under the direction of the Division Chair responsible for the specific degree program, key degree program faculty (full-time and adjunct) form a Degree Review Committee. The committee, utilizing an institutional format, prepares a report designed to respond to Oklahoma State Regents for Higher Education program review regulations and other items leading to identification of strengths, challenges, needs and recommendations for planning, change, modification, and / or future development. The report includes responses to curricular, staffing, financial, assessment, viability, effectiveness, need, and other programmatic categories of self-evaluation. The report is submitted to

the Division Chair Council for its consideration and recommendation to the Vice President for Academic Affairs. The VPAA submits the report to the President, who then submits the report to the SSC Board of Regents and the Oklahoma State Regents for Higher Education.

The Degree Program Reviews reflect a sound understanding of the College's current capacity by the categories examined within the review:

- Credit Hour Load and Faculty / Part-Time / Adjunct to Student Ratio;
- Institutional Staff Support;
- Instructional Cost (Direct Costs FTE for Instruction and Supplies);
- Technology in the Classroom;
- Technology in Faculty and Curriculum Development;
- Technology in Student Support Services (Student Success Center, Testing Center, Early Warning System for Student Retention, Computer Labs, Distance Education Offerings, OneNet and Online Instruction); and
- Instructional Media Support.

THE FUTURE-ORIENTED COLLEGE 1.3

SSC understands social and economic change

THE DISTINCTIVE COLLEGE 4.4

SSC is self-reflective

THE DISTINCTIVE COLLEGE 4.5

SSC is committed to improvement

SSC'S planning documents demonstrate that careful attention is being paid to the College's function in a multicultural society, as well as to emerging factors such as technology, demographic shifts, and globalization, while still incorporating those aspects of our history and heritage that we wish to preserve and continue.

The **Three-Year Plan** demonstrates careful attention to SSC's role in a global, multicultural society by its objectives to expand efforts to infuse global education and diversity into the curriculum at the College in support of the institutional mission, especially by enhancing the Global Studies Program and maintaining our agreement with the International University of Nursing. This plan demonstrates awareness of demographic shifts by fostering educational partnerships and collaborations to meet the changing needs of our diverse students. The Three-Year Plan demonstrates understanding and safeguarding of certain aspects of our heritage and history that we wish to preserve, such as our close relationships with our local communities and our service to those communities, particularly through SSC's Rural Business and Resource Center, and our continued commitment to provide a top-notch education at a reasonable cost to meet identified community needs.

The Three-Year Plan reflects SSC's consideration of technology by its plans to increase and maintain computer labs, online accounts, and science and math technologies for student and faculty use. The Plan includes goals to update technologies and computers on a regular basis.

The **Institutional Academic Plan** clearly demonstrates SSC's consideration of technology, including (but not limited to) SSC's objectives to provide and maintain:

- Wireless campus;
- Internet- and Intranet-Capable classrooms;
- Web-based email for faculty, staff and students;

THE FUTURE-ORIENTED COLLEGE 1.5

SSC integrates new technology

- Online enrollment;
- Computer and printer replacements;
- Plasma and LCD multimedia screens;
- Multimedia classrooms with SmartBoards;
- Standard multimedia classrooms with computers, CD/DVD/VCR players, and multimedia projectors;
- Portable multimedia carts;
- Multimedia lecture halls, conference rooms, and board rooms;
- Instructional computer labs/classrooms;
- Portable and stationary IETV classrooms;
- Online instruction;
- Learning Resource Center;
- Computerized simulation software and laboratory processes;
- Advisory Councils.

SSC also plans to maintain and enhance various technologies for faculty and curriculum development as well as for student support services.

Within this Academic Plan, SSC reflects awareness of globalization and demographic shifts by its objectives to continue our ongoing collaborative efforts with educational institutions, agencies, and businesses. Furthermore, this plan identifies the importance of continuing the College's tradition of meeting employer needs and student demands. The College ascertains employer needs and student demands by hosting discussion forums and meetings, routinely surveying employees and students, and maintaining high levels of individual contacts with community, business, and political leaders. Furthermore, SSC's President has served in a leadership capacity on local economic development and Chamber of Commerce Boards; senior administrators serve in various capacities and engage routinely with employers and business leaders; and representatives with the College's Business & Industry Office meet regularly with businesses to develop training and education programs.

The **Capital Master Plan** is itself part of the College's history and heritage of setting goals. One of the goals within this plan, the Cultural Arts Center, demonstrates SSC's ongoing consideration of our role in a multicultural society, our awareness of changing demographics, and the importance of globalization. Still in the conceptualization stage, the Cultural Arts Center would provide art studios, photo labs, print and ceramics production, facilities, and office space. Furthermore, the Capital Master Plan includes many goals to improve campus technologies and software.

The **President's Report of Accomplishments** incorporates aspects of our history and heritage we wish to preserve such as the importance of good relationships with the communities we serve. Our new residence hall, the Seminole Nation Residential Learning Center, which is mentioned in the latest President's Report of Accomplishments, is an excellent example of documenting how SSC strives to maintain positive ties with the Seminole Nation, who are an important part of our external community. The College also added the Roesler Residential Learning Center in 2002 to respond to a need for more on-campus housing with student computer labs. This example

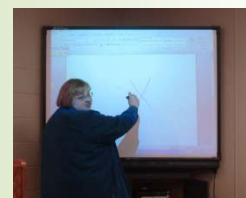


IMAGE 73: Faculty use technology, like the SmartBoard, to enhance the classroom learning environment

THE CONNECTED COLLEGE 3.2
SSC serves constituents

THE CONNECTED COLLEGE 3.4
SSC collaborates

THE DISTINCTIVE COLLEGE 4.2
SSC appreciates diversity

shows SSC's function in a multicultural society with changing demographics and evolving needs for technology and globalization. Our long-term plans and yearly agendas all come from different advisory groups: legislative leaders, community members, degree program reviews, advisory councils, and planning retreats with faculty, staff and students. Many of the goals from these various planning sessions are accomplished, and this President's Report of Accomplishments fulfills SSC's legacy of recording and promoting these accomplishments.

The **Degree Program Reviews** provide further documentation of SSC's continued viability in a changing, more technologically demanding, global society. The Degree Program Review is based upon the heritage of SSC as an excellent institution of higher education devoted to enhancing student learning in a personable fashion. These Reviews are thus driven by our Mission Statement, which encompasses our history, heritage, and operating mission. Within this Review, these categories are examined which document SSC's attention to "emerging factors," namely, technology: Technology in the Classroom, Technology in Faculty and Curriculum Development, and Technology in Student Support Services. This Review shows SSC's attention to demographic shifts and globalization. The Reviews include tracking student enrollment, declared majors and FTE in the program.

The Degree Program Reviews also address how well the degree programs meet their stated General Education Outcomes. Two of SSC's four General Education Outcomes relate to multiculturalism: General Education Outcome 3 – "Students will demonstrate knowledge related to functioning in society," and General Education Outcome 4 – "Students will demonstrate an understanding of the roles of history, culture, and the arts within civilizations." The number of courses in the General Education Matrix that apply to the Associate of Arts for the General Studies Degree Program is 259. Of those, 42% address Outcome 3, and 24% address Outcome 4.

For the most part, students at SSC may select from a variety of specific courses in the arts, business and computers, communications, humanities, mathematics, natural and social sciences, and personal wellness, which vary in content and have the purpose of broadening students' perspectives towards human life, cultural diversity, and biological and physical environments.

THE FUTURE-ORIENTED
COLLEGE 1.1
SSC engages in planning

The College's planning processes include effective environmental scanning.

The College's planning processes are based in part on trending data from effective environmental scanning. In order to better understand the social climate of the College's five-county service area, as well as to be aware of national social issues, representatives of SSC are actively engaged in many civic and community services. **Highlights of Civic and Community Involvement by SSC Personnel** is available in the VRR.

In addition to serving on Chamber and Workforce Boards, College personnel are often involved in activities related to the recruitment of business and industries. The College's Business & Industry Program provides specialized training for individual businesses, as well.

In order to assist in gauging social and economic trends, SSC takes deliberate steps to involve numerous internal and external constituencies, such as faculty, Regents, Student Government Representatives, and supporters of the SSC Foundation in these planning processes.

For instance, Planning Retreats are a basic planning method at SSC. The College has conducted periodic retreats over the years; specifically, since our last Self-Study, the College has had planning retreats in 2000, 2001, 2005, and 2007 to discuss goals and objectives for the future. Attendance at these planning retreats has averaged about 45 people, who have been a mix of faculty, Regents, administrators, students, organizational and departmental representatives, representatives of SSC's Educational Foundation, representatives from the City of Seminole (city manager, Chamber of Commerce), representatives from the Seminole Economic Development Council, and representatives from the Seminole Industrial Foundation. **This diversity of participants provides a necessary diversity of perspectives about the environment of the College and the communities it serves.** Consequently, the College has a more accurate vision of how to plan for the future.

SSC has also conducted surveys to determine student and community needs. In 2009, Cargill Associates conducted a survey targeting SSC constituents to analyze SSC's fundraising efforts and to make recommendations for the future. In 2005, the College commissioned an outside, independent company - Ipser & Associates, Inc. of Fort Worth, Texas – to survey the need for on-campus student housing, resulting in the building of the Seminole Nation Learning Resource Center. The report contains data on the College and its student enrollment, off-campus housing available and its conditions, and demographic and market data for Seminole and the College's five-county service area. A hard copy of the **Market Study for On-Campus Student Housing at Seminole State College** is available in the Resource Room.

VPAA Dr. Paul Gasparro created two online forms in 2008 to scan student satisfaction with courses and to provide SSC's constituents a means to suggest courses. These forms, the **Course Satisfaction** form and the **Suggest a Course** form are available in the VRR and on the College's Website.

Additionally, SSC uses a **Community Survey Card** to help determine ways SSC can address changing needs of our constituents. This survey is available in the VRR.

SSC's organizational environment is supportive of innovation and change.

The College's organizational structure consists of the Board of Regents, President, Vice President for Academic Affairs, Vice President for Student Services, Vice President for Institutional Advancement, and Vice President for Fiscal Affairs.

Collectively, the SSC campus community has recognized the growing importance of racial and ethnic diversity in our community. The College demonstrates this recognition of change, the growing importance of globalization, and the need for students to learn about other cultures, by the

THE DISTINCTIVE
COLLEGE 4.2
SSC appreciates diversity

THE LEARNING FOCUSED
COLLEGE 2.5
SSC strengthens
organizational learning

THE DISTINCTIVE
COLLEGE 4.5
SSC is committed to
improvement

following actions:

- The College has publicly stated EEOC /EEO requirements, and routinely posts position announcements in ethnically diverse publications, including *Black Chronicle*, *Native American Times*, *Indian Country*, and *El Latino American News* in efforts to increase diversity among College personnel.
- The College initiated an International Student Organization.
- The College has recruited international students. Students from Australia, United Kingdom, Czechoslovakia, Spain, Canada, France, Poland, Puerto Rico, Bahamas, Serbia, Yugoslavia, Venezuela, Costa Rica, Russia, Brazil, Netherlands, Switzerland, Israel, South Africa, Sweden, Thailand, Chile, Croatia, Montenegro, and Latvia have attended or are attending SSC during this Self-Study period. Their campus presence adds diversity and the opportunity for international understanding among all College constituencies.
- The College has an innovative partnership with the International University of Nursing, bringing nursing students to campus annually.
- The College sponsored three educational trips to China for staff, faculty, students, and community leaders, and the College has expanded its Global Studies Program offerings for students, making two or three trips a year to countries in Europe, Egypt, Mexico, or the British Isles.
- Increased language studies now include Spanish, French, Russian, and Korean.
- Twenty-three College personnel have attended the Oklahoma Global Education Consortium Annual Meeting since 2001.
- SSC has hosted many multicultural presentations through the Title III grant during 1998-2003, including Latino musician Edgar Cruz, Native American storytellers, Russian Cosmonauts, and numerous multicultural fairs.



IMAGE 74: SSC Trojan Basketball player, Sebastien Ville, from Pau, France, reads Dr. Seuss in English, French and Spanish to local first graders



IMAGE 75: SSC faculty entertaining students at an SSC multicultural fair



IMAGE 76: Women's Basketball Coach and HPER Division Chair Rita Story-Schell conducts a fitness colloquium for faculty and staff

Examples of ways in which the **Board and the President** have supported innovation and change include the approval of a contract for a custom reader for the Composition I and II courses. This approval supported innovation and change in the new English curriculum geared at improving students' critical thinking and reading skills. Other examples include approval of personnel, budget, and building decisions, and planning retreats and the Presidential Advisory Panel.

The President has also supported an innovative exercise program for faculty and staff. The President instituted a "Feel Great in 2008" program to encourage Employee Wellness. The program allows one hour of release time, twice a week, for employees wishing to exercise on campus using the SSC athletic facilities. Faculty may elect to use up to two hours of their regularly scheduled office hours for exercise, and staff may be released for the same amount of time from their regular duties, with permission from appropriate supervisors.

The Vice President for Academic Affairs supports faculty colloquia and professional development opportunities; varied course scheduling such as

Saturday courses, eight week and five week courses, potential four-day weeks and blended courses, offsite offerings for regular and concurrent high school students; the implementation of technologies in the classroom, such as SmartBoards, and assessment and accreditation processes. The VPAA is currently considering developing new degree programs through the MIS Department, collaborating with other local and regional programs to redesign business degree programs from the ground up with natural articulation, and inviting other institutions to physically conduct upper level classes on the SSC campus. **Also, as seen in the Three-Year Plan, faculty have been encouraged to participate in professional development, assessment of student learning processes have been evaluated and improved, and existing programs and courses have been strengthened.**

The Vice President for Student Affairs has demonstrated a wide variety of support for innovation and change in the last few years. These improvements within Student Services include the implementation of a new online enrollment processes and campus email addresses for all students. In response to a community need for more on-campus housing, SSC constructed the 150-bed Seminole Nation Residential Learning Center. Along with the additional campus housing, new employees were hired to support the needs of the new facility. New personnel included making the housing clerk a full-time position, hiring an additional Resident Director, four Resident Advisors, and five Student Resident Advisors. Food service was also expanded to serve the extra students. The fall 2008 semester began with 203 students on campus as compared to approximately 136 in fall 2007.

Another welcome improvement to SSC's student services is our Student Services Center. In 2005, the Oklahoma State Legislature passed a Higher Education Bond. A portion of the funds allocated to SSC is being used to build the "One-Stop Shop" Student Services Center. This building concept was a result of many campus organizational and planning sessions to ensure the bond funds were optimally utilized to provide quality student services in one location. The new student services facility was a top priority of these planning sessions. Construction has begun, and once the building is completed, students will be able to apply for admission, take placement tests, receive academic advising, and enroll in one central location. Currently, students have to go to several locations to receive these various services.

Furthermore, SSC has implemented a Threat Assessment Team (TAT) and an Emergency Warning System to enhance student and employee safety. SSC followed the recommendation of the Association of Student Judicial Affairs that college campuses add a Threat Assessment Team to evaluate any potential threat and assist with providing a safe campus environment. The TAT was implemented in the 2007-08 academic year. This team was a direct result of many hearings and findings of the Virginia Tech shooting. SSC Vice President for Student Affairs (VPSA), Dr. Brad Walck, and SSC Chief of Police, Dan Factor, attended several workshops and task force meetings on this subject. The TAT was created to evaluate any behavior perceived to be a threat to the SSC community. TAT members are encouraged to attend Homeland Security Workshops and State Regents task force meetings.



IMAGE 77: Seminole Nation Residential Learning Center during its construction phase. The center opened in 2008



IMAGE 78: Admissions Officer Janet Waddell assists students in Tanner Hall. The new Student Services Center will offer SSC students and staff a more unified and streamlined system of enrolling



IMAGE 79: SSC Chief of Police Dan Factor and the Seminole County Sheriff at an Emergency Response Drill in 2004



IMAGE 80: One of SSC's new Emergency Alert Warning System sirens

SSC is committed to educating faculty and staff of the importance of threat assessment. For example, SSC hosted Dr. John Nicoletti, one of the nation's premier experts on campus and workplace violence, as an In-Service speaker in August 2008. Dr. Nicoletti reviewed the SSC Threat Assessment Plan and commended the College on an excellent plan and for being proactive in putting the team in place. Dr. Nicoletti's presentation was one of the highest rated programs by faculty and staff ever presented on campus.

For additional security, SSC also installed an Emergency Alert Warning System in spring 2008. Two warning sirens are utilized to warn the campus community of an emergency. One siren is for a weather alert such as a tornado. Once the sirens sound, people are to follow the tornado procedures for the building they occupy. The second siren is to warn of a violent act on campus, such as an Active Shooter. If this siren sounds, it will be followed by a public address explaining the exact location of the violent act. In the event of any emergency, the campus will follow the campus notification procedures detailed in the **Emergency Operations Plan** in the VRR.

The Vice President for Institutional Advancement is supportive of innovation and change as shown by efforts to improve community relations, specifically with the Seminole Nation, which resulted in funding for our new residential learning center and the Native American Serving Non-Tribal Institutions (NASNTI) grant. NASNTI was designed to improve the College's capacity to increase the academic success and retention rates of Native American and other students at SSC. The College is using this grant to create strategic pilot programs for tutoring, early alert for retention, faculty/student symposiums, and supplemental instruction.

The Vice President for Fiscal Affairs demonstrates support for innovation and change by budgeting monies for professional development, tuition reimbursement for faculty and staff, assessment and accreditation processes, colloquia, and new technologies and buildings. Fiscal Affairs has acquired new administrative software and hardware for improving computer data security and new online backup software to reduce downtime, provide needed compression to eliminate multiple backup tapes, and provide for automatic verification of backup tapes after creation.

SSC clearly identifies authority for decision making about organizational goals. Decision-making about the College's goals is based upon our chain of command, as seen in CHART E: Organizational Governance and Distribution of Leadership Responsibilities (see page xxxiv).

THE CONNECTED
COLLEGE

3.5

SSC engages in healthy
internal communication

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 2A:

The Three-Year Plan is our main planning document, and the Plan does a relatively thorough job, considering we never know from year to year what our budget will be since we are so dependent upon state appropriations, which fluctuate each year. As a result of this Self-Study process, we have identified a need for more long-term strategic planning; therefore, we have developed the Strategic Master Plan, which ties our Mission Statement even more clearly to

our planning processes.

On our Capital Master Plan, we are limited by funding regarding which projects come to fruition. The College has to prioritize projects according to our funding. We also need to continue to conduct more formal environmental scans of our changing multicultural demographic to inform our planning, budgeting, and reviewing of continued mission viability.

CORE COMPONENT 2B:

SEMINOLE STATE COLLEGE'S RESOURCE BASE SUPPORTS ITS EDUCATIONAL PROGRAMS AND ITS PLANS FOR MAINTAINING AND STRENGTHENING THEIR QUALITY IN THE FUTURE.

SSC's resources are adequate for achievement of the educational quality it claims to provide.

SSC's human, fiscal, technological, and physical resources effectively work together to achieve the excellent educational quality the College provides for our students. SSC's Human Resources include our faculty, staff, and administrators. A complete list of **Employees with Degrees and Years of Service to SSC** is in the VRR. These resources serve to enhance educational quality by attracting qualified personnel.

Human Resources:

SSC is one of the largest employers in the area with 136 full-time and 58 part-time people employed. The full-time figures include six administration members, 41 classified staff and 42 professional staff, and 47 faculty members, of which 17 are tenured. The College's employment stability can be found in the personnel employment longevity. Approximately one-third of the faculty and one-third of the administrative and professional staff have been employed for more than 10 years.

SSC's Human Resources Office leads the hiring process to fill positions. The office also assists all campus areas with the preparation of job descriptions, advertising, recruitment, application review, applicant correspondence, and equal employment / affirmative action review. To recruit qualified personnel, the Human Resource Office uses effective advertising in local, statewide, and nationwide newspapers such as the *Seminole Producer*, *Shawnee News-Star*, the *Daily Oklahoman* and *Sunday Oklahoman*, *Tulsa World*, and the *Chronicle for Higher Education*. The office also advertises in publications such as *El Latino American News*, *Black Chronicle*, *Native American Times*, and *Indian Country* to improve recruiting diverse personnel.

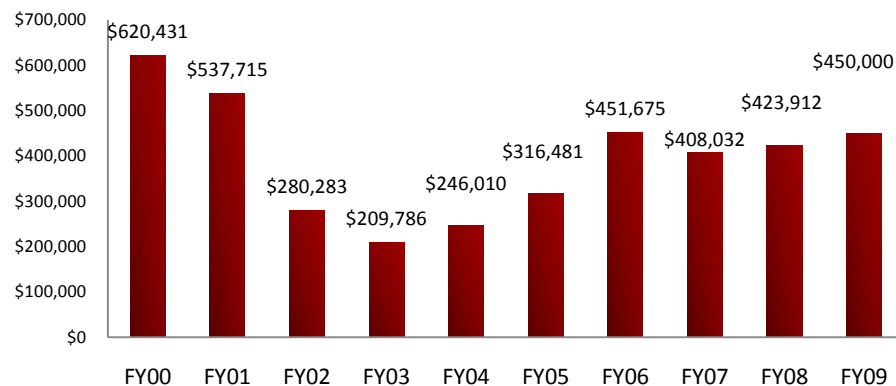
Fiscal Resources:

SSC's revenues are separated into Educational and General Funds (E&G), Capital Improvement Funds, Agency Funds, and Capital Bond Funds. The College's **Fiscal Resources** include funding from a variety of sources, such as state appropriations – 68%, tuition and fees - approximately 25%, grants and

THE LEARNING FOCUSED
COLLEGE 2.5
SSC strengthens
organizational learning

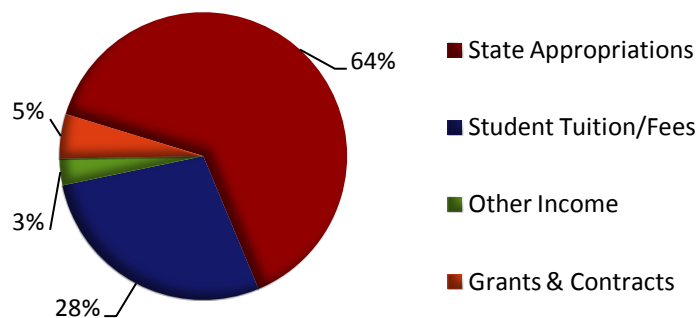
contracts – 4%, and other sources (indirect costs from grants, refunds, reimbursements) - approximately 3%. While the College's annual funding is dependent upon the status of Oklahoma's economy, past funding has been sufficient to allow SSC to accomplish its mission and plan for the future, as demonstrated by the College's ability to keep cash on reserve at the end of each fiscal year, which is shown in CHART 2.A.

CHART 2.A: E&G Cash Reserve History



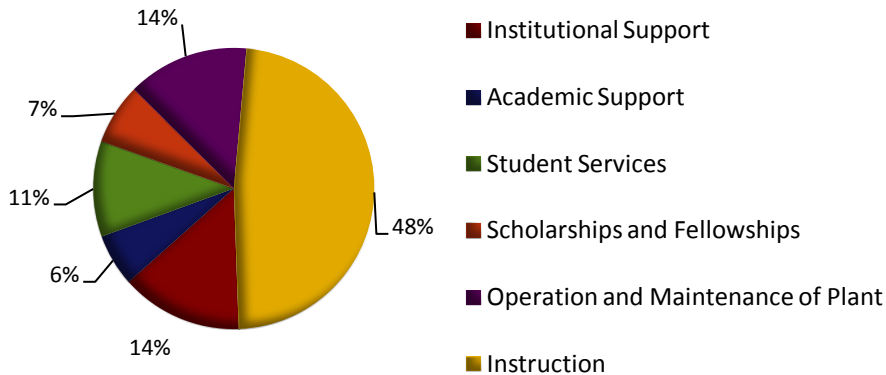
In times of financial difficulties, the College has been able to address this issue by cutting operating expenses, placing a freeze on hiring, reassigning or laying off personnel. CHART 2.B below illustrates SSC's Revenue Sources for FY08.

Chart 2.B: FY 08 Revenue Sources



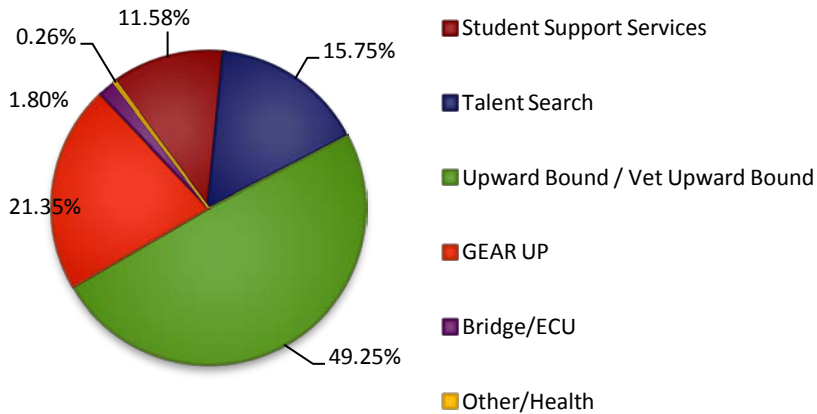
SSC's fiscal resources are adequate to achieve the educational quality the College provides. SSC's resources and allocations support its educational programs and plans for maintaining and strengthening the quality of that education. This support is shown by CHART 2.C below, which is SSC's Annual Expenditures. The Annual Expenditures show that SSC dedicates much of its resources to student learning, as most of the revenue is dedicated to instruction.

Chart 2.C: FY08 SSC's Annual Expenditures



SSC also actively works to receive grants in order to sustain and enhance the College's educational quality. SSC has received several new grants and has renewed other grant funds. The highlights of these grants include TRiO grant funds from the U.S. Department of Education that annually are in excess of \$1 million, and recently awarded grants in a GEAR UP program of more than \$432,000 annually. SSC has also received a second Upward Bound grant as well as a Math and Science Upward Bound grant, both annually of \$250,000. (CHART 2.D below illustrates the main focal points of these federal grants.)

Chart 2.D: FY 08 Federal Expenditures



Historic funding of federal grants and contracts are reflected in CHART 2.E below.

Chart 2.E: Federal Grant and Contract History

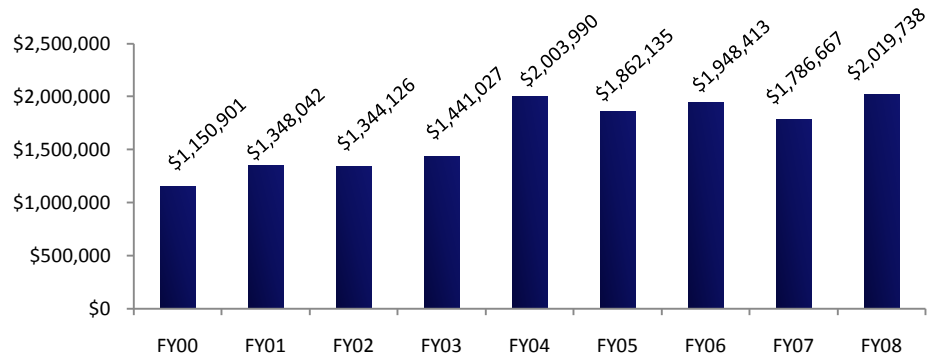
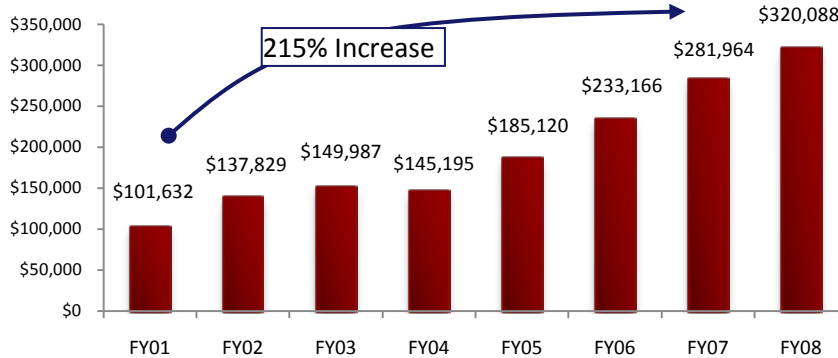


IMAGE 81: Renovation of the old maintenance building to house the MIS Department

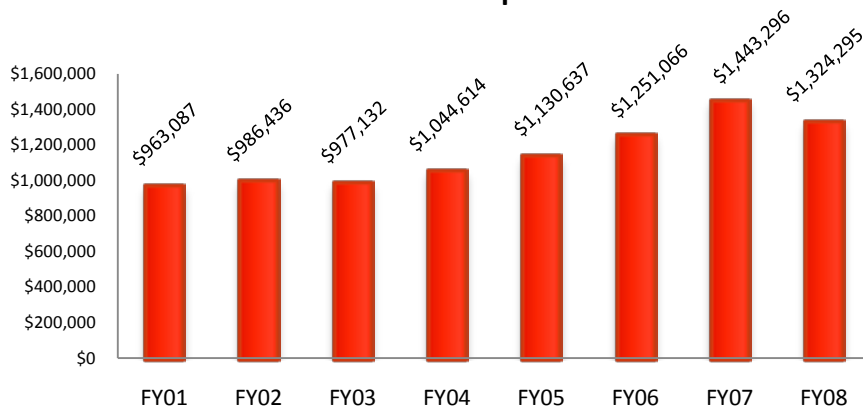
In early 2005 Oklahoma voters passed a \$475,000,000 capital improvement bond issue with proceeds earmarked for higher education. Seminole State College's share of the bond funds was approximately \$6,750,000. A large portion of the bond money was utilized to construct a new maintenance facility, to renovate the old maintenance building to house the MIS Department, to construct a new building for Student Services, and to comply with Title IX in building a new Softball Complex with wellness facilities. Also, enhancement of the campus networking, disabilities access, and parking were the main focuses of the capital bond proceeds. The College will continue to place emphasis on pursuing funds from outside sources to aid in accomplishing its mission.

All of these fiscal resources serve to achieve educational quality by ensuring adequate funding to support the day-to-day functions of the College and to provide for ongoing planning efforts for ever-enhancing the College's learning environments as necessitated by social, global, and technological changes. SSC's fiscal resources provide the necessary monetary base from which the College can continually grow and change with the times as a dynamic educational institution in an evolving world.

SSC's Technological Resources included in CHART 2.F below are reflected from the E&G (Education and General) funds, which serve to provide educational quality by providing software and hardware advances for the campus. These include, but are not limited to, computers, SmartBoards, projectors, administrative software contracts and maintenance. These resources are listed in the **Computer Hardware Inventory**.

CHART 2.F: Technology Expenditure History

SSC's Physical Resources include the physical plant operations and maintenance of the College as reflected in the history of expenditures shown by CHART 2.G below. These expenditures provide for excellent educational quality by providing a safe learning environment that allows for the necessary infrastructure enhancements. CHART 2.G shows an average growth in SSC's Physical Plant Operation and Maintenance Expenditures.

Chart 2.G: Physical Plant Operation & Maintenance Expenditures

SSC's plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education it provides.

SSC's plans for resource development and allocation include plans to expand outreach efforts within the five county service area for future growth and economic development through the SSC Rural Business and Resources Center; to expand funding resources through grant applications and private giving to the foundation; and to evaluate results of assessment of student learning and use the results for planning and budgeting.

These forward-looking plans document an organizational commitment to supporting and strengthening the quality of the education the College provides by enhancing the capabilities for development by providing the learning

experiences for a diverse student body and community in the changing global society, as called for by SSC's Mission Statement.

Routine plans for resource development and allocation include program and department budget requests, an annual "final budget proposal" which is the Educational and General (E&G) Budget, and the Capital Master Plan. SSC's budget requests are tied to the program and institutional mission, program outcomes, and the Three-Year Plan. The mechanisms to prioritize budget requests lie within each division as it relates to the program outcomes and assessment. Significant increases in program or department requests must be justified and are prioritized based on program assessment and the Three-year Plan. Program or divisional budget requests then proceed through the chain of command for approval and the development of a final institutional budget. SSC's fiscal year runs from July 1 to June 30. Prior to the end of the fiscal year, SSC prepares a budget for the next fiscal year for submission to the Oklahoma State Regents for Higher Education (OSRHE). The College's final budget is submitted to the OSRHE for approval and is incorporated with the budget requests from other state institutions into a proposal that is forwarded to the Oklahoma State Legislature for funding consideration.

These plans (the Three-Year Plan, institutional mission, program outcomes and assessment, budget process) document an organizational commitment to supporting the quality of the education SSC provides; specifically, despite budget cuts in past years, through wise management and prudent spending across the College community, the budget shortfalls were absorbed without sacrificing the integrity and quality of the educational programs and services provided. Highlights of SSC's budget for FY09, which is a reflection consistent with previous years' budgets for divisions, employee base pay history, and adjunct and overload pay, are reflected in the following Charts 2.H, 2.I, 2.J and 2.K.

2.H: FY09 Instruction Budget

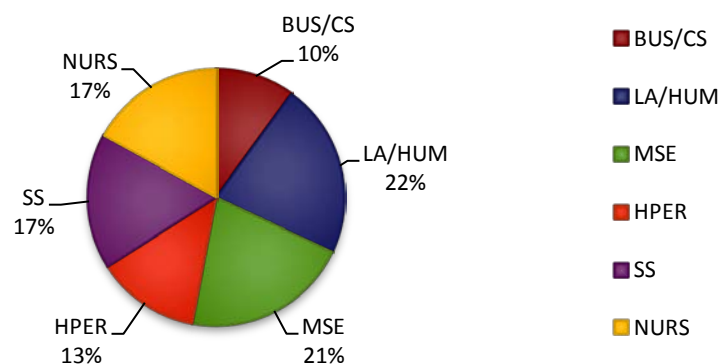
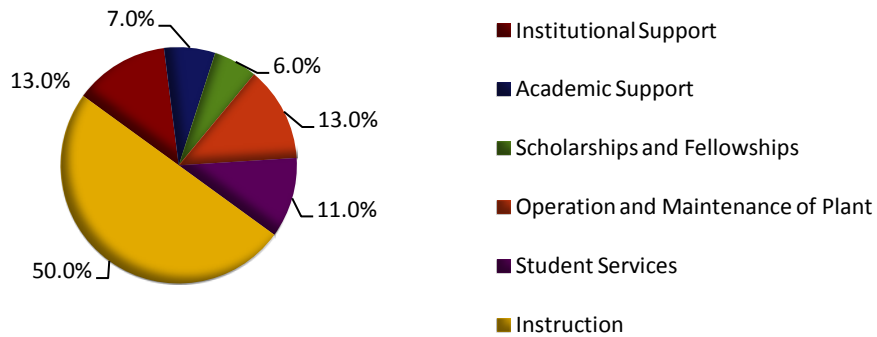
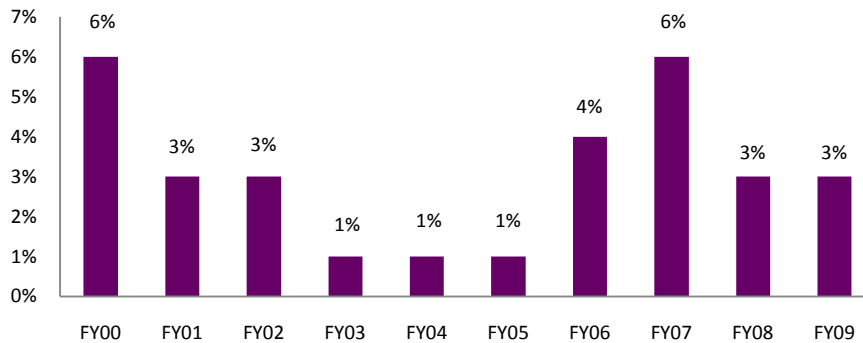
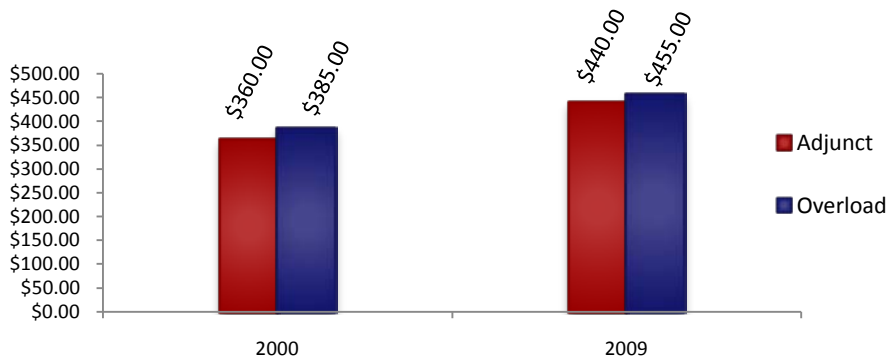


Chart 2.I: FY09 Budgeted Expenditures**Chart 2.J: Employee Base Pay Raise History by FY****CHART 2.K: Adjunct and Overload Pay History By FY (in hundreds)**

These plans document SSC's commitment to strengthening the quality of the education the College provides by plans for technological resources development and allocation. These plans include continuing to upgrade campus-wide hardware and software; continuing to improve the campus network; continuing to address security concerns by remodeling/modernizing of data control center; and continuing to upgrade computer labs, servers, and classrooms.

The College's plans for Physical Resources Development and Allocation document our commitment to supporting and strengthening the quality of SSC's education by planning for the acquisition and installation of facilities management software and equipment for the physical plant via campus network access; to continue upgrades of appearance to campus grounds; to evaluate water needs; to identify and repair damaged campus walkways; to continue infrastructure renovation; to continue preventative maintenance of the vehicle fleet; to update and implement campus-wide incident action plans; and to continue training efforts in the appropriate use of equipment and handling of chemicals.

**THE FUTURE-ORIENTED
COLLEGE** 1.1
SSC engages in planning

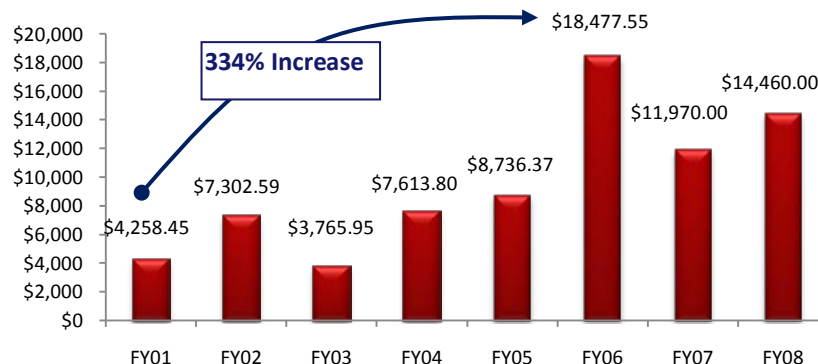
Seminole State College uses its human resources effectively to recruit, hire, and maintain quality personnel, as well as to help stimulate the creation of a workplace environment that strives to motivate, engage, and encourage continuous improvement. SSC intentionally develops these Human Resources to meet future changes.

In an effort to provide opportunities for professional development, the College has tried to maximize resources by offering creative opportunities, and has allocated funds for Faculty Professional Development through collaborations with SSC Faculty Senate. The professional development opportunities have consisted of on-campus colloquia, off-campus training, workshops, and conferences. A list of all faculty and staff professional development is available in the VRR as the **Professional Development Inventory**.

**THE DISTINCTIVE
COLLEGE** 4.5
SSC is committed to improvement

The College also offers employees the opportunity to attend other higher learning institutions to promote the continued educational efforts of the entire Seminole State College community through a tuition and fee reimbursement plan. The Human Resource Offices coordinates the plan, which allows for salary schedule increments to be applied to any SSC Employee upon completion of a degree. Any full-time employee may apply for tuition and fee reimbursement or educational attainment pay for any graduate or undergraduate hours taken and successfully completed. Pay increments are awarded to faculty and staff working on advanced degrees. Reflected in CHART 2.L below is the amount paid to employees on the reimbursement plan.

**CHART 2.L: Employee Tuition Reimbursement:
Those Who are Seeking Completion of Higher
Education Degrees**



SSC's Human Resources Office also continually strives for "self-improvement." The Human Resources Office Director attends workshops offered through Oklahoma State Office of Personnel Management to ensure continued growth and knowledge in the human resources field. The HR Director then applies this continued growth and knowledge by exploring endeavors in recruiting and hiring policies and procedures, reviewing and revising personnel classifications, and updating employee handbooks. The **Human Resources Director's Professional Development** is available in the VRR.

SSC's Faculty have prepared to meet future changes through professional development opportunities that addressed technology in the classroom, online courses, 2+2 programs, state matrix workshops for transfer courses, campus compact and service learning, Oklahoma Association of Community Colleges (OACC), assessment of student learning, IETV, electronic portfolios, program / curriculum planning, digital textbooks, MERLOT, diversity training and developing online courses.

The Administration have prepared by taking advantage of professional development opportunities that have addressed federal and state compliance in auditing Oklahoma Association of College and University Business Offices (OACUBO), grants, human resources, and customer service. Furthermore, they have participated in POISE training for audit and reporting practices. Other administrators have participated in risk management, higher education law conferences, Oklahoma Association of Community Colleges (OACC), HLC, Oklahoma Commission on the Status of Women, American Association of Community Colleges (AACC), Oklahoma Global Education Conference, Legal Issues in Higher Education, Enrollment Management, Oklahoma Distance learning, economic development /Oklahoma College Public Relations Association (OCPRA), and League of Innovation.

The Professional Staff have participated in professional development opportunities for future changes through federal and state compliance, grant compliance, homeland security, risk management, customer service, enrollment management, student retention, audit compliance, OACC, campus violence, National Campus Security Summit, Campus Community Response Teams, OKLex technology -- Oklahoma State Bureau of Investigation (OSBI), Oklahoma Association of Collegiate Registrars and Admissions Officers (OACRAO), Oklahoma Association of Financial Aid Administrators (OASFAA), Campus Police – handling the mentally ill, and National Incident Management System.

The Classified Staff have participated in professional development regarding customer service, enrollment management, human resources, and technology.

SSC's history of financial resource development and investment in the College's human resources ensures future educational quality.

The College has developed financial resources and made investments for its human resources by providing faculty development funds for distribution to faculty as approved by Faculty Senate. The College also encourages classified, professional, and administrative staff to attend professional development and training. This development and investment serves to ensure future



IMAGE 82: English instructor Kelli McBride presents a colloquium on plagiarism to SSC faculty and staff

educational quality by providing professional development opportunities, offering competitive salaries, and hiring qualified personnel.

The College has developed fiscal resources and made investments by striving to increase cash reserves, maintaining and improving campus infrastructure, and expanding campus land and buildings. This fiscal development and investment serves to ensure future educational quality by providing wireless campus, online enrollment, and technology advances.

The College has developed financial resources and made investments for its technological resources by purchases in the advancement of campus technology – whether that be a SmartBoard for faculty use in classrooms to computer labs for student access for online courses or enrollment. This development and investment serves to ensure future educational quality by continual development of technology across campus: labs, wireless Internet access, classroom technologies, and faculty, staff, and administration training and use of computer and other related equipment.

SSC's history of financial resource development and investment in the College's physical resources ensures future educational quality. The College has made investments for its physical resources by developing infrastructures across campus to ensure safety. This development and investment serves to ensure future educational quality by addressing the past and present campus building and expansion.

THE DISTINCTIVE
COLLEGE 4.4
SSC is self-reflective

The College's planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth.

These planning processes are flexible enough to respond to unanticipated needs for program reallocation by being able to adjust courses and programs with personnel – faculty or other staff. **College Policy II-4-14: Financial Exigency or Change of Institutional Programs** is one way by which the College provides for unexpected changes such as budget cuts. Within this policy, the College retains the right to terminate a contract based upon financial exigency or discontinuance or reduction of a program, service, or department. According to the Policy, it is the duty of the President to establish a fair and equitable method of reducing the number of campus employees, should the need arise. For example, in 2002, the College's state appropriated budget was cut by over \$280,000 for the upcoming year. Because SSC is a small, rural community college and as such is quite dependent on state appropriations, the College had to take proactive steps to ensure that it maintained necessary operations to protect the quality of student learning during a difficult economic year. The following actions, documented in the President's **Campus Memo 12-12-02**, were taken to deal with the budget reduction:

- Several positions were left open following retirements and resignations.
- Internal transfers of personnel were utilized to cover key areas.
- Travel was limited to in-state, allowing only for exceptions granted by the President.
- Institutional memberships in state and national organizations were reduced.

- Winter Intersession classes scheduled between the fall and spring terms were cancelled.
- Part-time student positions, excluding federally funded Work Student positions, were eliminated for the spring term.
- The minimum enrollment number for individual classes was raised to 12 students for the spring term.
- Administration and other members of professional staff were asked to teach a class as part of their contractual agreement with the College.
- A “freeze” was enforced on all campus spending over \$150, with exceptions granted only by the President.
- The College was closed two additional days during the break between semesters.

These actions were taken after communication with Faculty Senate, the Administrative Council, the Division Chair Council, and the Classified Staff Association. Together, these groups identified ways to cover vacant positions and find the best overall solution to the fiscal situation through a campus-wide, collaborative, brainstorming effort.

To handle fluctuations in funding and expected fiscal reductions such as in 2002 and 2003, the College maintains a cash reserve of approximately \$450-\$550,000. In 2002 and 2003, the College chose to use some of the cash reserves to cover a downturn in funding.

Since that time, the budget has been planned to slowly increase our cash reserves with a target of getting back to \$550,000. The state of the economy at this time makes it difficult and may result in the expenditure of more cash reserves to ensure the quality of our educational services is protected.

As part of the state system of higher education, SSC can also rely on the fiscal stability of the state and the resources provided through the state’s “Rainy Day Fund.” At this time, the “Rainy Day Fund” in Oklahoma, which is capped at \$500,000,000, is actually over-funded, indicating that in spite of national challenges, the State of Oklahoma is in a relatively secure financial condition.

SSC has a history of achieving its planning goals.

SSC annually revises a Three-Year Plan to achieve and maintain goals. As a result, the College has historically achieved the goals planned. Some of the highlights of the goals identified in the Three-Year Plan that SSC has achieved since our last Self-Study are to streamline Policies and Procedures; infuse global education/diversity into curriculum; expand our five-county outreach for future growth in high schools and economic development; continue International University of Nursing contract; receive new TRiO grants, federal grants, and Title III grants; increase private giving in SSC Foundation; commit to salary increases; commit to professional development; maintain sound fiscal reserves; upgrade hardware/software across campus; upgrade campus networking/wireless; upgrade campus appearance/grounds; repair unsafe campus areas; provide preventative maintenance on campus vehicle fleet; replace campus buses; and purchase campus-wide emergency siren warning system. The College has also achieved goals detailed in its Capital Master Plan.

THE FUTURE-ORIENTED
COLLEGE 1.1
SSC engages in planning



IMAGE 83: State Chancellor for Higher Education Glen Johnson and Seminole Nation Chief Kelly Haney cut the ribbon at the Seminole Nation Residential Learning Center

The following list reflects capital master projects that have been completed since FY01: the Roesler Residential Learning Center, the Seminole Nation Residential Learning Center, the Maintenance Building, Student Services Center, additional office space and storage, campus network improvement, campus landscape, parking lots, land purchased, natatorium repair, the Softball Complex to comply with Title IX, and furnishings for the Learning Resources Center.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 2B:

The College has made tremendous progress since 2001 in the areas of institutional planning and effectiveness. Steps have been taken to ensure adequate financial reserves. The planning processes directly align with the College's mission. Budgetary, staffing, and curricular decisions are mission driven by allowing campus-wide involvement annually. Low funding years prompt the College to analyze staffing assignments of duties within departments. The subsequent reorganization has produced and will continue to produce greater efficiency within departments and use of campus resources. Yet, in spite of extraordinary funding during FY2007, the annual state funding allocations since FY2001 have not met mandatory increases. We have never received the state new facility funds for any of our own buildings. SSC must determine the viability of beginning new initiatives and programs while continuing with existing initiatives and programs toward our mission, and plan accordingly.

CORE COMPONENT 2C:

SEMINOLE STATE COLLEGE'S ONGOING EVALUATION AND ASSESSMENT PROCESSES PROVIDE RELIABLE EVIDENCE OF INSTITUTIONAL EFFECTIVENESS THAT CLEARLY INFORM STRATEGIES FOR CONTINUOUS IMPROVEMENT.

SSC believes in the value of maintaining evaluation and assessment processes in order to determine the College's effectiveness on a continuous basis. Therefore, **SSC maintains effective evaluation, assessment, budgeting, and auditing systems for correcting, analyzing, and using organizational information. Appropriate data and feedback loops, including periodic reviews of academic and administrative subunits, are available and used throughout the College to support continuous improvement.**

SSC demonstrates that these evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.

SSC's ongoing evaluation processes include audits, surveys, formal evaluations, reviews, and self-evaluations at every organizational level.

THE FUTURE-ORIENTED COLLEGE 1.1
SSC engages in planning

THE DISTINCTIVE COLLEGE 4.5
SSC is committed to improvement

THE DISTINCTIVE COLLEGE 4.4
SSC is self-reflective

Human Resources:

At the institutional level, the Office of Vice President for Academic Affairs develops and delivers to the Oklahoma State Regents for Higher Education an annual **Institutional Academic Plan**. This Academic Plan provides a means for the State Regents to view each institution's priorities and aspirations in the context of the State System. The plan is divided into two parts: 1) informing the State Regents about current issues; and 2) informing the State Regents of plans for the future. The **Three-Year Plan, Capital Master Plan, Institutional Academic Plan, Degree Program Reviews** are documents that evaluate the College's overall institutional effectiveness and strategies for continuous improvement. The process employed in the development of each document begins at the assessment level moving through the proper constituents: students, faculty and staff, Division Chairs, Administrative Council and Regents.

The evaluation processes in place at the Administrative Level include Evaluation of Administrative Council Members by those directly supervised by the administrator and others mutually agreed upon by the administrator being evaluated and the President. The President completes an annual self-evaluation, which is his **President's Report of Accomplishments** that lists achievements for that academic year. The information is presented to the Board of Regents and distributed in a hard copy and web format to campus and community groups. The President is evaluated by the Chair of the Board of Regents every December. At the division level, faculty evaluate their Division Chairs, and the Division Chairs evaluate the Vice President for Academic Affairs.

The faculty are evaluated by their respective Division Chairs, and by their students. The faculty also complete annual Self-Evaluations, and Tenure and Tenure Review Processes are completed as required. The Classified and Professional Staff are evaluated by their direct supervisors and complete Self-Evaluations, as well.

These administrative, faculty, and staff evaluations meet SSC's stated expectations for institutional effectiveness by providing a means for the College to identify its needs and strengths, thereby supporting SSC's mission to provide quality learning resources and services, and to prepare students for continued academic and personal success, whether that is to transfer to university, or to enter the workforce.

Fiscal Resources:

Funding availability, program outcomes and program assessments are reviewed to determine the fiscal needs of the College, along with consideration of the Mission, Three-Year Plan, and specific requests. All of these are factored into the justification of allocation of the College's Fiscal Resources. The College's Fiscal Resources are evaluated by regular internal and external audits. The results of these audits are routinely clean, which shows we meet our stated institutional expectation of maintaining our integrity and providing quality resources and services.

Technological Resources:



IMAGE 84: MIS maintains SSC's Internet systems, including those in the residential learning centers where students can wirelessly access the Internet

The evaluation and assessment of SSC's current technological needs is an ongoing process, which meets the College's stated expectations of providing quality resources and services, and helping students to function in a global society. Daily, the Management Information Systems (MIS) staff receive articles by email or magazine subscriptions about new trends in technology for business, education, and personal environments. Any pertinent information is discussed during regular MIS meetings. The information gained from these sources is one of the tools the MIS department uses to help recommend and implement changes to current technologies used by the College. The MIS Director is also a member of the Council on Information Technology (CoIT). CoIT considers technology and related policy and procedures, and serves as the principal statewide advisory council rendering advice to the Chancellor of Higher Education in the review of current and recommended technology and related policy and procedures. In performing these responsibilities, the CoIT renders service to the entire State System, including communicating with various bodies such as the Council on Instruction, the Council on Student Affairs, and others. The CoIT also serves as a forum where information technology officers meet to discuss matters of common interest, and, when appropriate, conduct studies and issue reports designed to strengthen the mission of Oklahoma Higher Education Institutions. Through institutional research and student surveys, including Student Feedback on Classroom Instruction, Faces of the Future, and the Graduate Opinion Survey, the need for additional services and technology are identified and requested. Those requests requiring the use of new or expanded technologies are prioritized and turned into the MIS Department for evaluation and implementation as funds and staffing permit. Due to state funding, one of the major ways of increasing technology used by the College is by applying for grants. The grants are used to purchase and implement technologies to enhance student learning and success.

Physical Resources:

SSC uses input from administrators, the Physical Plant Director, Fiscal Affairs Director, and feedback from Planning Retreats to assess the needs of the Physical Plant. The College will often bring in outside professionals to assess the needs of the Plant; for instance, the new roofs on many of the College's buildings were recommended by a local professional. The SSC Housing Study, which was conducted by an outside agency and funded through the SSC Educational Foundation, determined the need for additional residential facilities. As a result, the Seminole Nation Residential Learning Center, a 150 bed housing unit, was built. Daily assessments of the Physical Plant are made by the maintenance staff as they perform their regular duties. Those items identified as needing repairs or replacements (not exceeding bid guidelines) are prioritized and repaired as budget and time allows. Major additions or repairs exceeding bid requirements are discussed in Administrative Council, and if approved, the appropriate steps are taken as stated by SSC Board and State Policies to complete the project. These evaluations and assessments of the Physical Plant serve to support SSC's stated expectation of providing quality resources and productive, safe, and adequate learning environments.

Assessment of Student Learning:

SSC's ongoing assessment processes include Assessment of Student Learning, Degree Program Assessment, and General Education Assessment. Each faculty member completes an annual assessment report for each course taught. These reports are submitted to the Division Chair, who then creates an assessment report for the Division, and forwards the reports to the College's Assessment of Student Learning Coordinator. The Assessment of Student Learning Coordinator compiles the reports and generates a Summary Report for Course Embedded Assessment. This Summary Report is issued campus-wide. The Assessment Report uses this Summary Report in conjunction with the Degree Program Assessment and other survey data, transfer data, and CAAP Test results to generate the General Education Assessment.

SSC's **Assessment Philosophy**, as documented within The Seminole State College Assessment of Student Learning Operational Definitions, April 2002, is that the primary purpose of academic assessment is to improve student learning and development. It is an ongoing process, distinct from the evaluation of individual students and faculty, and is driven by the SSC Mission Statement. Linked with the Mission Statement through the General Education Outcomes, Learning Outcomes of each degree program and specific course, Academic Assessment includes multiple activities. Each activity is designed so it can be measured to determine if the goals and objectives are being met. Because of its nature, the process is continuously reviewed and refined. Our definition and philosophy are published in all assessment report documents as evidence of SSC's ongoing commitment to the improvement of student learning and focus for all assessment actions.

The College provides adequate support for its evaluation and assessment processes.

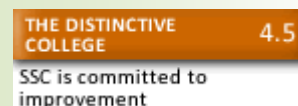
The College provides a salary for an Assessment of Student Learning Coordinator, and funds for professional development for faculty and administrators to attend conferences and workshops to learn about effective assessment and evaluation procedures. For example, in February 2008, the College sent a group of six faculty and two administrators to the HLC Assessment as a Core Strategy Conference in Lisle, Illinois. In October of 2008, two faculty and one administrator attended Dr. Lynn Priddy's Assessment Workshop in Stillwater, Oklahoma. The College has also supported assessment and evaluation by sending a yearly contingency of faculty and administrators to the HLC Annual Meeting and Pre-Conference workshops, and having presentations and workshops on campus to discuss assessment issues. While our current Assessment of Student Learning Coordinator retired in May 2009, discussions are occurring about the most effective way for the College to continue the important assessment functions.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 2C:

With our Mission Statement as our guide, SSC has an exemplary Assessment of Student Learning process, and the faculty are dedicated to using the assessment results to improve student learning on a continuous basis. SSC should keep working to find a way to continue the duties of the Assessment of



IMAGE 85: SSC students preparing to take the CAAP Test



Student Learning Coordinator since that person retired in May 2009. Discussions are in progress about how to continue these duties, including some ideas about possibly even combining the role of Assessment of Student Learning Coordinator with a proposed new role of “Accreditation Coordinator,” as well. This proposal, if implemented, would provide the College with a way to continue the necessary assessment functions and to maintain its momentum in quality assurance by building upon already established HLC “best practices” for higher education in preparation for our future self-studies. SSC has identified a need for more direct methods for students, faculty, and the community to evaluate the College’s resources, particularly regarding current technology, and to make recommendations; therefore, SSC revived its survey process in order to inform budget, technology, building, course and degree offerings, and personnel decisions at the College. The Faculty Senate Welfare Committee in conjunction with the Faculty Senate and the College President worked together to update and reinstate SSC’s network of climate surveys. The College needs to continue its work to implement a formal system of environmental scanning to help us determine what our needs are, and how to meet those needs. We need a mechanism by which we can communicate SSC’s needs to our service-area community, as a means of strengthening our resource base.

THE FUTURE-ORIENTED COLLEGE 1.1
SSC engages in planning

THE FUTURE-ORIENTED COLLEGE 1.2
SSC is driven by the mission

THE CONNECTED COLLEGE 3.5
SSC engages in healthy internal communication

CORE COMPONENT 2D:

ALL LEVELS OF PLANNING ALIGN WITH SEMINOLE STATE COLLEGE’S MISSION, THEREBY ENHANCING ITS CAPACITY TO FULFILL THAT MISSION.

SSC’s coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the College.

SSC’s planning processes involve the human, fiscal, technological, and physical resources of the College. All of these planning processes center in some way on the College’s mission documents. SSC’s major planning document, the Three-Year Plan, reflects this. The Three-Year Plan is a rolling, forward-looking plan that assesses human, technological, and physical resources needs and financial viability. SSC’s most recent **Three-Year Plan** for July 1, 2008 – June 30, 2011 is available in the VRR and the Appendix to this Report.

The College’s planning processes link with its budgeting processes.

The College’s budget is an outgrowth of its planning, such as budgeting for priorities identified through assessment and the **Three-Year Plan**.

Implementation of the College’s planning is evident in its operations.

SSC’s operations are listed in the College’s **Function Statement**. Thus, the College’s operations and the implementation of the College’s planning thereof include:

- Offering general education and other university-parallel coursework,

which demonstrates implementation of the College's planning. This planning includes annual meetings with SSC's four-year sister institutions to ensure that the College's general education and university-parallel coursework are transferring and meeting the needs of both SSC's transfer students and the four-year institutions.

- Providing one and two-year programs of collegiate-level technical-occupational education to prepare individuals to enter the workforce, which demonstrates implementation of the College's planning by coordinating job demands and skill preparations. Seminole State College created Cooperative Alliance Agreements to enable vocational technical students to earn college credit. Nursing and Medical Laboratory Technician Programs meet all accreditation standards.
- Providing programs of remedial and developmental education, which demonstrate implementation of the College's planning by bridging the gap between the skills students bring to college and the ones they need for success. The Testing Center on campus provides placement advising to incoming students, placing people in classes most likely to challenge without overwhelming.
- Providing formal and informal programs of study especially designed to serve community needs for continuing education, the College hosts continuing education programs in law enforcement, food preparation and real estate, among others. The College also has a variety of non-credit classes.
- Providing programs of institutional research to improve the College's efficiency and effectiveness. An extensive Assessment Program measures student and alumni attitudes, mid-level assessment, program evaluation and program review. The goal in all levels of Assessment is to ensure proper respect for the student's academic development.
- Providing special support and activity programs which assist and enrich students' educational experiences. The College has begun construction on a new Student Services Center, to simplify enrollment and assistance.
- Providing programs of economic development, in conjunction with area colleges and universities that serve the needs of SSC's service area. Seminole State College has implemented a Cooperative Alliance Agreement with Gordon Cooper Vo-Tech, allowing college credit for students pursuing job related training.

SSC's planning is also implemented within the operations of the College's four resource areas: human, fiscal, technological, and physical resources.

- **Human Resources**

Operations within SSC's Human Resources, such as maintaining a mix of experienced and new faculty through pay incentives, show an ability to move forward. The College encourages professional development with faculty development funds, tuition reimbursement, colloquia, and sabbatical programs. The College also addresses more immediate human concerns through creative programs such as compensation time for physical fitness and flexible time to allow three-day weekends during the summer.

- ***Fiscal Resources***

Operations within SSC's Fiscal Resources, such as budget requests, Three-Year Plans and planning retreats demonstrate implementation of the College's planning by identifying needs. Approximately 70% of the budget goes to areas directly associated with student learning, the College retains its commitment to the core mission and continues to devote necessary resources to guarantee financial viability.

- ***Technological Resources***

Operations within SSC's Technological Resources, such as the MIS software inventory, demonstrate implementation of the College's planning. Seminole State College commits resources and planning to providing technology for teaching. The number of SmartBoards, as an example, has grown steadily since the last accreditation visit.

- ***Physical Resources***

Operations within SSC's Physical Resources, such as construction of a student services center, two new residential learning centers and a new softball field demonstrate implementation of the College's planning. With the prospect of one-time state capital funding from lottery proceeds, the College created a building committee with representation from all constituencies on campus and from the community. In providing the services students need, SSC uses forward-looking plans, like the College's Three-Year Plan, which covers such areas as housing. The new Seminole Nation Residential Learning Center reflects a need documented in a community housing study.

THE DISTINCTIVE
COLLEGE 4.4
SSC is self-reflective

SSC's planning documents give evidence of the College's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the College and its students exist.

The Three-Year Plan provides evidence for each of these areas. The following list is taken from the 2008 -2011 **Three-Year Plan**. SSC plans to:

- Expand efforts to infuse global education and diversity into the curriculum in support of the institutional mission. This addresses student learning and the diverse and global world by showing support for international travel and education through the Global Studies Program.
- Continue to improve campus network services, adding student access to Internet / campus network and message conferencing. This supports the relationship between educational quality and technology by expanding technology usage and capabilities to support student learning.
- Create a computer laboratory, accessible to students seven days a week, that contains the latest hardware and any software required for student usage. This supports the relationship between educational

quality and technology by expanding technology usage and capabilities to support student learning.

SSC's planning processes involve internal constituents and, where appropriate, external constituents.

SSC involves its internal constituents - students, faculty and staff - in its planning processes, particularly the evaluation and assessment planning processes, and Planning Retreats. SSC also involves its external constituents – community members, facility users, and partnership groups – in many of the College's planning processes, and planning retreats. The **Three-Year Plan** details several examples of SSC's external constituents being involved with SSC's planning in the areas of Human, Technological, and Fiscal Resources:

Human Resources (from Three-Year Plan):

SSC will:

- Continue to work with communities in the College's five-county service area to plan for the future growth and economic development through the SSC Rural Business and Resources Center.
- Generate more human-interest success stories about students and faculty for area newspapers.
- Assist in fundraiser promotions and special events held in conjunction with Seminole State College Educational Foundation.
- Enter into partnership agreements with public and private entities.
- Develop new articulation agreements with public and private universities.
- Continue implementation of Alliance agreements with Career Technology Centers.
- Develop partnerships with child care providers and common schools.

Technological Resources (from Three-Year Plan):

SSC will:

- Continue efforts to interface reporting to Oklahoma State Regents for Higher Education with technological capabilities to generate accurate and timely reports.
- Continue efforts to interface required reporting to Office of State Finance (OSF), and Department of Central Services (DCS), with technological capabilities to generate accurate and timely reports.

Fiscal Resources (from the Three-Year Plan):

SSC will:

- Expand external funding resources through grant applications and private giving to the SSC Educational Foundation.
- Continue to work with communities in the College's five-county service area to plan for the future growth and economic development

THE CONNECTED
COLLEGE

3.5

SSC engages in healthy
internal communication

- through the SSC Rural Business and Resources Center.
- Coordinate the special events, including the annual High School Counselors Workshop, SSC Recognition Banquet, and others.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 2D:

SSC's planning aligns very well with the College's mission, and the planning documents clearly demonstrate SSC's commitment to student learning in a changing global society. Currently, because SSC's budget is dependent upon annual state appropriations and therefore, short-term, flexible planning is so critical, the College's primary strategic plan is its **Three-Year Plan**. Even though this Plan carries over from one three-year period to the next, the College has recognized a need for a longer-term strategic plan. We have taken steps to address this need, and the College has produced its first **Strategic Master Plan**, available in the Appendix to this Report. This Strategic Master Plan links together budgeting, assessment, the mission, and other planning documents and processes in an effort to close our planning loop. This Strategic Master Plan will serve to formally institutionalize these processes and continue to strengthen those efforts.



IMAGE 86: SSC with the help of donors like the Hendersons, Roeslers and Smart Family Foundation, as well as employees volunteering their time, provides a beautiful campus for its constituents to enjoy year-round

Criterion 3: Student Learning and Effective Teaching

Seminole State College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational missions.

SSC has a robust assessment process with a designated Assessment of Student Learning Coordinator and an Assessment of Student Learning Committee, which is a standing committee comprised of faculty with rotating membership.

Cross-Cutting Themes Relevant to Criterion Three:

THE FUTURE-ORIENTED
COLLEGE

THE LEARNING FOCUSED
COLLEGE

THE CONNECTED
COLLEGE

THE DISTINCTIVE
COLLEGE

CORE COMPONENT 3A:

SSC'S GOALS FOR STUDENT LEARNING OUTCOMES ARE CLEARLY STATED FOR EACH EDUCATIONAL PROGRAM AND MAKE EFFECTIVE ASSESSMENT POSSIBLE.

*Since SSC is a two-year college that confers associate degrees, the College does not offer any courses beyond the undergraduate level. For all of its programs, however, SSC clearly lists that program's learning goals and expected learning outcomes. A list of all of SSC's educational programs and the stated learning outcomes for each is in the VRR as **Degree Program Outcomes**.*

SSC measures progress against course Learning Objectives by our Course-Embedded Assessment Reports. The College's **Academic Assessment Plan FY09** explains that course outcomes and learning objectives are directly linked to the Mission Statement through Course-Embedded Assessment, General Education

THE DISTINCTIVE
COLLEGE 4.3
SSC is accountable

THE DISTINCTIVE
COLLEGE 4.5
SSC is committed to
improvement

Outcomes, and Degree Program Outcomes. Hence, assessment is central to student learning at the College.

Assessment at Seminole State College provides evidence of student learning at multiple levels: course, program, and institutional.

SSC's Course-Embedded Assessment Report assesses at each level, and these assessments feed into each other.

The College's Assessment of Student Learning Coordinator correlates these processes, and the faculty-driven Assessment of Student Learning Committee operates as a team to help make assessment of student learning an integral part of the College's culture.

Course-Level Assessment:

At the course level, in 2006 SSC fully implemented a new assessment reporting procedure and format – the Course-Embedded Assessment Report, which is based upon the General Education Outcomes, Course Outcomes, and Learning Objectives and uses pre- and post-assessment tools in each class. At the end of the semester, faculty prepare the report using the data from their assessment tool to indicate levels of student learning. This data also feeds into a multi-tiered plan that connects the **Degree Program Outcomes**, the **General Education Outcomes**, and our **Mission Statement**, which drives the process. Faculty use the assessments as a resource to analyze and express plans for improvements in class delivery or pedagogy to help improve student learning in the necessary areas. A sampling of these completed reports is available in the Resource Room. In 2006 when this new procedure and format were implemented, it resulted in 5486 student assessment reports submitted by approximately 94% of SSC instructors that year. Since that time, SSC has had ongoing and increasing success with faculty compliance in assessing student learning at the course level. While not all courses assess each General Education Outcome, every course assesses at least one of the General Education Outcomes that are relevant to that course. Most instructors report aggregate percentage increases from pre-assessment to post-assessment for that course's particular outcome. All of these course assessments are linked to Course Outcomes and Learning Objectives as well.

Program-Level Assessment:

At the conclusion of each academic year, a comprehensive evaluation of all degree programs within a division is conducted according to the **Degree Assessment and Program Review Schedule**. This schedule, adopted in April 2008, highlights one division each year. The evaluation procedure is centered on the **Expanded Statement of Institutional Purpose** format, which is the Program Assessment format - and requires an examination of specific outcomes by addressing assessment methods and criteria, assessment results, and analysis and action statements resulting from that review. The assessment report is presented to a combined meeting of the Division Chair Council and the Assessment of Student Learning Committee for review and approval. The summaries are used by divisions for assessment of degree programs. The **Degree Program Assessments** are in the VRR.

Direct evidence that students learn at the program level is demonstrated within the Degree Program Assessments, as shown by the following example (CHART 3.A) from the **2006-2007 Social Science Degree Program Assessment**: However, while we measure degree of increase in outcomes, we are now also beginning to look at the post-assessment in terms of expected thresholds.

CHART 3.A: Degree Program Level Assessment: (Social Science)				
Number Assessed	Degree Outcome Assessed	Pre	Post	Diff
726	Outcome 3	32.4%	70.3%	37.8%
726	Outcome 4	35.6%	75.3%	39.6%
NOTE: Degree Program Requirement Outcomes 2006-2007 Percentage increases range from 37.8% to 39.6%. Post-assessment results range from 70.3% to 75.3%.				

Institutional-Level Assessment:

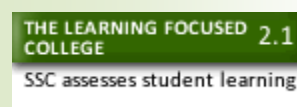
SSC's Assessment of Student Learning also provides evidence at the institutional level. At this level, the College's four encompassing General Education Outcomes are evaluated campus-wide; this data is gleaned from the Course-Embedded Assessment Reports and Degree Program Assessments. This **Evaluation of General Education** is demonstrated by the following example (CHART 3.B):

CHART 3.B: 2006-07 Institutional-Level Assessment Learning				
Number Assessed	Outcome Assessed	Pre	Post	Diff
26599	Outcome 1	22.6%	67.8%	45.2%
13453	Outcome 2	28.8%	66.6%	37.8%
16424	Outcome 3	17.1%	64.6%	47.5%
4210	Outcome 4	31.2%	77.8%	46.5%
NOTE: The numbers in the Number Assessed column are large because one division counts each question related to the outcome. Percentage increases range from 37.8% to 47.5%. Post-assessment results range from 64.6% to 77.8%.				

SSC'S Assessment of Student Learning includes multiple direct and indirect measures of student learning.

Direct Measures of Student Learning:

Seminole State College assesses student learning by direct measures, such as Course-Embedded Assessment and portfolios. SSC's Leadership Development through Classics course, for instance, uses portfolios as a direct measure of determining the effectiveness of the course in reaching its major student learning objectives. This written portfolio documents mastery of unit material while allowing students to document their attainment of knowledge about leadership concepts such as Leading by Serving, Ethical Leadership, Articulating a Vision, Team Building, Leading with Goals, Making Decisions, Guiding through Conflict, Realizing Change, and Empowering Others. The answers to specific questions on these topics are compared to a pre-test assessment of the students' knowledge. These portfolios are used by students after successfully completing the course as part of their official vitae. These portfolios are



THE LEARNING FOCUSED
COLLEGE 2.1

SSC assesses student learning



IMAGE 87: The Assessment of Student Learning Coordinator, Larry Vickers, preparing students to take the CAAP test

THE LEARNING FOCUSED
COLLEGE 2.1

SSC assesses student learning

available for review in the Resource Room.

The ACT CAAP Test is another direct measure of student learning. This test is a nationally recognized academic test designed to measure general education foundational skills typically attained in the first two years of college. Each fall the College uses five objective test modules of the CAAP Test—Writing Skills, Mathematics, Reading, Critical Thinking, and Science—to assess students with 45 or more credit hours. At its February 7, 2007 meeting, the Assessment of Student Learning Committee adopted the following thresholds for the ACT CAAP Test:

- Short-Term Thresholds (Effective fall 2007): SSC mean test scores will fall within ± 0.5 points of the 2006 national mean scores;
- Long-Term Thresholds: SSC mean test scores will be at least 1.0 point above the 2006 national mean scores.

SSC has also used the ETS Academic Profile Test as a direct measure of student learning. The College used this test in fall 2003, 2004, and 2005. While this test had many good features, it was difficult to gather specific data in the areas that we now assess with the ACT CAAP Test instead. In addition, it was difficult to make comparisons between SSC students with 45+ hours and those in the national database. Therefore, the College no longer uses this test because we have determined the ACT CAAP Test to be more valuable.

SSC's Transfer Reports (available in the Resource Room) provide another means for directly measuring student learning. Even though receiving transfer data from our major transfer universities has been sporadic, it has shown that SSC graduate GPA's usually drop at the transfer institution, but rebound to about what the average GPA is for students already at that institution. The OSRHE has provided some data, but even their assistance has been inconsistent in recent semesters.

Indirect Measures of Student Learning:

Student Feedback on Classroom Instruction is one indirect measure of student learning that is annually conducted during the fall semester. Random classes are selected for every instructor for each course for the purposes of evaluation. Students in online classes are included in this process with an online form. All forms are completed anonymously and returned in a sealed envelope by a responsible student to the Vice President for Academic Affairs. In the following semester, each instructor receives a copy of the results from their respective Division Chair. The Division Chair reviews the results with each instructor individually, and part of the information is used to complete the **Faculty Performance Evaluation Form**.

Another indirect measure of student learning is the SSC **Graduate Exit Survey**. Since May 2004, the office of the Vice President for Academic Affairs has conducted an Exit Survey of those students who have completed requirements for an associate degree. Originally conducted on-campus prior to the graduation exercises, the survey is now conducted online. Graduates are asked to respond to several questions concerning their future plans. Included are questions concerning how their degree from SSC will be used, whether they

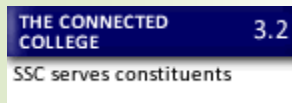
plan to transfer to a four-year institution, the highest degree they anticipate earning, and other training they may pursue. Graduates are asked about long-term educational and career goals, and respondents are given the opportunity to provide additional comments which may be helpful to the College. The results are compiled into a summary report and submitted to the Vice President for Academic Affairs.

SSC also uses a **Graduate Opinion Survey**, which is conducted annually through the office of the Vice President for Academic Affairs. It is used to monitor how the College is doing in regard to providing a quality educational experience for its students. The online survey is aimed at the most recent SSC graduates—students who graduated with an Associate Degree at the completion of the fall, spring, May, or summer term of the previous academic year. Respondents provide information regarding major areas of study, financial aid status, enrollment status, and employment status while attending SSC. In addition, the student's current employment and income status are addressed. Further, graduates who are continuing educational programs provide information about their transfer institution, major, and degree expectations. This survey provides students an opportunity to make observations and suggestions they believe will help the College in its mission. Once all data has been collected and analyzed, the Assessment of Student Learning Coordinator prepares the **Executive Summary Report of the Graduate Opinion Survey** for campus distribution.

The nationally recognized **ACT Faces of the Future** survey is another indirect measure used to survey students in regard to their educational experience while on campus. This survey is given to approximately 350 students in 10 to 15 classes during the fall semester of odd-numbered academic years. An effort is made to select approximately the same number of freshman and sophomore students to participate. The survey is divided into four sections and each section is divided into a series of questions covering the particular area. In addition, the survey includes a section for comments/suggestions. The sections are: General Background; Employment Background; Educational Background; and Current College Experience. ACT provides a summary of student responses for each question. This data is analyzed and included in an **Executive Summary Report of Faces of the Future Survey**, which is distributed across campus.

Certain academic divisions use other indirect measures of student learning within their divisions. For example, the Nursing faculty use the following indirect measures:

- An Advisory Committee, which consists of alumni, employers, and hospital representatives who give advice on curriculum and program suggestions;
- **Alumni Surveys and Employer Surveys for Nursing**, which are sent out six months after graduation asking for input on curriculum changes;
- **Nursing Education and Service Administration (NESA) Evaluation Tools** are used to obtain student, faculty, and facility feedback on the clinical portion of the course'
- **Nursing Course Evaluations** at the end of the semester to evaluate both the clinical and the didactic portions of the semester. There is



also a global program evaluation given just before graduation.

All of the above data is used to evaluate the individual courses as well as the program as a whole during the annual Program Evaluation in May.

The MLT faculty also use indirect measures of student learning within their program. They use a **Medical Laboratory Technician Program Graduate Questionnaire** to track clinical placement, employment status and graduate satisfaction with the program's academic preparation for the work place as well as preparation for clinical rotation. The MLT program has an Advisory Committee, which is made up of the laboratory managers of each of our seven affiliate hospitals, a pathologist, SSC's two full-time MLT instructors, and a recent student graduate. Recommendations from this Advisory Committee have led to changes in the program curriculum; one example is the changes that were presented to the SSC Curriculum Committee for implementation in fall 2004 and spring 2005. Please see the **Proposed Changes to the Medical Laboratory Technician Curriculum** for these changes.

Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

SSC's assessment results are posted on the College's Website, and are easily accessed by any interested person. The Assessment Results on the Website and in the Resource Room include:

- Course-Embedded Assessment Report Executive Summaries from Fall 2000 to present;
- Academic Profile Report Executive Summaries for Fall 2003, Fall 2004, and Fall 2005;
- ACT CAAP Test Report Executive Summaries for Fall 2006 and Fall 2007;
- Degree Program Assessment Reports for 2002-2003 through 2007-2008;
- Evaluation of General Education Reports for 2003 through 2006;
- OSRHE Annual Assessment Report Executive Summaries for 1999-2000 through 2006-2007.

Executive Summaries are e-mailed to all faculty with notification that copies of the entire reports are available in Division Chairs' offices and the Assessment of Student Learning Coordinator's office. Hard copies of all reports are distributed to the Assessment of Student Learning Committee, the Division Chair Council, and the Administrative Council. Most reports are also sent to the SSC Board of Regents, and the Board accepts these in spring. Other groups, including students, may obtain copies of the reports from the SSC Assessment Webpage or from the office of the Assessment of Student Learning Coordinator.

SSC integrates into its assessment of student learning the data reported for purposes of external accountability (e.g. graduation rates, passage rates on licensing exams; placement rates; transfer rates).

Graduation Rates:

SSC integrates graduation rates into its Assessment of Student Learning. The Graduation Rates are used in Degree Program Assessments to show continued viability of the degree program. For instance, the **2006-2007 Social Science Degree Program Assessment** shows that between the years of 2001 – 2006, the Social Science program had 26 graduates and 194 declared majors.

Passage Rates on Licensing Exams:

SSC integrates its passage rates on licensing exams into our Assessment of Student Learning. For example, the Nursing faculty use the pass rates from the National Council Licensure Examination (NCLEX), which is an exam used to measure the competency to perform safely and effectively as a licensed nurse. The NCLEX pass rates are reported as individual as well as aggregated data for the entire class. SSC subscribes to the NCLEX summary report that further details a blueprint of the specific content areas covered on the test as well as how SSC's nursing students as a whole performed. The nursing faculty then assess that data for trends and patterns over time and use the information to make curriculum modifications, when indicated, during the annual Program Evaluation each May or sooner during Nursing Program Curriculum Meetings.

Placement Rates:

SSC's Nursing Program also keeps job placement rates for their students and uses that data in their assessment of student learning. The job placement data is collected from the nursing graduates at the end of the program via the Nursing Program Evaluation. Job placement is revealed on the **Nursing Division Graduate Survey**. Because the Nursing Program's job placement rate is 100%, there has been no need for curricular revision based on this information. The data is discussed each year at the time of the annual Program Review in May in order to validate this status.

The MLT Program keeps job placement rates for their students as well, and uses that data in their assessment of student learning. **MLT Graduation and Employment Rates** are kept by the MLT program. Students are tracked for three years from clinical rotation, when they are employed (before or after completion of program), and where they are employed.

Transfer Rates:

SSC integrates its transfer rates into its Assessment of Student Learning. The College routinely seeks transfer data from the primary transfer baccalaureate institutions. Unfortunately, receipt of data has been sporadic in recent years, but the results usually show that while SSC graduates' GPAs drop slightly at the transfer institution, they rebound to about what the average GPA is for that institution. SSC recognizes the importance of Transfer Rates, and successful transferring of students to universities, as shown by the implementation of SSC's Transfer Enrollment Coordinator; nevertheless, SSC should work to

THE LEARNING FOCUSED
COLLEGE 2.1
SSC assesses student learning

develop ways to more accurately and regularly track transfer data to use in assessing student learning, especially since preparing students to transfer to baccalaureate granting institutions is an important part of our Mission.

SSC's assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs.

All of SSC's credit and noncredit courses incorporate some sort of assessment. Most of these courses use a pre-test and post-test format to assess student learning over the duration of the course. All of the general education courses follow standard **Course-Embedded Assessment Report Form** options. The non-credit courses through the B&I Division also use evaluations. These B&I evaluations are available in the Resource Room.

THE DISTINCTIVE
COLLEGE 4.5
SSC is committed to improvement

Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

Each division, (Division Chairs and faculty combined), met to discuss and develop Degree Program Outcomes based on the transferability of courses and the needs of the particular degree programs as well as the mission of the College. The faculty were involved in creating these Degree Program Outcomes by discussing goals and objectives that were broad enough in nature to encompass the overall goals and objectives of the program. Instructors' syllabi were standardized with these common Course Objectives. Pre- and post-tests were also developed around these objectives. Courses in every division have been standardized in learning objectives and assessment tools. The Assessment of Student Learning Committee, which is faculty-driven, created the new assessment categories. This Committee meets monthly to discuss the College's assessment process and to plan ways to proceed with any necessary changes.



IMAGE 88: English instructor Jessica Isaacs was part of the team that developed and piloted Interdisciplinary Studies English courses

From 2000-2003, the College had an Interdisciplinary Studies program, under which all zero level courses were combined to enable teachers in those courses to work together about problems that were similar in each division. Each division carefully worked out Learning Objectives for these courses based on the desired curricula and the College's mission statement. This was the pilot program for reworking class objectives. The other divisions followed suit and reworked the Learning Objectives for the other courses offered. Currently, the remedial courses are part of their respective divisions, and the Interdisciplinary Studies program no longer exists.

THE DISTINCTIVE
COLLEGE 4.4
SSC is self-reflective

Faculty and administrators routinely review the effectiveness of the College's program to assess student learning.

In order to show the effectiveness of student learning, instructors prepare assessment tools and then report the results of these tools to Division Chairs. The Division Chairs review these forms with the assessment results and submit a larger report to the Assessment of Student Learning Coordinator who compiles a Course-Embedded Assessment Report for campus-wide distribution. The Assessment of Student Learning Committee and the Division Chair Council review the report and coordinate efforts to maintain the course standards and/or implement changes if necessary. Faculty are involved in the Assessment of Student Learning Committee, and the Committee recommends changes to the Assessment Plan on an annual basis. Faculty and their Division Chairs have frequent divisional

meetings about assessment, and the Faculty Senate discusses assessment as well.

Furthermore, we use campus-wide tools like the ACT-CAAP Test. As part of the assessment process for the General Education Program, the College uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test. This test is a nationally recognized academic test designed to measure general education foundational skills typically attained in the first two years of college. Each fall the College uses five objective test modules of the CAAP Test—Writing Skills, Mathematics, Reading, Critical Thinking, and Science—to assess students with 45 or more credit hours.

A minimum of 150 students are selected who meet the requirement. Each student is given two randomly selected test modules. At least two days—one from the Monday-Wednesday-Friday schedule and one from the Tuesday-Thursday schedule—are set aside to administer the test. Make-up tests are allowed during the week of the testing period and are administered in the SSC Testing Center.

ACT provides demographic information for the participants as well as mean scores for each module for both Seminole State College students and the national database. ACT also provides information for the following groups: sophomore students, students planning to transfer to another institution, female students, and male students. Once the data has been analyzed, a summary report is written by the Assessment of Student Learning Coordinator and distributed campus-wide. SSC's **Academic Assessment Plan** is available on the Website and in the VRR.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT

3A:

Since 2001, SSC has made many improvements in assessing student learning. SSC has:

- expanded Course-Embedded Assessment Options;
- established preliminary recommendations for Course-Embedded Assessment Thresholds;
- revised Course-Embedded Assessment Reporting Forms and Procedures;
- established a Degree Program Assessment schedule;
- redesigned Degree Program Level Assessment;
- established effective Degree Program Outcomes;
- revised matrices linking courses with General Education and Degree Program Outcomes;
- revised Degree Program Assessment formats;
- revised all course syllabi;
- revised General Education Assessment formats;
- adopted ACT CAAP Thresholds for Writing Skills, Mathematics, Reading, Critical Thinking, and Science Reasoning;
- established Assessment of Student Learning Guidelines; and

- prepared the annual Academic Assessment Plan.

While the College has worked to improve Assessment of Student Learning, we need to focus on improving program assessment. SSC should work to further refine uniform pre- and post-assessments for the same subjects within each division and develop more effective ways to analyze assessment data. SSC should develop a system in which all faculty who teach general education courses evaluate the general education outcomes. SSC should continue to support faculty and administrator attendance at assessment workshops and conferences to gain fresh ideas.

CORE COMPONENT 3B:

SSC VALUES AND SUPPORTS EFFECTIVE TEACHING.

Qualified faculty determine curricular content and strategies for instruction.

SSC ensures by various means that **the College's faculty are well-qualified for their teaching fields**. SSC ensures all faculty are qualified by enforcement of employment procedures and qualifications as stated in SSC's **Policy II-4-1**, review of employee transcripts, and maintenance of minimum qualifications thresholds. Beyond these means, for all faculty, SSC ensures their qualifications by assignment of a Faculty Credentials Self-Inventory, which are available for review in the Resource Room. Full-time faculty are required to complete the Faculty Self-Evaluation, (also available in the Resource Room), and are further subjected to regulation of faculty tenure status, submission of tenure application portfolios, and enforcement of a tenure review process. Proper credentialing is part of the tenure requirements. For new SSC full-time faculty, the College provides a Faculty Mentorship Program, New Faculty Orientation, and New Faculty Luncheon. Particularly for adjunct faculty, the College further ensures their qualifications by the process for hiring adjuncts and following the same qualifications standards as those for full-time faculty.

SSC's qualified faculty **determine the curricular content** of the College's courses. The academic divisions work together to determine that the curricular content of each course fulfills the General Education requirements of the College. The faculty in each division determine the curricular content of courses with guidance of the Division Chair and approval of the Curriculum Committee.

Several members of the Division Chair Council and faculty serve on the statewide Course Equivalency Project (CEP). The Oklahoma State Regents designed this committee to ensure that similar courses offered at each of the state institutions of higher education yield similar course content, numbering, and descriptions. This attempt at uniformity proposes to enhance the transferability of courses from institution to institution for courses in General Education.

Division Chairs are faculty that serve as members of the Seminole State College Division Chair Council. The Vice President for Academic Affairs serves as the chair of the Division Chair Council. The Council monitors and assesses all SSC

academic programs and, acting as a Curriculum Committee, reviews proposed new courses and texts to make certain the courses fulfill state OSRHE and College requirements and contribute to the stated mission of the institution. The Council reviews the addition of new programs and the deletion of those no longer fitting the College's stated mission.

The faculty also **determine the strategies for instruction** at the College. Faculty determine strategies for instruction in each individual classroom. SSC supports professional development designed to facilitate teaching suited to varied learning environments and is open to innovative practices that enhance learning. Many faculty have participated in the following colloquia: PowerPoint, Advanced PowerPoint, Web CT and online instruction, Smart Board Training, MyMath lab training, IETV, Distance Learning training and developing online courses. Additionally, faculty have participated in colloquia that enhance student learning such as: learning styles, "Student Plagiarism," "How will you know they know?" "Curriculum Modules Development," "Critical Thinking and Learning Objectives," and "Cultural Diversity and Understanding Economic Diversity."

SSC supports professional development designed to facilitate teaching suited to varied learning environments.

The College has a professional development plan to help teachers learn innovative ways to teach and serves to promote the continued educational efforts of the entire Seminole State College community. The **Professional Development Plan (Policy II-4-30)**, approved by the Board of Regents in November 1990 provides the opportunity for full-time employees to attend seminars and workshops at the College's expense. Full-time employees of SSC are also eligible for graduate and undergraduate tuition and fee reimbursement. In addition, a reimbursement program called the **Continuing Education Unit Plan** encourages all employees to register for developmental offerings or learning experiences to "enhance job performance or capabilities to serve SSC." Faculty members, in particular, have used these professional development programs to advance their studies and degrees, and to attend workshops and seminars to improve on classroom teaching strategies and in their disciplines.

The College supports professional development as evidenced by instituting its **Professional Development Plan (Policy II-4-30)**, providing resources for professional development, maintaining professional development information and documentation through the VPAA's Office, and adopting a Professional Development Procedure by the Faculty Senate.

SSC's faculty attend a wide range of professional development activities that center on facilitating teaching in varied learning environments such as WebCT, and IETV, in addition to traditional classrooms and labs. A list of the **Professional Development In-Service Guest Presenters and Break-out Sessions, Colloquia, and Workshops** the faculty have attended on and off campus in the past five years is available in the VRR.

Seminole State College evaluates teaching and recognizes effective teaching.

The Faculty Senate of Seminole State College believes that periodic evaluations

THE LEARNING FOCUSED COLLEGE 2.2
SSC supports learning

THE LEARNING FOCUSED COLLEGE 2.3
SSC supports scholarship

are positive and vital steps for an institution to undertake. Each year, SSC's full-time faculty are subject to evaluation by their students and Division Chair. The students complete a **Student Feedback on Classroom Instruction** form. These forms are reviewed by the instructor, the instructor's Division Chair, the VPAA, and the President of the College. The instructor's Division Chair then completes an evaluation of the instructor's effectiveness, which is reviewed by the instructor, the VPAA, and the President. The College recognizes effective teaching by conferring tenure status on successful tenure applicants as part of the College's tenure procedure; providing a faculty stipend for teaching off-site for IETV, high school students, or service-learning classes; nominating a Faculty Member of the Month; and recognizing faculty at the Board of Regents meetings. SSC recently established through the SSC Educational Foundation a new Distinguished Teaching Award created in honor of outgoing VPAA, Dr. Rebecca Kennedy's retirement in 2008.

SSC provides services to support improved pedagogies.

Since 2000, SSC has demonstrated much support for faculty to improve their teaching methods (See SSC **Policy II-7-6: Use of College Personnel/Resources for Professional Development**). The College has provided forums, such as colloquia that allow faculty to share their methods and to bring new methods to the campus in a group setting. Attendance at colloquia is highly encouraged and included in the **Professional Development Inventory** file.

College faculty are encouraged and reimbursed in most cases for attending workshops and professional development seminars in their teaching area. Each division is given a travel budget for this purpose.

College In-Service speakers and breakout sessions have been geared to bringing faculty up to speed with new teaching ideas and technological advances on campus. Some of these are listed below:

- Multi-Generational Students (August 2005);
- Teaching Troubled Students (August 2007);
- Service Learning Project (August 2007);
- Wireless Campus/ Campus Connect (August 2007);
- IETV seminar (August 2007);
- SmartBoard training (August 2008).

Reimbursement is provided to Nursing and Medical Laboratory Technician (MLT) faculty to attend Simulation Seminars held for 2007 and 2008 in Oklahoma. These seminars provide new techniques in training using highly sophisticated simulators and allow for more nursing and healthcare students to have better hands-on training on campus.

A technology grant received by the MLT Program in 2008 provides new tools to change the way instruction is done in the laboratory, reproducing real-life situations with greater volume of testing and student interaction with the same number of faculty.

The Science and Math faculty in the summer 2005 participated with local K-5



IMAGE 89: SSC English instructors join other writers at a workshop conducted by Oklahoma author Mel Odom

and high school teachers through a cooperative agreement (Einstein No Child Left Behind) to identify weaknesses in Science and Math. Two SSC faculty members, Beverly Williams and Paula Rutledge, participated in this project. Paula Rutledge also teaches Math Concepts 1, 2, and 3 to high school math teachers to improve their teaching skills in Math. This is a cooperative agreement with East Central University.

SSC also provides a **Professional Development Plan (Policy II -4- 30)**, which includes Tuition and Fee Reimbursement, Educational Attainment Pay, and Salary Schedule Implements upon Degree Completion, for faculty wishing to seek higher degrees in their teaching area.

SSC demonstrates openness to innovative practices that enhance learning. Additionally, the College supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

Seminole State College administration encourages innovative teaching practices by “letting them happen.” Faculty are given the freedom to explore ways to teach their subject matter in ways that best work for them and their students. For example, in small classes in the Medical Laboratory Technician Program, the entire class may go to a metropolitan hospital and be taught and shown methods of maintaining quality control by the very person whose job that is.

MLT capstone students are given assignments that take them to the source of learning, which may be a rural hospital, or a legislative hearing. MLT Department faculty have found that these young adults learn better by experiencing actual situations than reading a book or an Internet assignment. These experiences have been encouraged by giving publicity to the events and the students participating.

The MLT Department has purchased and is using Student Rapid Response Clickers to encourage all students to answer questions in class, rather than waiting for the same person to answer or none at all.

The Oklahoma Association of Community Colleges offers a monetary “G.I.F.T.” to community college instructors who submit innovative teaching techniques to conference members each year. Seminole State College MLT instructor Malinda Browning won first place, and English instructor Jeff Cox was a finalist in March 2008. In 2009, English instructor Kelli McBride was a finalist.

The College has demonstrated openness to technological innovative practices in the last few years. The College has broadened its offerings and receptions of IETV classes – both portable and stationary IETV Classrooms, and its online classes. The College also now has improved technology in the classroom, such as Elmo Projection, (which projects real items on a screen for all to view); WebCT support for hybrid classes; Internet and intranet capable classrooms; use of SmartBoards; use of AirLiner wireless slates; multimedia capabilities in classrooms, portable carts, and conference rooms; a Student Computer Café; computerized simulation software use by Medical Laboratory Technician (MLT), Nursing, and Astronomy; computerized laboratory processes, such as DNA electrophoresis (Biology), dietary analysis (Nutrition), and hematocrit and

THE DISTINCTIVE COLLEGE 4.5
SSC is committed to improvement

THE FUTURE-ORIENTED COLLEGE 1.5
SSC integrates new technology



IMAGE 90: MLT instructor Malinda Browning (right) and Dr. Rebecca Kennedy (left) celebrate Browning's 1st Place in OACC's G.I.F.T. contest for instructors

spectrometer measures (Physiology); CD / Internet based learning; calculator based learning; physiology and chemistry classes; Facebook; and Sympodium: Smart Podium.

SSC encourages faculty to stay informed about research on teaching and learning by providing professional development opportunities such as on-campus speakers and workshops as part of the annual In-Service and the College's Colloquia Program. The College also financially encourages faculty to keep abreast of such research regarding teaching and learning by offering the Faculty Development Program, which covers part and often all of a faculty member's expenses to attend various conferences and other activities pertinent to advancing teaching excellence. The College's **Sabbatical Policy** allows faculty to take some time off for research and development of ideas or projects, too.

Some of the highlights of the In-Service, Colloquia, and Faculty Development Activities since 2001 that SSC has offered, or provided financial support for faculty attendance, include:

- In 2001 Julie White conducted a presentation at In-Service about Diversity;
- In 2002, OSRHE General Counsel Ned Bastow and Regina Switzer, OSRHE Associate General Counsel along with Lisa T. Davis, Assistant Attorney General, conducted an In-Service presentation on "Legal and Ethical Issues in Higher Education";
- In addition, Dr. Jerry Bread led a discussion on "Native American Student Success" which was sponsored by Title III;
- In 2003, Title III sponsored two In-Service presentations by Christine Stanley, author of *Engaging Large Classes*, on "Engaging Students: New Teaching Strategies" and "Intervention: Dealing with Disruptive Students";
- In 2004, Dr. Don Gehring, a Professor Emeritus of Higher Education at Bowling Green State University, led a discussion on "Current Issues in Higher Education," which included items such as legal issues, academic freedom, academic dishonesty, and discrimination and diversity;
- Gina Wekke, Director of Campus Compact for the Oklahoma State Regents for Higher Education, informed faculty and staff on the issue of "Civic Engagement" and Ben Hardcastle, Director of Communications for Oklahoma State Regents for Higher Education informed the campus community about the Oklahoma "Brain Gain" initiative;
- In 2005, Rita M. Murray, CEO of Performance Consulting, LLC, led a presentation on dealing with generational diversity among campus co-workers and students, entitled, "Survive and Thrive in a Multi-Generational World";
- In 2006, faculty and staff were enlightened by a presentation by Michael Korenblit with the Respect Diversity Foundation about "Relating the Holocaust to Issues of Today." In addition, faculty and staff were treated to a variety of enrichment programs which included, "Assessment," "Grant Writing," and "Concurrent Enrollment";



IMAGE 91: Michael Korenblit from the Respect Diversity Foundation

- In the wake of the Virginia Tech massacre, in 2007, faculty and staff listened to a presentation by Gary Pavela from the University of Maryland on “Disruptive Student Behavior on Campus.” In addition, faculty learned more about the “Service Learning Project” and “Assessment at Seminole State College”;
- At the 2008 In-Service, Dr. John Nicoletti from Nicoletti Flater Associates of Denver, Colorado, presented the keynote speech on “Threat Assessment: Building Barriers to Violence,” concerning threatening behavior on campus and the importance of safety strategies.

SSC also supports faculty awareness of technological advances that can positively impact student learning and the delivery of instruction by providing opportunities both on-campus and off for faculty to learn these new technologies. SSC has offered multiple faculty development “technology” training sessions. The College has offered faculty training sessions for new software, including: Introduction to Microsoft Office; Introduction to File Management and SmartBoard; Advanced SmartBoard; Introduction to Word; Introduction to Excel; Advanced Excel; Introduction to Publisher; Advanced Word; Introduction to Windows; Windows XP Training; Introduction to Access and Databases; and Advanced Access and Databases.

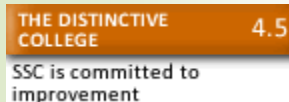
In addition, the College has provided many hands-on “equipment” faculty development training sessions, such as: SmartBoard Training; POISE Advisor Training; POISE Early Warning Training; Electronic Gradebook Workshop; EBSCO Training; and numerous WebCT workshops.

All of these technology-oriented, faculty development offerings emphasize the practical usage of the technology in and for the classroom.

In 2005, faculty were informed of technological changes in submitting grades during an In-Service presentation when Jack Whisennand, Director of Management Information Systems at SSC presented, “Campus Connect – Posting Grades Electronically.” In addition, faculty were informed of other technological advancements through “Using Digital Textbook Materials,” “WebCT for Classroom Management & Online Classes” and “Teaching Using ITV.” In 2006, faculty received important information about using “Campus Connect” and a session on “IETV Instruction.” In 2007, faculty were required to attend a beneficial technological presentation about the nuts and bolts of “WebCT and Online Instruction.” Faculty heard presentations on “IETV,” “OKcollegestart.org,” and “Wireless Campus and Campus Connect.”

Faculty members actively participate in professional organizations relevant to the disciplines they teach.

SSC’s faculty are actively involved in a number of professional organizations. The College encourages such involvement by listing it as a qualifying criterion for tenure status as well as requiring faculty to complete annual Self-Evaluation Forms, in which faculty must list all professional and other organizations and activities. (Please see **Tenure Policy** and **Faculty Self-Evaluation Forms**.) SSC is a community-oriented College; as such, faculty involvement in the professional, academic, and civic communities is highly desirable and encouraged by the



College in efforts to promote global awareness, good citizenship, and good ambassadorship among the SSC community. The **Faculty Self-Evaluation Forms since 2001 are available for review in the Resource Room.**

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT

3B:

SSC is proud of the way we support our faculty. We work hard to orient new faculty to the College and the College's personnel, and we have worked to improve our tenure policy, professional development funding, and faculty recognition at In-Service. The Seminole Chamber of Commerce takes our nominations and awards a Faculty and Staff Member of the Month. Retired VPAA Dr. Kennedy established a fund through the SSC Education Foundation to provide a Distinguished Teaching Award.

The Faculty Senate needs to work with the SSC Foundation to begin awarding the Distinguished Teaching Award as soon as the fund's interest is substantial enough to subsidize it. While the College has certainly made improvements in faculty support, we must continuously work to further improve and provide additional methods for recognizing effective instructors.

Publicity of teaching efforts and awards in local news media and on campus publications is one way to increase awareness and recognition. This is done, but could be improved. SSC should develop additional ways to recognize effective teaching. Establishment of a faculty-driven "recognition" committee would be a positive step toward the accomplishment of this goal.

The process of gathering and storing documentation of faculty professional development needs to be computerized and kept up to date at least quarterly.

CORE COMPONENT 3C:

SSC CREATES EFFECTIVE LEARNING ENVIRONMENTS.

Student learning is at the core of our Mission. SSC is concerned with identifying how satisfied our students are with their learning at the College. Therefore, SSC regularly evaluates student satisfaction in a variety of ways, including Student Feedback on Classroom Instruction at the course level each fall semester, Graduate Opinion Surveys, and tracking of persistence / retention / graduation rates with the idea that satisfied students stay on to graduate and succeed.

Seminole State College believes that student perception of the quality of their educational experience is important. Therefore, with the **Graduate Opinion Survey**, SSC seeks to determine the level of students' satisfaction by asking a series of questions concerning student satisfaction with personnel, instruction and curriculum, equipment and support services, and buildings and grounds. Each question can be answered with a response of *Very Satisfied*, *Satisfied*, *Neutral*, *Dissatisfied*, or *Very Dissatisfied*. When all data are considered, it becomes apparent that graduates view the faculty and staff of SSC with high regard and as a major asset of the College. The survey evaluates the following

areas:

- quality of instruction in their major area of study,
- attitude of faculty toward students,
- concern for students as individuals by SSC personnel,
- overall academic rating of SSC, and
- overall experience at SSC.

SSC's first-year **persistence rates** provide further evidence of student satisfaction, as documented within the **Oklahoma State Regents for Higher Education Student Data Report / SSC Data**. These persistence rates show that on average, over 50% of first-time freshmen continue on toward their degrees. These **Persistence Rates** and **Graduation Rates** are available in the VRR.

Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

SSC uses assessment results to determine how the College can better function and improve student learning. SSC considers "assessment" an important tool to determine what resources need to be improved or changed in some way to enhance the overall learning experience for students at the College. Thus, SSC's improvements in curriculum, pedagogy, instructional resources and student services may not be the sole responsibility of the faculty, but frequently may involve other internal constituents as well, such as the students themselves, the administration, the staff, or fiscal, technological, and physical resources in order to facilitate whatever changes or improvements are effected by the assessment results.

SSC's Assessment Results Inform Improvements in Curriculum:

SSC's faculty use assessment results to inform curriculum. For instance, SSC's literature and composition classes include more critical thinking and critical application activities now as a result of class assessment pre- and post-tests and pre- and post-writing assessments. Also, the English faculty include a **Plagiarism Quiz** to help students better understand how to properly document sources.

In SSC's Medical Laboratory Technician courses, faculty used assessment results to inform the following curriculum improvements:

- Continue to examine the curriculum more closely to make changes as needed to strengthen Board of Registry Exam scores;
- Continue to encourage all graduates to take the external certification exam (BOR) within six months of graduation;
- Require all graduates to maintain competency through continued education to maintain their certification. The MLT Program Director is now on the ASCP Board of Governors and is the liaison to the Board of Registry. This group has been charged with making the BOR exam results more meaningful and timely to the Program Directors. An interactive format for Program Directors to communicate and share ways to prepare and encourage graduates to take the exam is underway. Also underway is a job practice survey, which may further enhance the curriculum requirements and make the MLT curriculum more current.

SSC's Assessment Results Inform Improvements in Pedagogy:

Faculty use assessment results to help them determine ways to improve their teaching delivery. Every instructor should indicate plans for the future in their courses, as part of their regular **Course-Embedded Assessment Reports**. Pedagogical improvements are also addressed at the **Degree Program Assessment** level.

Assessment results are used to inform pedagogical improvements at the course level. For instance, SSC English instructor Jessica Isaacs used the results of her Course-Embedded Assessments to inform her decision to do more writing workshoping and one-on-one conferencing in her freshmen composition courses. This pedagogical change was in response to an identified need for more personalized instruction, since students have such a wide discrepancy of writing skills levels in Composition I and II.

Two Government instructors, Dr. Richard Wood and Marta Osby, noted that they would continue to review students before and after each unit exam making sure students comprehend the specific material that is also addressed on the assessment post-test. Osby, who requires that students score a 70% or higher on the post-test, noted that the post-test would be given two weeks before the last unit exam enabling the students to have more time between the two exams. Instructors noted that they would concentrate more on current events in light of the recent presidential elections in 2008. Instructors will continue the technique of repetition of material, and one instructor, Jimmy Harrell, noted that he would incorporate more videos in the hopes of increasing retention of material. All instructors noted that the assessment results are used to determine what material needs to be emphasized in the coming semesters.

Assessment results inform pedagogical improvements at the degree program level, as well. In Social Sciences, instructors will continue to correlate assessment into their course curriculum. Keys to improving student retention of necessary information will be used to review methodologies during the course of the semester. Some questions, even multiple choice, can challenge a student to use critical thinking skills to be able to determine the correct response. A benchmark for Social Science to aim for in future assessments is to improve the difference between pre- and post-tests, for General Education Outcome 3 and 4, until 70% of students achieve 70% on post-assessment. Higher results encourage faculty to maintain effective teaching practices, while striving for new ideas and teaching methodologies that might encourage overall success and help with student retention.

The College will continue to assist students in demonstrating acceptable reading and writing skills across the curriculum. This is accomplished within the Social Sciences through reading assignments, book reviews, reports, writing assignments, and other methods to increase student competency.

The College will continue its concerted effort to attract traditional and non-traditional students, by providing students with an exceptional learning experience at an affordable cost. The College will continue to address the need on behalf of 50% of the students enrolled at SSC who are unprepared for college

level classes, especially in the areas of English, reading, and mathematics.

In the Language Arts and Humanities Division, assessment results analysis led to a **Plagiarism Quiz** that each student must pass with a perfect score, taking the test as many times as necessary. In doing so, the student has an opportunity to confront and understand the requirements of academic attribution. The action has led to better prepared students and improved scores.

In the Art courses, many of the studio assignments are graded with a rubric to expedite the grading process. These rubrics are reviewed yearly for content and information value. Studio instructors began most class sessions with a demonstration—a goal of the fall 2003 assessment report. This proved to be an excellent way to get the students involved and in class on time. This technique will be continued. The Art Appreciation Assessment will be rewritten to reflect the spirit and typical test responses used during the course.

The Math Department offers three Math Concepts classes for elementary educators. Assessment results are consistent in showing success in teaching concepts and logic. The Math and Science Department focuses on problems and questions raised in the Assessment process. The Math Concepts offerings have expanded from one course initially to the current three offerings – responding to assessment findings and efforts to coordinate with universities. An education overview class might serve a similar purpose.

SSC's Assessment Results Inform Improvements in Instructional Resources:

SSC's Social Sciences Division used assessment results to inform improvements in instructional resources. In order to show interactive video and computer presentations, it was necessary for the Division to update their computers and to have ceiling mounted projectors in the classrooms so that all students would have the ability to benefit from watching the presentations. The ability to use this instructional resource was made possible due to the effective management and allocation of money within the Division. To ensure that students were able to see the video, it was beneficial to alter the physical layout of the classroom. Additional financial assistance was needed to purchase new tables and chairs. It was obvious that students retain material and are more engaged in classroom discussions when they are in a comfortable physical environment. This improvement added to the ease of using new resources while being responsive to the needs of the physical comfort of our students.

Within the Language Arts and Humanities Division, assessment led directly to a unified writing curriculum, which incorporated a custom book for English classes, and the book has been well received. Assessment has been the primary tool for follow-up to ensure that course outcomes are achieved. Through Course-Embedded Assessment, the English instructors have seen evidence that shared course outcomes are being met and the students are being held to the same reasonable and achievable standard in all writing and literature courses at the College. Assessment results have also been used to justify continued expenses in technology.

In the reading classes, in particular, Assessment results are direct and easily measurable. We are upgrading hardware and software technology in the



IMAGE 92: English students studying their handbooks in preparation for taking the Plagiarism Quiz

reading classrooms. The LAH Division has requested a SmartBoard to expand the number of classroom programs to assist reading improvement. The LAH Division has also identified a need for a writing computer lab, and has found some space in the back of one of the classrooms to install a printer and a few computers with Microsoft Word and Internet access. The Division has upgraded desks and chairs in that classroom to provide the space for the computers. Assessment results showed that students in the writing and journalism classes need more word processing technologies available to them during class time for various researching and writing activities. Having a computer-equipped classroom for the creative and technical writing, composition, and journalism courses provides many pedagogical opportunities that were previously unavailable due to limited technological resources. The LAH Division will continue to seek additional funding to enhance and expand the writing computer lab.

In the Art related programs, the primary area to improve in instructional resources as revealed by assessment is the need for more physical space. Studio classes by their nature need more space versus lecture type classes. Student evaluations, faculty evaluations, and college comparisons all reveal the need for additional space for the studio classes in the Art Program. Through analysis of other colleges' freshman and sophomore offerings it is evident the SSC Art Related Program could, with additional space, offer additional course work in printmaking, photography, ceramics, and graphics. It is also a program that has much "elective" support from the students' community involvement. Understandably, this type of support is not a common occurrence in all programs, but a factor that makes the Art Program an asset for the College and its effort to fulfill its Mission Statement.

Within the Social Sciences Division, numerical assessment results generally lead to improvements in instructional resources via the interpretations the faculty place on those results. When faculty analyze results and determine that the classroom environment needs updating, or the learning resources need improvement (i.e. textbooks, library resources, audio-visual support), the Division Chair then includes requests for such items and support in her submission to the Three-Year Plan. The Vice President for Fiscal Affairs is extremely cooperative in adjusting the division's budget to the best of her ability, so that the Division Chair can purchase the necessary materials. At times it is a little more difficult for the more expensive technological advances to be procured, but those items are also included in budget requests, and are usually eventually gained. Also, the Director of the David L. Boren Library assists the division's budget by purchasing films and books that they need that remain housed in the Library but are available for check-out, and the librarian orders journals upon request.

The History faculty identified via assessment results a need for more and uniform technology. Upon receiving these resources, much instructional improvement occurred that allowed more class time for covering material rather than trying to get technology to work. Continued improvements in class computer hardware and software can only further to enhance student learning. The wireless Internet environment in the Music building benefits instructors and students, resulting in a dramatic increase in the number of students using

laptops to take class notes, and to visit WebCT and textbook websites.

Furthermore, in the Math, Science, and Engineering Division, the faculty have added more inquiry labs in science classes. The MSE Division has added more SmartBoards for math and science, and some instructors have started using PowerPoint and adding notes to WebCT based on needs for more instructional resources derived from the assessment results.

The Medical Laboratory Technician (MLT) faculty identified needs to equip the laboratory with more current technology to meet employers' needs, develop and implement strategies – particularly focusing on partnerships in the health field – to address the need for clinical training sites, and to form an online SSC MLT Alumni website to encourage continuing education opportunities. This Alumni group will be tapped for scholarships to assist students in clinical internships.

SSC's Assessment Results Inform Improvements in Student Services:

Indirect Assessment indicated that students and staff sought more campus activities. The response to those needs was to add an Activities and Recruiting Coordinator (ARC). The ARC organized many activities, including a Campus Activities Board (CAB) to assist with ensuring students' desires were met. The CAB membership consisted solely of students and was sponsored by the Coordinator. The CAB recommended activities important to student development outside of the classroom. Activities included constructing a sand volleyball court, adding intramural contests, adding a dance team, building two pavilions, creating a wireless campus, and sponsoring an alcohol and drug awareness speaker. The College participated in many events and activities under the direction of the ARC, such as Welcome Week, dances, contests, and Senior Enrollment Day.

To be more responsive to our service area's Native American students, Student Services sponsored the First Annual Seminole State College Native American Day in 2007. Over 300 area high school juniors and seniors and their sponsors attended the activities, which included several dignitaries and guest speakers. The Seminole State College Native American Student Association assisted with the event. The evaluations for the event were overwhelmingly positive. (Please see the **Native American Day Evaluations**). Student Services sponsored the Second Annual Native American Day November 17, 2008 with intentions to make this a yearly event.

To provide more activities for our students, the VPSA and the local movie theatre owner agreed to allow SSC students with the presentation of their student ID to attend local movies four nights per week and on special occasions for \$1. Student Services will subsidize the remainder of the cost of attendance, provided there is adequate documentation recorded by the movie staff of Student Photo ID numbers to the VPSA office.

Student Services is modernizing their record keeping and scanning all records. To adequately perform this service the Student Services computers needed upgrading. MIS also approved additional licensing contracts for Financial Aid and Admissions so the scanning process will be possible. More licensing



IMAGE 93: Students taking part in Welcome Week activities sponsored by the Campus Activities Board



IMAGE 94: Dancers perform at SSC's Native American Day



IMAGE 95: Senior Enrollment Day gives area high-school students the opportunity to register for SSC classes

THE LEARNING FOCUSED COLLEGE 2.2
SSC supports learning

THE CONNECTED COLLEGE 3.2
SSC serves constituents

agreements will be added as needed to provide necessary services.

In collaboration with the Academic Affairs area and with research provided by Noel-Levitz, the decision was made to make Freshmen Seminar a one-hour general education requirement beginning with the fall 2006 incoming freshmen.

Student Services has been more active in making contact with our service-area high schools. Over the past two years the SS staff has visited the Top 20 feeder high schools in our service area on several occasions and all of the high schools at least once annually.

Seminole State College provides an environment that supports all learners and respects the diversity they bring.

SSC recognizes that students learn in a variety of ways, and that each student brings unique perspectives and needs, which contribute to the overall diversity of the College. SSC supports these varied learning styles and needs and works to create an environment appreciative of multiple forms of diversity. The SSC Student Bill of Rights Preamble states,

“Colleges exist to transmit knowledge, pursue truth, enhance the capabilities of students to achieve their personal development, and appreciate the diversity of society.”

Therefore, SSC faculty appreciate and foster the diversity of their students. One of the ways this is illustrated is through their participation in professional development. For example, faculty have participated in workshops in 2001-2002 on “Coping with People in a Diverse World,” “Strengthening Student Services,” “Native American Student,” and “Pathways of Change to Improve Retention.” In 2002-2003, faculty participated in workshops on diversity, such as “Understanding Economic Diversity,” and “Critical Thinking and Learning Objectives.” In 2005, faculty participated in “Survive and Thrive in a Multicultural Society.”

SSC recognizes that diverse learners have diverse needs, so the College offers a variety of alternative scheduling options to support these needs. The College offers weekend, night, summer, intersession, accelerated, online, blended, offsite, and IETV courses for students who need a nontraditional classroom format, perhaps to accommodate their work or family obligations. SSC provides tutoring support for students of all skills levels, and offers remediation courses.

Veteran’s Upward Bound, one of SSC’s federally funded programs, provides services to veterans, including:

- Academic and Career Assessment
- Career Guidance and Exploration
- Information on Colleges and Other Post-Secondary Schools
- Admission and Enrollment Assistance

- Financial Aid Application Assistance
- Study Skills Development
- Short-term Refresher Courses
- Conversational Spanish Course
- Basic Computer
- College Preparation Instruction in:
 - Mathematics
 - English Grammar
 - English Composition
 - Reading
 - Science
- Distance Learning.

To respond to the needs of Nursing International students, SSC had a dedicated International Student Enrollment Specialist/Advisor that worked with International Nursing Students. This advisor aided students by ensuring they had the appropriate documentation including transcripts from high school, colleges, VISA's, immunizations, CPR and CNA/HHA cards. International students were additionally processed through the registrar's office in order to obtain their I-120 Certificate of Eligibility for Non-Immigrant (F1) Student Status. After documentation was received, the advisor completed degree checks, calculated GPA, and verified test scores in order to determine if students met admission requirements. After eligibility was determined, the advisor worked with each student in order to verify and/or obtain immunization records, CNA/HHA cards and CPR cards.

In addition to assistance with advisement and enrollment, the Advisor provided housing information for on and off-campus students prior to their arrival and assisted students with the application process to ensure they had adequate housing. The Advisor provided transportation to/from airport and helped them settle into their new residence. Once settled, students received assistance in establishing their checking accounts, setting up their utilities, and purchasing furniture. In some cases, students received help in the process of how to purchase vehicles and were provided driving lessons so they could obtain their drivers licenses. Once they were settled, academic guidance was provided to them for the duration of the coursework until their graduation.

SSC has not taken steps to require minimal proficiency in English for admissions due to OSRHE. Students with English as a Second Language (ESL) may take ESL courses, and these classes may be repeated as necessary.

The College dedicates human resources to providing an environment that supports all learners. For example, to address the diverse needs of our disabled students, the College provides Student Disability Services, with an Enrollment Management Specialist specifically dedicated to addressing these needs. Students work in conjunction with their specialist who coordinates with each instructor to ensure that each student's needs are accommodated from note-taking services, tape recorders, tutors, reader services, interpreters for hearing-impaired, special housing, adaptive equipment, and Braille services. In most cases, instructors go beyond federal requirements and provide students with copies of PowerPoint presentations and spend additional time with students

making sure they have all the necessary material and resources to ensure their academic success.

SSC is honored to have a large Native American population (See CHART 3.C.).

**CHART 3.C: Native American Tribes Represented
at SSC in Spring 2006**

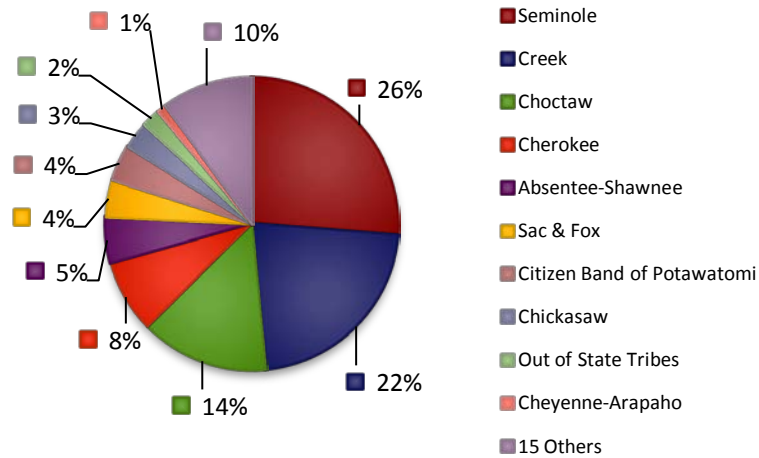


IMAGE 96: Enoch Kelly Haney's *The Guardian* in Henderson Park. The statue was purchased by a gift from the J. Smart Family Foundation.

Equally unique is our partnership with the Seminole Nation. In 2007, the SSC Education Foundation received a sizeable monetary contribution from the Seminole Nation to assist with the completion and furnishing of a 150-bed residence hall. Seminole Chief, Enoch Kelly Haney, noted, "We [the Seminole Nation] are the largest employer in Seminole County and a lot of the services we provide serve more than just our tribal members. We want to continue to provide assistance for important projects in our community such as this new state-of-the-art facility." In 2002, then Oklahoma Senator Enoch Kelly Haney ensured funding for this state-of-the-art building on the SSC campus which would house a Business & Industry Training program and the College's Nursing Division. This center was designed to meet the instructional needs of specific businesses and industries in the areas of management, sales, computer operations, technical service, industrial skills development, and other specialized training as needed. SSC continues its tradition of celebrating its unique history by purchasing one of Enoch Kelly Haney's statues entitled, *The Guardian*. The original work is installed atop the Oklahoma State Capitol. On the SSC campus, it is prominently displayed as a reminder of our diversity for students and visitors.

The College's student organizations show respect and appreciation for the diversity of their learners. These organizations include:

- Native American Student Association, an organization to which all students are welcomed to join, that seeks to encourage the involvement of students who are interested in Native American traditions, to provide fellowship and support to Native American students, to inform members of educational and career opportunities, to fellowship with other Native American organizations, and to serve the community through volunteerism. In 2007, members assisted

THE DISTINCTIVE
COLLEGE 4.2
SSC appreciates diversity

THE DISTINCTIVE
COLLEGE 4.3
SSC is accountable

with Native American Day activities featuring Lakota Native American actor, singer and motivational speaker, Michael Spears. In addition, the organization celebrates the uniqueness of Native American culture by hosting and volunteering at powwows and tribal inaugural ceremonies.

- Phi Theta Kappa International Honor Society for Two-Year Colleges, the only International Honor Society for Two-Year Colleges that seeks to encourage full/part time students with a 3.5 GPA or higher to reach their fullest academic potential. The organization shows respect and appreciation for diversity through its four principal hallmarks of service, scholarship, leadership, and fellowship. Through these hallmarks, students help the College, the community, themselves and others. The chapter has supported activities through a multicultural week, which highlighted and celebrated unique cultures.
- Psi Beta National Psychology Honor Society, whose mission is professional development of psychology students through promotion and recognition of excellence in scholarship, leadership, research, and community service. In 2005, Psi Beta member Jami Schevetto received national recognition for her research on measuring the educational outcomes from a seminar presentation. In addition, Schevetto represented SSC at N.E.W., the National Education for Women's Leadership Class, which is a five-day program that accepts approximately 30 female participants from state colleges to learn about leadership from a diverse group of women with professional and political experience.
- Sigma Kappa Delta National English Honor Society for Two-Year Colleges, which encourages members of solid academic standing with a 3.3 minimum grade point average, no lower than a B average in English, and who have completed 12 semester hours. To become a member, a student must meet these requirements and complete at least one college course in English language or literature. The organization promotes education, literacy, and charity. It seeks to involve its members in community service and to encourage its members to submit writings for consideration to national literary journals. Since 2000, the Seminole State College chapter has published a literary anthology. Previously titled *Active Voices*, and now titled *The Muse*, this anthology recognizes the work of diverse winners of the organization's prose, poetry, and art contest. The Society encourages diversity by soliciting entries from students, staff, faculty, and community supporters who are members and non-members of the Society. Copies of *The Muse* are available for review in the Resource Room.
- Student Government Association, which is an all-inclusive association that allows for involvement across campus from officers to traditional students. It seeks to create strong, influential, ethical campus leaders who are able to effectively manage campus programs and projects while helping the College with recruitment and retention as well as improving student and community involvement.
- Seminole State College International Club promotes understanding



IMAGE 97: Native American Actor Michael Spears at SSC's 2007 Native American Day



IMAGE 98: SSC Students inducted into Psi Beta



IMAGE 99: SSC's Sigma Kappa Delta chapter activities include induction ceremonies, recognition of artists and authors published in the *Muse* (see cover to the right), and field-trips to English-related events, such as the Red Dirt Book Festival in Shawnee, Oklahoma.

between the international student body and the campus local community. This club serves as an open forum for discussion and to plan and conduct activities of an educational / cultural / or recreational nature. This club encourages and promotes student participation in activities and creates opportunity to develop leadership skills.

SSC also provides support for its incarcerated students enrolled in SSC courses through the prison systems. SSC has an appointed enrollment management specialist who works with a designated contact at the prisons to determine needs for course offerings and instructional resources.

THE LEARNING FOCUSED
COLLEGE 2.2
SSC supports learning

Advising systems focus on student learning, including the mastery of skills required for academic success.

SSC's advising and placement systems include:

- David L. Boren Library, which centers on student learning, by providing four tutors in the Student Success Center. The tutors in the Center provide free assistance to any student in a variety of subjects from basic math to chemistry. The tutors are fellow SSC students who have mastered the subjects that they tutor and thus enable those seeking assistance with the ability to master the skills needed for their own academic success. When students come for help, a sign-in sheet is filled out by the tutor which tracks the type of assistance sought, the amount of time spent with each student, and whether further assistance is necessary. This service is advertised throughout campus via the SSC webpage, in printed flyers and in the Student Catalog. Students who seek this service find assistance with an advising system that helps to empower students to accomplish their academic goals.
- Student Support Services (SSS), a federally funded TRiO program which centers on student learning, serves up to 160 students on campus and employs six tutors. Student Support Services is funded by the U.S. Department of Education. The Services provide qualified participating students with quality services to foster academic, career, and personal development. This project is dedicated to helping students stay in college, graduate, and transfer to a four-year college. The goal is to increase retention and graduation rates, facilitate transfer from SSC to a four-year college, and to foster an institutional climate supportive of SSC students' academic and personal success. Students who are enrolled and attending Seminole State College can apply for free assistance to help with their academic success. After being accepted into the program, the students will visit with their own SSS advisor who will develop and recommend appropriate services available. Services provided include Academic Advisement, Career Advising, Extensive Tutorial Assistance, Financial Aid Information, Cultural Events, College Transfer Assistance, Advocacy, and Workshops. In addition, students are encouraged to visit the Student Support Services website which has additional tools to help students master exam skills and develop effective studying practices.
- Talent Search, which is a federal, free service for students in the 6th – 12th grades, provides tutoring to participants. During the school year,

workshops are conducted each month to assist students in study skills, test-taking strategies, life skills, college and career. They provide free tutoring, campus tours, and evening financial aid workshops for parents and students.

- Upward Bound I & II and Veteran's Upward Bound, which provides a variety of advising services to veterans including: Academic and Career Assessment, Career Guidance and Exploration, Information on Colleges and other post secondary schools, Admission and Enrollment assistance, Financial Aid Application assistance, Study Skills Development, Short-term refresher courses, Conversational Spanish course, Basic Computer assistance, and distance learning opportunities that help prepare students for academic success from the convenience of home. In addition students can receive college preparation instruction in Mathematics, English Grammar, English Composition, Reading, and Science.
- Math / Science Upward Bound, which focuses on student learning summer programs of intensive math and science training; year-round advisement; exposure to university faculty who do research in math and science; computer training; and participant-conducted scientific research under the guidance of a faculty member or graduate student serving as the participant's mentor. Math / Science Upward Bound is also a federally funded program.
- GEAR UP, another federally funded program, focuses on student learning by increasing the rate of high school graduations and participation in post secondary education by providing college and career advisement. Services are provided to inform high school students and their parents about the variety of educational options along with the financial assistance available. In 2007, GEAR UP was one key participating sponsor with College Goal Sunday. This event held on the SSC campus was a convenient way for students and their parents to learn more about planning for college along with information from financial aid specialists and staff about financial assistance and the other benefits of attending college. Information about degree programs and Student Support Services was also available.
- SSC's Transfer Enrollment Center, which focused on student learning by providing services through enrollment specialists such as degree program checklists and transfer checklists for students. This Center has been absorbed into Student Services, and the College is discussing ways to best continue the functions of this office.
- Title III, a federally funded grant that was a large part of SSC's support system, that allocated funds to SSC for improving the quality and type of instruction in order to better serve low-income students. SSC still feels the results of the faculty development Title III provided during that time period, because we still use many of the skills we learned from the training and colloquium provided by the Title III grant.
- NASNTI, which was designed to improve the College's capacity to increase the academic success and retention rates of Native American and other students at SSC. The NASNTI project has three components: Developmental Education, Retention Strategies, and Instructional Technology.

**THE LEARNING FOCUSED
COLLEGE** 2.2
SSC supports learning

The SSC faculty are an additional asset for students through formal and informal advisement about career options to assistance with enrollment. With degree designations on each instructor's course roster, faculty have the ability to advise students pursuing degrees within the instructor's areas of expertise. This advice continues when students are informed about divisional scholarship opportunities within their area of study. SSC also provides advisement and services for its diverse student body by addressing the needs of students whether they are enrolled in off-site courses or incarcerated. SSC responds to requests for desired courses and ensures that students are advised to enroll in the courses that will satisfy their General Education requirements. In addition to advice on enrollment, students may receive assistance in the delivery of textbooks and help in determining their course of study.

**THE CONNECTED
COLLEGE** 3.2
SSC serves constituents

Student development programs support learning throughout the student's experience regardless of the location of the student.

To make it easier for students to access important academic information regardless of their location, the Oklahoma State Regents for Higher Education provided the services of a new portal system. This new system allows students to access a student access page, which contains access to Campus Connect, student email, WebCT, and helpful information and links about financial aid and opportunities through higher education. Through Campus Connect, students can enroll, view grades, current class schedules, unofficial transcripts and additional contact information. Students can access the SSC Website and Library online offerings, complete online student surveys, access grades online, and enroll online.



IMAGE 100: Campus Connect allows students and faculty access to course information via a secure Internet

The College also offers Leadership classes through the Business & Industry Division to SSC's five-county service area at town and city banks, and offers classes at area high schools and other locations, both in the traditional "instructor-in-the-classroom" format and technological formats, such as online courses and IETV courses.

**THE FUTURE-ORIENTED
COLLEGE** 1.5
SSC integrates new technology

Seminole State College employs, when appropriate, new technologies that enhance effective learning environments for students.

The following is a list of these technologies:

Internet Capable Classrooms:

All classrooms on campus are networked for Internet and Intranet access. This capability allows for instructors or students to access web pages and websites that will enhance their academic experience. For example, during an election year, a political science class can watch streaming video of campaign rallies and debates.

Portable Smart Classrooms:

With this capability the instructor can use a computerized multimedia projection system and SmartBoard. The system consists of rolling carts and tripod mounted SmartBoard operated by touch or remote devices connected to a state-of-the-art computer with software options, digital projector, multimedia connectivity, and an Internet connection. This allows instructors to hold special

presentations from a variety of locations on campus.

Stationary Smart Classrooms:

These classrooms have computerized multimedia projection system and SmartBoard with the equipment in a fixed installation. These classrooms allow instructors to show practical examples in real time on screen, with the ability to copy and either print or save the examples for student use.

Computerized Multimedia Projection and Individual Internet Classroom:

This classroom has a stationary computerized multimedia projection system. Technology available includes individual Internet connections for laptop computers, a computer with CAI software options, multimedia projection system, sound system and projection screen. These unique classrooms accommodate larger groups without compromising the academic experience.

Portable Multimedia Projection Classrooms:

These computerized multimedia projection teaching stations on wheels are equipped with presentation and CAI software. They are most frequently used by a large number of instructors who incorporate PowerPoint presentations in their teaching methods.

Instructional Computer Lab/Classrooms:

These classrooms have individual computer stations with appropriate instructional software (CAI), Internet connections, multimedia capability, and networked printers. Students in some programs access the College's instructional software online tutorials and program updates from their home computers.

IETV Classrooms:

These classrooms have full-motion video/audio interactive television technology interfaced with fiber optic transmission equipment, and a computerized multimedia projection system for OneNet course sharing. This capability allows instructors to teach a traditional class while transmitting to students at a remote location. These remote locations allow SSC to reach students from area high schools to prisons.

Computerized Simulation Software:

Simulation software is being used in Medical Laboratory Technician and Astronomy curriculums.

Computerized Laboratory Processes:

Instructional technology examples of lab processes include computerized DNA electrophoresis in biology; dietary analysis in nutrition; and hematocrit and spectrometer measures in physiology.

CD/Internet Text Supplement:

Interactive CD-Rom instructional materials and web links are supplementing

textbooks in disciplines across the curriculum. Many CD's have practice exercises, quizzes and exams to help ensure comprehension.

Calculator Based Learning:

CBL technology is being utilized in physiology and chemistry classrooms. For example, an EKG probe interfaced with a computer and graphing calculator can determine a heart rate and graph the cardiac cycle.

Internet Website Instructional Activities:

Websites are being used for instructional activities and information research in courses throughout the curriculum. Some instructors have required information made available on their respective websites, while others have instructional activities for comprehension purposes only.

Elmo Projection:

Elmo technology, a digital document camera connected to computer projection system, is part of the multimedia computer projection classroom in nursing.

WebCT:

With this software, SSC has access to an online learning service for instructors who teach classes online as well as those that do not have the capability to have their own web page established to help manage their respective courses. For online instruction, instructors and students have the ability to communicate as long as there is Internet access.

Wireless Internet Service:

SSC is a wireless-capable campus which allows students, instructors, and visitors to access the Internet with a multitude of electronic devices with wireless capabilities. The uses for this service are unlimited, from students accessing the web from their Blackberries as they are walking to class to students checking email on their laptops in the Student Union.

Seminole State College's systems of quality assurance include regular review of whether our educational strategies, activities, processes, and technologies enhance student learning.

SSC's system of quality assurance is a multi-level structure. A regular review of educational strategies and processes is conducted by the Assessment of Student Learning Committee which is led by the Vice President for Academic Affairs and Assessment of Student Learning Coordinator. This Committee is additionally comprised of representation from all academic divisions, the Vice President for Student Affairs, the Director of Enrollment Management, Learning Resource Center Coordinator, and the President of Faculty Senate. Throughout the school year this Committee regularly reviews tests and opinion/exit surveys such as the ACT Faces of the Future Survey, ACT CAAP Test, SSC Graduate Opinion Survey, SSC Graduate Exit Survey, and SSC Student Feedback on Classroom Instruction. The Committee makes recommendations of thresholds that are necessary to gauge student success, approves revised placement cut-scores, reviews degree programs, and reviews direct and indirect assessment measures, suggesting

THE DISTINCTIVE COLLEGE	4.3
SSC is accountable	
THE DISTINCTIVE COLLEGE	4.5
SSC is committed to improvement	

changes if necessary. Minutes and reports from the Assessment of Student Learning Committee are reviewed by the Division Chair Council, Administrative Council, and the Seminole State College Board of Regents. Appropriate reports are sent on to the Oklahoma State Regents for Higher Education.

Other systems of quality assurance are SSC's Curriculum Committee, which is comprised of the VPAA and Division Chairs. The Curriculum Committee meets monthly to review proposed textbook or curriculum changes or additions. The Three-Year Plan is another way that SSC ensures quality by updating the plan yearly and comparing it to what has actually been accomplished for the year. SSC's Federal Programs, such as Student Support Services, do annual performance reports to maintain quality assurance.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 3C:

SSC offers a variety of different course formats to suit a diversity of learning styles and needs. SSC is seeing rapid development in the areas of blended course offerings. SSC launched an Evening Accelerated Program in August 2009 to help students earn an associates degree entirely by taking evening courses so they can work during the day. Within this Program, many of the courses are blended – a number of classroom seat hours plus a number of online hours – to fully facilitate the needs of working adults. However, because SSC is increasing its course offerings and number of students in alternative course formats, such as online and offsite courses, SSC must look for ways to provide more alternative tutoring and student support services as well. Currently, our tutoring is only available on campus. We need more tutoring available, especially for the remedial programs, regardless of the location of the student, perhaps via online tutorial services, or offsite tutoring hours.

SSC should provide information about advising systems to faculty at In-Service through various break-out sessions to ensure that all faculty are familiar with the multitude of resources available to students. With more detailed knowledge, faculty could better understand what additional roles they could assume to ensure the academic success of SSC students. Due to the diversity of students and the myriad of needs they have, SSC should continually strive to provide more funding for additional advisors, especially regarding assistance for international and off-site students.

SSC should consider offering a student skills (PASS Class) or a Freshmen Orientation class at the prisons. While prisoners cannot access online classes, an online or IETV PASS or Orientation Class could be offered to other off-campus students. SSC should also consider providing off-campus reading improvement services.

Seminole State College needs to improve systems to help ensure international students adjust to their educational experiences at SSC. SSC should also work to provide more help for online students to assist them in becoming more successful in their online courses. The rapid pace of technological changes in society creates new challenges. We are taking steps to address some of these issues, such as encouraging students to take an online survey about their

readiness to take online classes, offering more online/blended courses, and better using space we have in more flexible ways by creative scheduling. New buildings could provide more office space to free up lab and class space.

Finally, SSC's budget is determined in large part by state appropriations; these appropriations have not increased at a pace to keep up with the needs of modernizing or updating the new technology. We do our best to work within these limits, but need to find ways to generate revenue to keep the technology on campus modern so students and faculty have the resources they need to keep up with the changing times.

THE LEARNING FOCUSED COLLEGE 2.2
SSC supports learning

CORE COMPONENT 3D:

SEMINOLE STATE COLLEGE'S LEARNING RESOURCES SUPPORT STUDENT LEARNING AND EFFECTIVE TEACHING.

In keeping with our mission, SSC emphasizes the importance of equipping students with adequate learning resources. SSC's learning resources are:

- our 12 computer labs, which include the Student Success Center, Enoch Kelly Haney Center Computer Lab, CAT Lab, Student Support Services Lab, Nursing Lab, Medical Laboratory Technician Lab, Math / Science Lab, Reading Lab, and Roesler Residential Learning Center and Seminole Nation Residential Learning Center Labs;
- the David L. Boren Library, which consists of 28,000 volumes, Microfiche and Microfilm holdings, films, maps, audio and video tapes, periodicals, interlibrary loans, OK Share Card System, photocopying / duplicating / laminating services, and technology / media equipment for instruction, like LCD panels, DVD players, digital cameras, slide and overhead projectors, TV / VCR recorders, cassette tape players, and Microfiche reader / printer;
- our online services, such as online journals, online indices, EBSCOhost, NewsBank Files, Highwire Press, Sirs Discover, Health Source: Nursing / Academic Edition, Clinical Pharmacology, MEDLINE, and Military and Government Collection; and
- our Academic Testing Services, which include Computerized Advanced Placing tests, placement testing, ACT residual testing, instructor "make-up" testing, and technologically-aided ADA-appropriate testing for students with special needs.

SSC's learning resources also include particular staff dedicated to helping to support student learning; for example, seven student workers, and two full-time and one part-time staff are employed in the David L. Boren Library: a full-time Learning Resources Director, a full-time Testing Center Advisor, and a part-time Learning Center Clerk.

THE LEARNING FOCUSED COLLEGE 2.3
SSC supports scholarship

SSC ensures access to the resources (such as research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.

The College ensures access to these learning resources by trying to maximize times and services for student use within our budget limits.

User-Friendly Times Available:

SSC has conducted surveys to help us determine when students and Library patrons would like the Library open. The Library, Student Services Center, and Testing Center are open during regular business hours and during the evening four days a week.

The Computers and Tutors (CAT) lab is open daily and many weekends, and the Math & Science computer lab is open by arrangement. As the results of an online survey, the College is considering opening the LRC for Saturday hours.

The David L. Boren Library and Testing Center are staffed by full-time and part-time personnel. The Student Success Center and the CAT lab are staffed by student tutors with oversight by the professional staff. The Math lab is not staffed except by the instructor(s) using it.

User-Friendly Help with Resources:

The staff tries to make sure that the resources are very user-friendly. The LRC provides tours for classes as requested and assistance to individuals as needed. Most of the materials in the Library are easily accessed and the LRC staff are always available to guide students and faculty as needed in the use of the electronic materials and equipment. Books and periodicals are maintained in an orderly fashion to make them easily available. In the Student Success Center, student tutors assist with the technology (using the computers) as well as tutoring in specific subject areas. CAT lab tutors also help with the computers and tutor in other subject areas as needed.

Services and Materials Provided:

The LRC provides materials for research (in print form and electronically) and to support the curriculum. These materials include interlibrary loans, electronic databases, books, magazines, newspapers, audio-visual materials, and microfiche. The LRC provides instruction in accessing and using these materials, if needed. The staff provide testing services in the LRC as well. They do placement testing (mostly for SSC, but also for other schools at a \$15 fee), CLEP tests, and instructor tests. They are responsible for the residual ACT, the NET (Nurse Entrance Test), the Nursing Competency tests, both 1 & 2, and the Nelson Denny reading test.

The Student Success Center provides access to computers and tutors to assist with their use as necessary. The tutors also provide tutoring in specific subject areas. The CAT lab provides computers and tutoring, primarily in business related subjects, but also in other areas. The Math lab provides computers. The NASNTI grant offices, collectively called the All Nations Student Development Center, are also housed in the LRC. The All Nations Student Development

THE LEARNING FOCUSED
COLLEGE 2.2
SSC supports learning

THE LEARNING FOCUSED 2.3
COLLEGE
SSC supports scholarship

THE LEARNING FOCUSED 2.1
COLLEGE
SSC assesses student learning

Center offers student tutoring in all subjects with instructors in that subject area.

Accessibility for Internal and External Constituents:

The Student Success Center is available on a “first come-first serve” basis, except when an instructor reserves the lab. Users are asked to log in to the tutor track computer using their student ID’s, which tracks the usage of the Success Center, or to sign in. The CAT lab also is a “first come-first serve” basis with a sign-up sheet used. The Math lab is reserved by instructors using a form submitted to the math department.

The LRC, Student Success Center and the Testing Center are available to SSC students and instructors, students from other colleges and universities and the public. Privileges may be somewhat restricted for non-SSC students, faculty and staff. The CAT lab is available to the public with permission from the Division Chair, and the Math lab at this time is available only to SSC students and faculty.

SSC evaluates the use of its learning resources and regularly assesses their effectiveness in enhancing and supporting student learning and effective teaching.

SSC uses various methods to see how many people are using the learning resources. For the LRC, circulation reports track the materials that are checked out, and some of the databases have a report tool component. The Testing Center uses a sign-in sheet to track usage, and the tutor track system tracks use of the Student Success Center. For the CAT lab and the Math lab, a paper trail (sign-in sheet or a request form) is the only means of tracking usage.

SSC’s learning resources are used predominately by the students, faculty and staff of Seminole State College, but are also used by the community. (High school groups have visited the LRC and have done some research using our material, students from other colleges and universities use our resources, and individuals from the area use our computers and at times borrow materials.)

Within the LRC, print materials are reviewed on an ongoing basis to evaluate their currency and relevance, with some areas being discontinued more often and in depth, such as Nursing. The respective Program instructors assist in “weeding out” dated materials. The Nursing Program recently expanded its online resources to upgrade its Cumulative Index of Nursing and Allied Health Literature (CINAHL) to include full-text articles at no expense to the student. The Degree Program Review process also provides the opportunity to assess related learning resources.

SSC supports students, staff, and faculty in using technology effectively.

SSC supports **students** in using technology effectively by using the online class preparation survey, **Are You Ready for an Online Class**, in which we hope to point out variables associated with online courses. Not only is this document used in Student Orientation, but also it is available to anyone with online courses.

Furthermore, SSC supports students using technology by providing detailed

instructions on the use of SSC email, WebCT, and Campus Connect directly on the SSC Website. All students have their own SSC email address to further benefit them and support students using technology. For better access, Seminole State College installed a wireless network with two control centers providing Internet and Seminole State College Intranet connectivity to campus academic and residential buildings. SSC has added online enrollment for sophomores to help improve their enrolling experience. SSC also supports students using technology by providing services such as EBSCOhost—an online search database for print sources—and Interlibrary Loan (ILL). As stated earlier, SSC provides students with Instructional computer Labs/Classrooms. All of these allow students to access the Internet, WebCT, Campus Connect, email, and research materials.

SSC supports students in using technology effectively by providing students with myriad classes that incorporate technology. Students may take IETV courses, in stationary and portable forms, blended and online courses, in addition to traditional classes and SmartBoard classes.

SSC supports **staff** and **faculty** in using technology effectively by hosting colloquia and supporting off-campus professional development. For instance, in the spring 2008 semester, Business & Information Systems provided a colloquium on WebCT. At the end of this colloquium, all participants received a survey concerning the colloquium and its effectiveness. In-Service has provided break-out sessions for different technology, including, but not limited to, WebCT, IETV, and online. Campus employees may buy software from the SSC Bookstore at a greatly reduced rate.

To further support faculty technology usage, the College has begun to install SmartBoards across campus. In total, 30 rooms across campus have SmartBoards, with plans to install more. These technologically equipped classrooms have computer systems with current instructional and multimedia software, CD/DVD/VCR players, digital multimedia projectors and a SmartBoard. SSC has standard multimedia classrooms, which are technologically equipped classrooms with computer systems with current instructional and multimedia software, CD/DVD/VCR players, and a digital multimedia projector. For those who need them, SSC also has portable multimedia carts, which can move from classroom to classroom. These different types of technology support faculty by allowing them to diversify their lessons, incorporate the technology students use, and experiment with different teaching methods. (Please see SSC's **Computer Hardware Inventory** for a complete listing of SSC's technological equipment.)

Fiscally, SSC supports faculty and staff with technology by annually replacing technology, such as LCD and plasma screens, faculty and staff computers, and other various requests.

Another way SSC supports staff and faculty technology use is through Management Information Systems (MIS). If faculty or staff members encounter an issue or technology emergency, they contact MIS through email. This contributes to the responsiveness of the team by providing a means by which all members can address an issue.

THE FUTURE-ORIENTED
COLLEGE 1.5
SSC integrates new
technology

THE CONNECTED
COLLEGE 3.2
SSC serves constituents

THE LEARNING FOCUSED
COLLEGE 2.2
SSC supports learning

Division Chairs also survey instructors for their Library needs. Moreover, if an instructor requests or needs something, the David L. Boren Library will purchase anything within its abilities. The Social Sciences Division adds resources needed to improve student learning to their Course-Embedded Assessment Reports, and has recommended that practice be adopted campus-wide.

SSC's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

SSC's structures enable partnerships that enhance student learning by simply working together to provide students with specific needs, whether by offering different classes or by developing courses that travel abroad. These partnerships enhance student learning by allowing students to travel to different countries to study in their particular areas, whether art or nursing. These partnerships also enhance student learning by allowing students to take courses in their particular fields that may not be offered otherwise such as the C.L.E.E.T., American Red Cross, Restaurant, or Legal Studies training. Furthermore, students learn trade skills that may help get them through college.

These partnerships allow students to take courses through the College when perhaps they would never be able to. For instance, prison inmates are allowed to better themselves through education both in the hopes to avoid recidivism and to enhance their lives. Additionally, many rural high school students experience college life concurrently with their high school responsibilities. SSC also improves public service by offering basic computer classes and driver improvement courses.

The following partnerships enhance student learning by considering community needs. SSC has a number of instructors who travel to and from high schools, prisons, technology centers, Head Start facilities, and other offsite locations to meet the needs of our students. These partnerships include:

- BancFirst (Meeker, Prague, Stroud) - Business & Industry Business Leadership class for high school seniors;
- First National Bank (Shawnee, Holdenville)- Business & Industry Business Leadership class for high school seniors;
- Concurrent classes at Shawnee and Chandler High Schools;
- Technology Center courses - Partnerships with Gordon Cooper Technical Center, Forklift Training, Partnerships with Wes Watkins Technology Center;
- Mabel Bassett Correctional and Davis Correctional Centers;
- Head Start: Crossroads Head Start, Kickapoo Community Child Care Center, Okfuskee County DHS, and Muskogee Nation Child Development Center;
- Practicum Sites: Stepping Stones, Inc., and Family Resource Center of Seminole County;
- American Standard Heat & Air - EPC Sect 608 certification;
- District Court - Parents/Children/Divorce;
- Homeland Security - Emergency Response to Domestic Biological Incidents;

- Seminole Courts - Driver Improvement;
- Bricker Performance Education - Insurance Education (CEU's for insurance agents);
- Oklahoma Highway Patrol - Boat Oklahoma;
- Homeland Security - Campus Emergency;
- Global Studies - supported by the Division Chair of Language Arts and Humanities;
- Partnership with International University of Nursing - supported by the Division Chair of Nursing and President of the College;
- C.L.E.E.T. training - supported by SSC administration;
- Restaurant Association - food handling certification to public schools and restaurants - supported by SSC administration;
- American Red Cross Lifeguard Training, CPR / First Aid / AED training - supported by SSC administration;
- Center for Legal Studies - legal courses - supported by Division Chairs and administration;
- William Michael Productions - casino training classes;
- Service Learning Courses - supported by Division Chairs and Vice President for Academic Affairs; and
- Business & Industry courses - supported by administration.

These partnerships allow instructors to learn more about the community at large and to provide the community with its needs. Instructors may go to high schools and teach composition classes, all the while learning what these specific high schools are teaching to their students in order to prepare them for college. Through Business & Industry classes, faculty contribute largely to the population needs and desires. Classes, such as scuba diving and creative writing genre: fiction writing workshop, become more readily available and appealing to the students. Students may also take courses through Business & Industry to learn how to be better drivers, learn more about insurance, learn about business law, or any number of other public services.

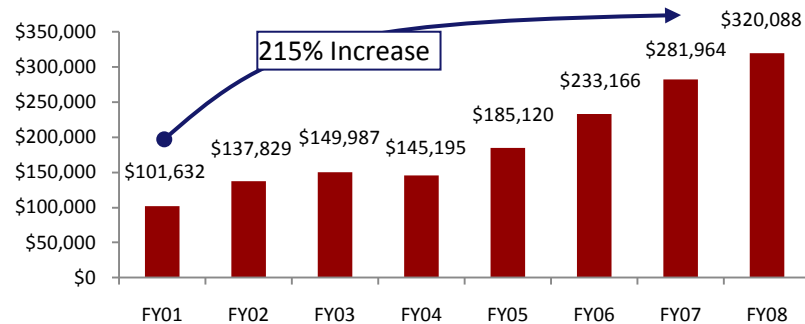
SSC's systems and structures enable partnerships that strengthen teaching effectiveness by approving and providing budgetary monies to help instructors improve their effectiveness. Furthermore, these structures work with the community to bring the community what it needs and to ensure the instructors are qualified for their positions.

Budgeting priorities reflect that improvement in teaching and learning is a core value of the College.

SSC's budgeting priorities such as the history of technology expenditure (see CHART 3.D below) demonstrate that improvement in teaching and learning is a core value of the College.

THE CONNECTED COLLEGE	3.4
SSC collaborates	
THE DISTINCTIVE COLLEGE	4.5
SSC is committed to improvement	

CHART 3.D: Technology Expenditure History

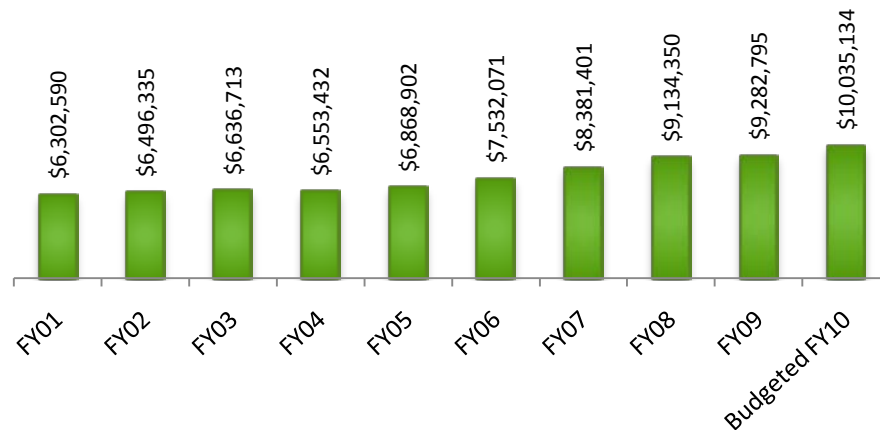


Further budget priorities concern professional development. The Faculty Senate may award monies to help faculty members attend conferences. Each year, beginning spring 2008, Faculty Senate is awarded professional development money (e.g.: \$12,000 in 2008-2009) to award to faculty applicants at the Faculty Senate's discretion.

SSC's budgeting priorities to support both teaching and learning, such as the amount of classrooms with SmartBoards, IETV, and multimedia equipment, increase every year. The College also installed campus-wide email and wireless network to further show monetary support for technology.

SSC's budget has increased by nearly \$3 million since FY 01 (see CHART 3.E). This includes budgeting for instruction, academic support, and scholarship.

Chart 3.E: SSC's Budget



STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 3D:

SSC's partnerships with sister institutions, technology centers, and professional entities greatly enhance student learning. Student learning is further enhanced by SSC's technology development throughout campus. The College's current labs and learning resources available to students support student learning. The College's willingness to adapt to community needs also shows support to faculty, staff, and students.

SSC faces challenges primarily in obtaining funding for a variety of needs, such as hiring additional Library personnel, which would enable the Library to stay open extended hours to better serve students' and faculty needs. We need more night and weekend hours and staff for the Library and computer labs to accommodate the night, weekend, and online students and faculty. We also need more space, monies, and personnel just to manage what we already have. The understaffing in MIS and LRC results in some delays in faculty and student requests and support.

Reviving the Library Orientation would be a beneficial addition to faculty and student support services. We should include more technological information as part of freshmen orientation, regarding tips on online course etiquette, and how to access and use students' online email accounts, online grade accessibility and online enrollment systems.

Hiring additional full-time faculty would increase the variety and numbers of classes SSC would be able to offer, thus enhancing student learning through class versatility. SSC also faces challenges in obtaining funding to support increasing the number of computer labs on campus to help students, faculty, and staff. Providing Interlibrary Loan, SmartBoards, and other technology for off-campus courses at high schools, technology centers, and prisons can create challenges. The College should further examine methods to offer our learning resources to these off-campus constituents. In addition, though the technology budget increases yearly, SSC needs more technology in terms of SmartBoards, IETV technology, and technology staffing.

SSC's new **Service Survey Spring 2009** (commonly known as the Climate Survey) provides a formal mechanism for regular evaluations of the LRC resources and available technology. We have limited means, and we need to consider different plans to implement such information.

Criterion Four: Acquisition, Discovery, and Application of Knowledge:

Seminole State College promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Cross-Cutting Themes Relevant to Criterion Four:

THE FUTURE-ORIENTED
COLLEGE

THE CONNECTED
COLLEGE

THE LEARNING FOCUSED
COLLEGE

THE DISTINCTIVE
COLLEGE

THE LEARNING FOCUSED COLLEGE 2.2

SSC supports learning

CORE COMPONENT 4A:

SSC DEMONSTRATES THROUGH THE ACTIONS OF ITS BOARD, ADMINISTRATORS, STUDENTS, FACULTY, AND STAFF, THAT IT VALUES A LIFE OF LEARNING.

SSC’s Board of Regents has approved and disseminated statements supporting freedom of inquiry for the College’s students, faculty, and staff, and honors those statements in its practices.

SSC’s Board of Regents approves all policies for the College’s employees and students, including policies regarding freedom of inquiry, as seen in the **Student Handbook, Part III Student Bill of Rights and Responsibility, Preamble:**

Colleges exist to transmit knowledge, pursue truth, enhance the capabilities of students to achieve their personal development, and appreciate the diversity of society. Free inquiry and free expression are indispensable to the attainment of these educational goals. [. . .] The purpose of this statement is to enumerate the essential provisions for students’ freedom to learn and the responsibilities, which go with their

liberties as established by the Seminole State College Board of Regents.

This Board policy and approval are stated in the front of each Student Handbook.

The College's faculty and administrators are currently working together to draft appropriate statements regarding freedom of inquiry for SSC's faculty and staff. Also, the Board honors policies for faculty and staff by granting annual contracts and tenure, which provides due process that is not guaranteed under state law.

SSC's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

The College's planning demonstrates that we value a life of learning for our **students** because all of SSC's planning and budgeting processes stem from our Mission. The **General Education Outcomes** demonstrate value for a life of learning by their attention to teaching life skills; supporting self-directed inquiry; emphasizing critical thinking, research, and communication processes; and raising awareness of social mores and diversity.

SSC actively promotes and has a pattern of financial allocation for a life of learning as evidenced by the number of academic, leadership and athletic scholarships offered to students. Concurrent scholarships are offered to high school juniors and seniors, and Student Support Services provides help for student success, as well as academic assessment and advisement. SSC may grant up to 3.5% tuition waivers, as allowed by the state and the OSRHE. SSC instructors also travel to outreach sites to offer courses to students who may not be able to come to campus. SSC provides "outreach funding" to facilitate this travel to area high schools, prisons, head starts, banks, and other locations. A list of SSC's **Scholarships**—state, federal, on- and off-campus—is available in the VRR.

SSC's **planning and pattern of financial allocation** demonstrate that we **value and actively promote** a life of learning for our **faculty and staff** by providing financial support for professional development, providing a **Tuition Reimbursement Plan**, providing **Salary Schedule Increments upon Degree Completion**, providing a **Continuing Education Unit Plan**, and providing opportunities for sabbaticals (see **Sabbatical Policy**).

Likewise, **SSC supports professional development opportunities and makes them available to all of our administrators, faculty, and staff** (see **Professional Development Inventory**). The College provides tuition and travel reimbursement for professional development for faculty and staff. The faculty have professional development funds available through College funding to be distributed by the Faculty Senate. Furthermore, the College brings in knowledgeable speakers to present over a variety of topics during annual In-Service, and other colloquia throughout the academic year.

THE LEARNING FOCUSED 2.4
COLLEGE

SSC creates the capacity for
lifelong learning

THE LEARNING FOCUSED COLLEGE 2.3

SSC supports scholarship

SSC's students and faculty, in keeping with the College's mission, produce scholarship and create knowledge through basic and applied research. Additionally, SSC supports this creation and use of scholarship and publically acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

SSC is an instruction-based two-year college, not a research-based institution; thus, specific "research activities" are neither part of the basic, explicit mission of the College, nor are they part of faculty contractual obligations, but are instead natural outgrowths of the academic processes of learning and teaching. Consequently, SSC's students and instructors do participate in various types of research. Much of the public recognition of such accomplishments comes by the efforts of SSC's Coordinator of Media Relations, in either the *Collegian* newspaper, distributed on campus each month and posted on SSC's Website, or by news releases to more than a dozen area newspapers.

News of **student** success in the acquisition of knowledge through the above media normally includes a posting of the student honor roll once each semester, a listing of those named to *Who's Who Among American Students* once each year, and notice of two top-ranking achievers named to the All-Oklahoma Academic Team representing students at Oklahoma two-year colleges and academic honor societies, which require a high grade point average and engagement in service activities, most prominent of which in two-year colleges is Phi Theta Kappa (Academic Honor Society). Others include Sigma Kappa Delta (English students) and Psi Beta (Psychology). Individual honor society membership is noted on the list of graduates in the annual commencement program. SSC publicizes stories about individual students' discovery and application of knowledge, as well. One such example is that of Jami Schevetto in 2005, who won third place nationally in a student psychology research competition. In 2003, SSC English faculty Jessica Isaacs, Christian Morgan, and Rachel Jackson and students Jill Holmes, Eddie Kirkendall, and Holly Moore collaborated for a Panel Presentation, "Critical Thinking: The Struggle of the Two-Year Composition Course," as part of the Sigma Tau Delta (English Honor Society) Southwestern Regional Convention at Oklahoma City University. SSC's Sigma Kappa Delta student members and faculty sponsors work together to produce *The Muse*, a yearly anthology of prose, poetry and fiction by members of the SSC community. SSC's art students and instructors also apply and share their knowledge in the annual SSC Art Show and Sale. *The Muse* is open for SSC students, staff, and faculty to submit works and purchase copies, and the Art Show and Sale is open for the public to attend and purchase art.



IMAGE 101: Psi Beta students attending a conference (Jami Schevetto on the left)

Press coverage of **faculty** achievements in the application or discovery of knowledge includes recognition of teaching strategies by faculty members, Malinda Browning (MLT) and Jeff Cox (English), who received awards at meetings of the Oklahoma Association of Community Colleges in March 2008, and Kelli McBride (English), who was a finalist at the OACC meeting in 2009. In fact, SSC's English faculty regularly present their knowledge, research, and scholarship at various conferences and events, and by publications in various journals and anthologies. The following list includes some highlights of the English faculty's presentations and publications:

- 2009 Kelli McBride presented "How to Build Your Own Website" at

the Oklahoma Romance Writers of America meeting, teaching professional writers how to build and maintain their own basic websites.

- 2009 Rayshell Palmer presented her creative nonfiction work, “Crying for Oklahoma,” at the Pop Culture Association / American Culture Association 2009 Southwest / Texas Regional Conference.
- 2008 Rayshell Palmer presented her paper, “Understanding Fantasy: A Revealing Dig into the Fantastical Worlds in Books, Movies, and Television,” at the Pop Culture Association / American Culture Association 2008 National Conference.
- 2008 Kelli McBride, Rayshell Palmer, Jessica Isaacs, Christian Morgan and Jason Garrison presented “Risky Business: Meeting the Elephants Head-On to Retain Rural Community College Students,” a panel about identifying reasons why rural community college students drop classes and creating strategies to help these students stay in college.
- 2008 Rayshell Palmer presented two chapters from her novel-in-progress, *The Sorcerer’s Sacrifice*, at the Pop Culture Association / American Culture Association 2008 Southwest / Texas Regional Conference.
- 2007 Jeff Cox published “The Issue of ‘His’ or ‘Hers’,” an attack on the awkward use of “his or her” in writing in the *Oklahoma English Journal*.
- 2007 Rayshell Palmer published “The Cyberspace Opportunity: Incorporating Facebook into the Learning Environment” in the *Oklahoma English Journal*.
- 2007 Kelli McBride published “How to Avoid Losing the Job before the Interview is Over,” an essay about suggestions for what not to do when interviewing for a job based on her experiences on job search committees in the *Oklahoma English Journal*.
- 2006 Jeff Cox, Kelli McBride, Christian Morgan, and Jessica Isaacs presented “Regurgitation v. Interpretation: Making the Transition to Writing as Thinking,” a panel about ways to help first-year writing students transition to higher-level academic writing and thinking, at the annual Oklahoma City Community College Spring Writing Symposium.
- 2006 SSC full-time English faculty collaborated on a second edition of their custom reader for Composition I and II.
- 2006 Kelli McBride published “Cheaters Never Prosper or Learn” in the 2nd edition of SSC’s custom composition I and II reader, *The Power of Language, The Language of Power*.
- 2005 Jessica Isaacs presented “Grading with a Toddler in the Dentist’s Office” about time management struggles and coping strategies for writing instructors at the annual Oklahoma City Community College Spring Writing Symposium.
- 2004 Kelli McBride presented “Verisimilitude and Freshman Composition,” a discussion of personal experiences writing and the difference between creative nonfiction and lying, at the Sigma Tau Delta Southwestern Regional Conference.
- 2004 SSC full-time English faculty collaborated to create a custom reader for Composition I and II.
- 2003 Kelli McBride presented “Formalism in ‘At Cheniere Caminada’

and 'Athenaise'," an exploration of form in Kate Chopin's short stories at the University of Central Oklahoma Symposium.

- 2002 Kelli McBride presented "Grammar Basics for Writers," an overview of important grammar rules for aspiring novelists at the Oklahoma Romance Writers of America meeting.

The service by Perthena Latchaw, SSC MLT Program Director, in creating more sanitary medical laboratories in Africa has been noticed, as well. Latchaw was awarded the American Society for Clinical Pathology (ASCP) 2008 Member Excellence in Education Award, and an article recounting one of her trips to Africa to assist with training at local medical centers was featured in the January 2008 edition of ASCP's *Critical Values* magazine. A copy of this article is available in the Resource Room. Outstanding faculty achievers who are alumni have also been honored at the annual SSC Educational Foundation banquet. Furthermore, faculty success and accomplishments are noted publicly by the Seminole Chamber of Commerce Faculty and Staff Member of the Month Awards, which are based on recommendations by the SSC faculty and staff, and conferred by the Chamber at their monthly meetings.

THE LEARNING FOCUSED
COLLEGE 2.3
SSC supports scholarship

The College and its units use scholarship and research to stimulate organizational and educational improvements.

The primary method of gaining knowledge about ways to improve services and student learning at the College is by attending numerous conferences and events focusing on higher education issues. (A complete listing of all of SSC's administrators', faculty's, and staff's participation in such events is available in the VRR, as the **Professional Development Inventory**.)

The following list describes how each of SSC's units has used scholarship and research to stimulate organizational and educational improvements since 2000:



**IMAGE 102: SSC President
Dr. James Utterback**



**IMAGE 103: Vice President
for Academic Affairs, Dr.
Paul Gasparro**

- **Dr. James Utterback, SSC President**, has attended numerous conferences on community colleges, economic issues in higher education, law, matriculation, global education, and general education. The President has used these conferences to stimulate organizational and educational improvements by development of policies and procedures, such as listing job positions in minority newspapers and increasing efforts to hire more women; adding new athletic fields; and bringing speakers to campus that he heard at conferences.
- **Dr. Paul Gasparro, current Vice President for Academic Affairs**, attended the following conferences and events since being hired in fall 2008: Professional Assessment Workshop, OACC, Council on Instruction, Global Education Conference, Legal Issues in Higher Education, Women in Higher Education, HLC Conference Workshop, "Making a Difference" Study. He has used the information from these conferences and workshops to stimulate organizational and educational improvements in Academic Affairs, such as his implementation of two new online surveys that allow constituents to voice their opinions about course offerings and overall course satisfaction. He has also used knowledge gained from various conferences, including the 2009 HLC Annual Meeting, in his work in

developing SSC's **Strategic Master Plan**, and updating all Academic Affairs personnel files to ensure faculty credentials.

- **Dr. Rebecca Kennedy, former VPAA**, who served the institution until her retirement in July 2008, attended many conferences and events on community colleges, the Council on the Status of Women in Higher Education, the Higher Learning Commission, law, matriculation, global education, general education, and technology in the classroom. She used the information she gained from these conferences to stimulate organizational and educational improvements. For example, the OSRHE-Career Tech Cooperative Education Conference provided information on curriculum structures and "career pathways" that were used in the development of a technology course matrix. Likewise, the OACC Conference and other conferences proved useful in developing online courses, including content, scheduling, and pedagogy; and the HLC Annual Meeting informed the restructuring and continued development of SSC's Assessment of Student Learning Program. At her retirement, Dr. Kennedy established the "Kennedy Distinguished Teaching Award" to recognize exemplary SSC faculty.
- **Dr. Brad Walck, Vice President for Student Affairs**, has attended many conferences and events on student diversity, legal issues in higher education, the Higher Learning Commission, matriculation, global education, general education, and student judicial affairs to stimulate organizational and educational improvements. For example, after attending the 2006 Noel-Levitz Annual Conference in Denver, Dr. Walck asked SSC's student services staff to evaluate campus signs in their respective areas to evaluate if the campus signage was truly student-friendly. In some cases, SSC staff discovered that some signs were not, in fact, "student-friendly." Those signs were then replaced by more clearly labeled and readable signs. Walck was also instrumental in the creation of the Threat Assessment Team and the Emergency Operations Plan, which have served to improve campus safety and security significantly.
- **Lana Reynolds, Vice President for Institutional Advancement**, has attended many conferences and events on leadership, legal issues in higher education, the Higher Learning Commission, marketing, economic development, and campus diversity to stimulate organizational and educational improvements. Reynolds implemented ideas from a session at the 2008 Summer Oklahoma College Public Relations Association (OCPRA) Conference for the Seminole Nation Residential Learning Center Grand Opening. Reynolds annually gleans ideas for speakers for SSC In-Service and other faculty and staff professional development from attending the OCPRA conferences. Also, by attending the annual HLC Meeting in Chicago, she and the writers of the Self-Study Report gathered specific ideas about the written presentation of the HLC Self-Study Reports, and as a result of attendance at the HLC meetings, SSC has developed networking with other higher education faculty and administrators in Oklahoma and across the nation.
- **Katherine Benton, Vice President for Fiscal Affairs**, has attended numerous conferences on law, matriculation, global education, general education, and fiscal operations in higher education to

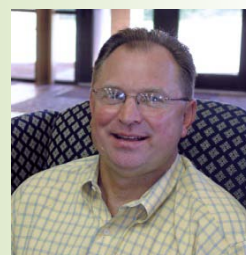


IMAGE 104: Vice President for Student Affairs, Dr. Brad Walck



IMAGE 105: Vice President for Institutional Advancement, Lana Reynolds



IMAGE 106: Vice President
for Fiscal Affairs,
Katherine Benton

stimulate organizational and educational improvements. Benton uses the knowledge she gains from these conferences to help her stay abreast of the latest legal ramifications and compliance issues in regards to Risk Management, Human Resources, Campus Safety, student relations, and financial accounting; to enhance her understanding of the necessary reporting requirements at the state and federal levels in regards to the College's funding, grants and general operations; to help her become more knowledgeable of the latest trends in fiscal operations to better streamline the College; to keep her informed of the administrative software updates and technology initiatives in relation to the general operations of the campus and Fiscal Affairs area; to aid her in general collaboration with colleagues on "best practices"; and to help her stay informed by the State Regents of the necessary reporting, guidelines, procedures, legislative requests, and laws required for each institution.

- **The members of Management Information Systems (MIS)** have regularly attended conferences and events on law, matriculation, global education, general education, and fiscal operations in higher education to stimulate organizational and educational improvements. MIS Director Jack Whisennand has used information gained from one of the POISE user group meetings to guide the College's decision to purchase and implement faculty and student portal modules. The faculty portal allows faculty web access to their class rosters and to input student grades. The student portal allows students web access to their unofficial transcripts, grades, financial aid award postings, billing, and online enrollment for those that meet the criterion for online enrollment. Information gained from attending Council on Information Technology meetings resulted in the setting up of student e-mail accounts on the state system and purchasing and installing campus-wide wireless Internet access for faculty and students.
- **The members of the Business & Information Systems Division (B&IS)** have regularly attended conferences and events on the Higher Learning Commission, software applications, matriculation, global education, business diversity, critical thinking, grant writing, ethical teaching practices and using technology in the classroom to stimulate organizational and educational improvements. Specifically, the B&IS faculty have used information from conferences to inform improvement in online teaching.
- **The Language, Arts and Humanities Division (LAH) faculty** have regularly attended and participated in conferences and events on the Higher Learning Commission, writing, publishing, critical thinking, plagiarism, research, on-line classes, shared governance, and campus diversity to stimulate organizational and educational improvements. Some of these improvements include incorporating more critical thinking in the composition curriculum, and providing more creative writing courses, such as Saturday creative writing genre courses.
- **The Nursing and Health Science Division (NHS) faculty** have regularly attended conferences and events on and off campus on law, enrollment, critical thinking, mentoring, assessment, retention, and community colleges to stimulate organizational and educational improvements. The nursing faculty share information gained from

conferences during divisional colloquia. The faculty have instituted retention strategies, such as brown bag faculty-led study sessions, revision of admissions standards, and changing the format for patient assessments to a systems approach to patient data collection.

- **The Social Sciences (SS) faculty** have regularly attended conferences and events on a variety of subjects including but not limited to matriculation, global education, general education, software applications, assessment, elementary education, civic engagement, and critical thinking to stimulate organizational and educational improvements. Some of these improvements include stress-reduction, prioritizing, teamwork, and time management techniques. SS Division Chair Pam Koenig has applied supervisory strategies she learned from her attendance at a Women in Higher Education conference, and she has improved her own course-embedded assessment process using knowledge she gained from her attendance at HLC Assessment workshops. Koenig has also used the knowledge she gained by attending HLC Annual Meeting and Pre-conferences to help her prepare for SSC's Self-Study Process. (Koenig is the SSC Self-Study Steering Committee Chair.) Sociology instructor Tracy Jacomo has used information she learned from a Transformative Learning presentation to guide her decision to incorporate transformative learning methods such as including a sociological autobiography unit in her Introduction to Sociology course. Jacomo has also used information from a Learning Styles presentation she attended to guide her decision to incorporate different presentational styles – such as PowerPoint, lecture, movies, and writing assignments – and to revise the way she assesses mastery of course material in her Introduction to Sociology course. Dr. Diana Lynd, Child Development instructor, attended the Council for Adult and Experiential Learning (CAEL) workshop on Prior Learning Assessments about advancing credit for work experience. Dr. Lynd inserted some of the philosophies and tips for providing proofs and documentation of continuing education in her portfolio assignment for child development students. Furthermore, Lynd's attendance at The Society for the Philosophy and History of Education conference provided her with a renewed awareness of diversity issues in higher education, which led her to include diversity-awareness activities in her Introduction to Early Childhood Education and Family / Community courses.
- **The members of the Math Science and Engineering Division (MSE)** have regularly attended conferences and events on law, matriculation, global education, general education, software applications and fiscal operations in higher education to stimulate organizational and educational improvements. Engineering instructor Richard Walcott used information he gained from attending two Engineering conferences, The Infinity Project at Southern Methodist University in Texas in 2005 and 2006, to inform his decision to adjust his Introduction to Engineering Course by changing the math requirement for the course using the course itself as an Engineering majors recruiting tool, and incorporating several hands-on projects gleaned from the conferences. Science instructor Loretta Rush

attended a seminar at Oklahoma State University for the Howard Hughes Medical Institute Grant, and used the knowledge she gained to seek improvements for student laboratories for Anatomy and Physiology. Consequently, the MSE division approved the purchase of specialized equipment for students to do hands-on genetic explorations as part of the improved programs. Rush has used information she learned from a Merlot Conference about some of the available interactive chemistry programs; furthermore, she has attended Computers in Chemistry Workshops and is currently doing some lab data collection in her classes using a computer interface. Rush also attended a Biennial Conference on Chemical Education, and used some of the information she learned at the conference to help her establish her CHEMPREP website and keep it updated in order to help students prepare for General Chemistry.

- **The Health, Physical Education, and Recreation (HPER) faculty** have regularly attended conferences and events on law, matriculation, global education, general education, and fiscal operations in higher education to stimulate organizational and educational improvements. These conferences have informed improvements in Red Cross – CPR certification, American Heart Association CPR certification, and the National Athletic Trainer Association – aide in Care and Prevention of Athletic Injury Course.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 4A:

SSC's faculty, staff and administrators work diligently to stay aware of current research in their fields. The College structures and budgeting processes support these important endeavors proving that the College values continued research and scholarship as critical necessities for the ongoing improvement and growth of the College itself. The faculty, staff and administrators have a strong tradition of applying the skills and knowledge they learn from their attendance at conferences and events in their fields to improving their teaching or service areas.

While faculty, staff, and administrators across campus conduct research and present at various conferences both nationally and internationally, they do not always notify the Media Relations Coordinator of their activities. Faculty, staff and administrators must become more diligent of notifying Media Relations of achievements by students as well as their own achievements in researching and presenting at various conferences, so that these accomplishments can be appropriately publicized.

As a result of this Self-Study process, SSC discovered a need to complete the revision of the Employee Handbook, available in the Resource Room. Likewise, the College recognized a need to draft appropriate statements regarding Academic Freedom (Freedom of Inquiry) for SSC's faculty and staff.

CORE COMPONENT 4B:

SEMINOLE STATE COLLEGE DEMONSTRATES THAT ACQUISITION OF A BREADTH OF KNOWLEDGE AND SKILLS AND THE EXERCISE OF INTELLECTUAL INQUIRY ARE INTEGRAL TO ITS EDUCATIONAL PROGRAMS.

SSC integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

All of SSC's Degree Programs and a complete listing of all of the individual Degree Programs' courses, color-coded for those courses containing experiential offerings in blue, those courses containing skills for responsible use of knowledge in red, and those courses containing an element of students engaging with the community in green, are available for review in the VRR under **Degree Program Matrices**.

Service Learning:

Through its Service-Learning Classes, Seminole State College provides an experiential bridge between the classroom and the "real world." SSC has approximately a three-year history in developing its vision of service-learning classes and implementing those classes into the curriculum. The vision currently leans in the direction of the Robert Bringle and Julie Hatcher definition of service learning from their article "A Service Learning Curriculum for Faculty" from *The Michigan Journal of Community Service-Learning*, fall 1995:

Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Implementation of service-learning classes has thus far occurred in the areas of sociology, anthropology, biology and child development.

Global Studies Program:

SSC's Global Studies Program provides experiential offerings that promote a life of learning in a diverse society. The Global Studies Course allows participants to experience the art, culture and history of various countries around the world and better prepares them with skills necessary to function in a diverse society. Tours typically take place during the semester breaks, spring breaks and/or summer. Please see the Global Studies Notebook in the Resource Room, and the **Global Studies** document in the VRR.

Bridges to the Baccalaureate:

SSC is a long time participant in the Bridges to the Baccalaureate program

THE FUTURE-ORIENTED COLLEGE 1.4

SSC focuses on the futures of constituents

THE LEARNING FOCUSED COLLEGE 2.4

SSC creates the capacity for lifelong learning

THE DISTINCTIVE COLLEGE 4.2

SSC appreciates diversity



IMAGE 107: SSC Students
in the Bridges to the
Baccalaureate program

THE LEARNING FOCUSED COLLEGE 2.4

SSC creates the capacity for
lifelong learning

THE DISTINCTIVE COLLEGE 4.4

SSC is self-reflective

funded by a grant from the National Institute of General Medical Science, National Institutes of Health. This program provides educational and financial opportunities for minority students interested in pursuing a career in the biomedical sciences. Activities include opportunities to attend colloquia presented by scientists in the biomedical field, participation in workshops with hands-on experience and training, field trips to Oklahoma's biomedical facilities, and the opportunity to assist SSC instructors and students in laboratory activities.

General Education:

SSC believes General Education forms the central core for all associate degrees. The College is, therefore, committed to requiring participation of students in all degree programs in basic general education courses. The College also believes that General Education experiences form bridges between the various educational endeavors of the institution including terminal programs, transfer programs, and life-long learning. General Education is designed to broaden students' exposure to commonly recognized areas of knowledge, to introduce diverse subject areas that will encourage informed student choices in today's society, and to equip students with essential and useful skills necessary for careers and life-long learning. (Please see the **General Education Outcomes Matrix** for more information.)

Students at Seminole State College must select from a variety of specific courses in the Arts, Business and Computer Sciences, Communications, Humanities, Mathematics, Natural and Social Sciences, and Personal Wellness to complete the General Education requirements. The courses vary in content but all have the purpose of broadening students' perspectives toward human life, cultural diversity, and biological and physical environments.

The College regularly reviews the relationship between its mission and values and the effectiveness of its general education.

All of the general education requirements at SSC flow from the mission statement and other mission documents. The General Education Outcomes Assessment, an integral part of each year's Academic Assessment Plan, focuses on the general education courses offered by the College. The assessment process, illustrated in a chart on page two of the **FY08 Academic Assessment Plan**, ties the mission statement to the General Education Outcomes based on Course-Embedded Assessment. The **General Education Outcomes Matrix** relates the objectives of specific courses in all disciplines to the General Education Outcomes. The **Evaluation of General Education** reports are posted by year on the SSC Website. Each report contains a section on "Analysis and Action." To date, the reported actions relate to improving the assessment process.

As the sixteen degree programs offered at SSC undergo comprehensive evaluation on a rotational basis, each course within the programs is linked to one or more of the four General Education Outcomes, which are in turn linked to the Mission Statement. SSC also administers the CAAP test to evaluate the College's effectiveness of the General Education requirements.

SSC demonstrates the linkages between curricular and cocurricular activities that support inquiry, practice, creativity, and social responsibility.

Biology has special classes that include curricular and cocurricular activities that support **inquiry**. These Biology classes offer special projects for individual students to expand their knowledge base, which is built upon specific course work. These classes are an individual contract between instructors and students. Examples include but are not limited to Special Projects in Anatomy, Special Projects in Microbiology and Chemistry Laboratory Techniques.

Several courses include field trips that support inquiry; for example, in Criminal Justice, one of the curriculum units includes visiting a prison; in the Presidential Leadership class, students visit civil rights sites; and in Geology, students visit sites rich in various rock formations.

Examples of SSC's courses that include cocurricular activities that support **practice** include the Global Studies class, which is followed with a global trip. SSC's C.L.E.E.T. program contracts with East Central University for the Skills Academy, required for SSC's COP students. SSC's Nursing and MLT students also practice their skills in clinicals and practicums. Psychology instructor, Dr. Jacque Stewart's Child Psychology and Introduction to Applied Behavior Analysis classes are supported by a cocurricular practicum at the Family Resource Center or Jasmine Moran Children's Museum. SSC's Annual Art Show and Sale is a cocurricular, **creative** extension of the hands-on art classes.

Classes with curricular or cocurricular components emphasizing **social responsibility** can be found in the Nursing Department in their Red Cross disaster nursing class. The students are encouraged to volunteer in various communities with the Salvation Army, shelters and others where they may apply this knowledge as the opportunity arises. Students are also encouraged to commit to the Red Cross after graduation. Additionally, each semester a general Biology class is identified to have a social learning component. Students may develop their own service learning project under supervision by the department. Some of the projects have included participation in the Oklahoma Blood Institute, presenting about biological concepts to ages pre-school to college level classes, and helping to raise awareness about recycling.

SSC's learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry. Moreover, these learning outcomes demonstrate effective preparation for continued learning.

The phrase "breadth of knowledge and skills" characterizes the four General Education Outcomes of the College:

- College-level communication skills,
- Understanding and application of scientific principles,
- Knowledge related to functioning in society,
- Understanding of the roles of history, culture, and the arts within civilization.

Please see the **General Education Outcomes Matrix** to review which of SSC's

THE CONNECTED
COLLEGE 3.1
SSC serves the common good



IMAGE 108: SSC science students visiting the aquarium at the OKC Zoo



IMAGE 109: Tracy Jacomo's Social Problems class presented a trunk filled with special activities to address social issues to Jasmine Moran Children's Museum Executive Director and SSC Board of Regents member Marci Donaho

THE CONNECTED
COLLEGE 3.1
SSC serves the common good

courses advance which of these outcomes. By the time a student graduates from SSC, he or she has been exposed to all of these outcomes, and has consequently been assessed every semester in each class on these outcomes. SSC's students are thus effectively prepared for continued learning, as demonstrated by SSC's transfer data. The College prepares our graduates for transfer to four-year universities and receives reports from those institutions regarding the success of our graduates there. Most of our graduates transfer to East Central University in Ada, whose report for 2005 – 2006 indicates that students with an average GPA at SSC of 2.95 earned an average of 2.89 at ECU. Much smaller numbers of transfers to the University of Central Oklahoma and to Oklahoma State University dropped by 0.44 grade points (to 2.73 at OSU).

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 4B:

In order to meet the College's Mission to "...meet diverse individual and community needs in a changing global society," SSC has worked to offer more Global Studies trips to students in the past few years. As the Global Studies offerings continue to expand, the College should formalize the program's personnel and budgeting processes. In addition, faculty and administrators have attended professional development seminars and workshops to become more aware of the importance of different learning styles and experiences in today's higher education. However, SSC should work to include more experiential offerings in courses across the academic disciplines in order to foster a practical, hands-on learning environment.

THE DISTINCTIVE
COLLEGE 4.4
SSC is self-reflective

CORE COMPONENT 4C:

SSC ASSESSES THE USEFULNESS OF ITS CURRICULA TO STUDENTS WHO WILL LIVE AND WORK IN A GLOBAL, DIVERSE AND TECHNOLOGICAL SOCIETY.

Regular academic program reviews include attention to currency and relevance of courses and programs.

As part of the process of Program Review, the academic divisions analyze the courses for relevance and currency.

Seminole State College offers 16 programs leading to Associate in Arts or Associate in Science degrees. SSC offers one Certificate Program and four programs culminating in the Associate in Applied Science degree. Each of these has specific outcomes and indicators by which they may be evaluated.

SSC's Program Reviews are on a six-year cycle. Each division is responsible for reviews for all of their academic programs within their cycle year. Division Chairs responsible for programs being evaluated work in conjunction with program faculty to develop the evaluation report. The Assessment of Student Learning Coordinator provides assistance with data collection. Once the evaluation report is ready, it is presented to the Division Chair Council for approval.

SSC conducts Degree Program Reviews as required by the Oklahoma State Regents for Higher Education, and sends the reports to them when completed. (The **General Studies Degree Program Review** is available as an example.)

In keeping with our mission, SSC's learning goals and outcomes include skills and professional competencies essential to a diverse workforce. These learning outcomes document that our graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

Three of SSC's four General Education Outcomes relate to providing students with skills and professional competencies necessary to successful functioning in diverse workforces. These Outcomes are: 1. Demonstrate college-level communication skills, 3. Demonstrate knowledge related to functioning in society, and 4. Demonstrate an understanding of the roles of history, culture, and the arts within civilization. As demonstrated by SSC's **General Education Outcomes Matrix**, all of SSC's general education courses meet at least one of these learning outcomes.

SSC's learning outcomes are outlined on individual course syllabi. Our assessment policy requires that all instructors analyze their course assessment data in relation to the general education learning outcomes for that course, which are tied to the mission statement. This information is then compiled by the Division Chairs, submitted to the Assessment of Student Learning Coordinator, and posted on the SSC Website. For example, the following list shows the percentages of students who have satisfactorily achieved the desired course learning outcomes per the compiled course assessment data for General Education Outcomes 1, 3, and 4:

- General Education Outcome 1:
 - Fall 2006: slightly below 70%
 - Fall 2007: 63.7%
 - Fall 2008: 64.3%
- General Education Outcome 3:
 - Fall 2006: 65%
 - Fall 2007: 62.4%
 - Fall 2008: 64.5%
- General Education Outcome 4:
 - Fall 2006: nearly 80%
 - Fall 2007: 71.5%
 - Fall 2008: 63.2%

Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

All SSC programs that currently have advisory boards, which involve employees and external institutions that provide clinical support, include Nursing, MLT, Business & Information Systems, Child Development, Criminal Justice, and Behavioral Science Programs. Programs are reviewed for additional credentials by outside accrediting agencies and affiliations such as the Council on Law

THE FUTURE-ORIENTED COLLEGE	1.4
SSC focuses on the futures of constituents	
THE DISTINCTIVE COLLEGE	4.2
SSC appreciates diversity	

Enforcement Education and Training (C.L.E.E.T.), Course Equivalency Project of the OSRHE (CEP), National Association for the Education of Young Children (NAEYC), Medical Laboratory Technicians (MLT), the Oklahoma Board of Nursing (OBN), National League for Nursing Accreditation Commission (NLNAC), National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), and Mesa Lab Network Access Completion (MLNAC).

Within the Nursing Division, each hospital the students use for clinical experience is a member of the Advisory Committee. Area employers attend the Advisory Committee as well as a representative from the student body: LPN to RN students, traditional students (both sophomore and freshmen) and alumni. Graduates are surveyed six months after graduation to determine if they feel prepared by the SSC curriculum. Patterns that are revealed are used to drive curricular changes. Any weaknesses or needs of the Nursing Program that are revealed by these entities are discussed and plans for remediation are developed during the annual Program Review in May.

The MLT Program's advisory board is comprised of the SSC Nursing Health Science Division Chair, SSC Full-time MLT Faculty, a Medical Advisor, Lab Managers, Clinical Affiliates, and Alumni.

The Business & Information Systems Division has an advisory committee survey that is distributed to the advisory council members online and/or paper form prior to council meeting. Through the survey and discussion at the committee meeting and feedback during the year, the advisory committee members evaluate the curriculum. The advisory board includes of employers from the five-county service area and alumni.

The Child Development Program's Advisory Council, which consists of off-campus professionals, wrote the educational goals for the Child Development students in three areas: knowledge base, skills to perform tasks required in the profession of early childhood care and education, and the dispositions required to successfully make relationships and partnerships that provide optimal development. The Child Development Program has a capstone course and offers a Field Experience class.

SSC's Criminal Justice Program's Advisory Council is exploring the potential for SSC to offer courses relevant to other Criminal Justice associated fields, such as Corrections. The Program has set expectations for students to pass a series of exams for the Council on Law Enforcement Education and Training (C.L.E.E.T.) to become peace officers.

SSC's Behavioral Science Program's Advisory Council is meeting to review the relevancy of the current curriculum.

Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.

SSC's applied practice classes are found within the MLT, Child Development, Nursing, Criminal Justice and Business & Information Systems Programs. Within each program the knowledge and skills necessary for independent learning are defined by the program's advisory board and accrediting agencies. For example,

in the Nursing Program, students are required to satisfactorily demonstrate competency and mastery of a skill set and demonstrate these skills in a laboratory and clinical setting.

Two of the seven goals and objectives listed in the MLT Student Handbook (available in the Resource Room) for the MLT Program which specifically relate to expecting students to master skills through applied practice are: 1) to provide academic and clinical experiences that will enable prospective medical laboratory technicians to become proficient in the performance of routine laboratory procedures under the supervision of a medical technologist and /or pathologist, and 2) to provide experiences that will help the student to recognize his or her role in the health care team, to acknowledge his or her limitations, and to accept appropriate supervision so that the goals of the laboratory health care team can be met.

The Business & Information Systems Division uses capstone courses and internships where the students apply the knowledge they have learned from their past curriculum.

SSC provides and encourages curricular and cocurricular opportunities that promote social responsibility.

Biology instructor Lori Eberhart includes a Biology Service Learning project to promote social responsibility in her courses. The students demonstrate this by recycling and raising awareness about how recycling can help reduce solid waste. The students are trying to give back to the community by helping to improve the environment.

Within the Nursing Program, the faculty and students have engaged in flu shot clinics, community disaster drills, and Red Cross Disaster Training. The students are involved in community volunteerism, including Salvation Army, the Jasmine Moran Children's Museum, blood pressure screening for veterans, and staffing community disaster shelters as needed.

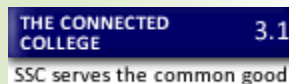
During National Medical Laboratory Week each April, MLT students go to the state capitol to meet with their respective legislators and have their photograph taken with the Oklahoma Governor. This experience introduces them to healthcare legislation activities and how to be involved.

Many courses across the academic disciplines also include specific assignments geared toward promoting social responsibility. For example, in the Composition I and II courses, and in the history and government courses, several faculty assign research and essay topics about important social and political issues, including but not limited to raising awareness about equal rights issues, proposed state and national legislation, and environmental concerns.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT

4C:

Many of the College's programs involve advisory councils. The College should work to bring forward more recommendations from those boards to close the



feedback loop for community input. These advisory councils provide an important resource in helping to determine the currency and relevance of courses and programs.

CORE COMPONENT 4D:

SSC PROVIDES SUPPORT TO ENSURE THAT FACULTY, STUDENTS, AND STAFF ACQUIRE, DISCOVER, AND APPLY KNOWLEDGE RESPONSIBLY.

SSC's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

Support for students comes in myriad forms. Tutoring services are primarily available through All Nations Student Development Center, the Student Success Center, Student Support Services, and the CAT and MSE computer labs.

Additionally, many student support programs, which reinforce student skills and responsible use of knowledge, include but are not limited to the federally funded TRiO programs, which includes Student Support Services and Veteran's Upward Bound. SSC's Freshmen Orientation class and PASS class specifically address student success skills and inform students of other support services offered.

In the Nursing Program, students are taught beginning in the first semester of the program about federally mandated laws regarding use of knowledge obtained by the student about the patients. A breach in these Health Information Portability and Accountability (HIPAA) laws can result in very significant fines. Documentation of patient information on the medical record is also a regimented task that requires ethical and precise recordings of knowledge gained. Additionally, a research lecture for each of the last two semesters of the program is required. In this research lecture, the ethical use of evidence-based practice and the role of the associate-degreed nurse in the research process are emphasized. Each semester of the program has a class devoted to professional development that deals with ethical issues in nursing. Future plans for 2010 include a change in the curriculum to include a capstone course that will deal with these issues even more intently.

SSC follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.

SSC has an ethics policy to ensure ethics in the classroom, which includes instructional activities. SSC's **Ethics Policy** is available on the SSC Website.

Ethical conduct policies and procedures are also specified in the SSC Student Handbook. **Part II: Policies and Rules** are found beginning on page 22 and **Part III: Student Bill of Rights and Responsibility** are found beginning on page 42. Specific statements relating to "Academic Honesty" and "Plagiarism" are found in course syllabi. Sample syllabi are available for review in the Resource Room.

Each division on campus is dedicated to ensuring adherence to these policies

THE LEARNING FOCUSED
COLLEGE 2.3
SSC supports scholarship

THE CONNECTED
COLLEGE 3.2
SSC serves constituents

and procedures. For example, the English Department has developed a 10-question **Plagiarism Quiz** covering the basic terminology and requirements necessary to ensure that plagiarism does not occur. All students in English classes are required to take the exam as many times as necessary in order to achieve a perfect score. The English Department reports that, at least partly due to using this procedure, plagiarism has almost disappeared. Whereas the English faculty reported 25 cases of plagiarism in 2001 and 2002 before implementation of the process, they reported only three cases in 2007. The English Department has encouraged other departments to use this, or a similar process, by presenting a campus-wide colloquium during the spring 2008 semester and by making their test available to other departments.

The Office of the President, the Office of Academic Affairs and the Office of Student Affairs can provide specific examples of ethics related concerns that have been addressed in accordance with published policies and procedures. SSC has an ethics policy, and we follow it, even when it means dismissing employees, or following disciplinary actions for students.

SSC provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

Since SSC is not a research institution, we have dealt with only a very limited number of instructor- and student-related research projects over the years and have been content up to this time to handle any ethics concerns under the general guidelines specified above. Instructors and their supervisors and/or ad hoc committees have had the responsibility of ensuring adherence to ethical standards.

Research experiences for students and faculty are limited at SSC; however, a few highly motivated students have been able to undertake practica and research projects. In psychology practicums at clinical sites, all students are required to adhere to the ethical standards set forth by the American Psychological Association (APA) and National Psi Beta honor society. Jami Schevetto, a psychology student who received national recognition for her work in a psychology practicum, submitted a proposal for her research, which was reviewed by Dr. Rebecca Kennedy, VPAA at that time, as well as Oklahoma National Alliance on Mental Illness (NAMI) President, Karrie Utterback.

Selected SSC minority science students have had an opportunity to participate in the Bridges to the Baccalaureate program sponsored by the National Institute of Health. The College has been one of three two-year colleges partnered with East Central University in Ada, Oklahoma, in the effort to recruit under-represented minorities into the area of biomedical research. Part of the proposals for each grant cycle included the funding of undergraduate research projects. Students have been able to do research at East Central University or at another research institution. Under these conditions, the students were expected to conform to the safety and ethical standards set by the host institutions, under the supervision of the Institutional Review Boards in place at those institutions. The last three-year cycle allowed a few students to perform experiments at SSC, under the direction and supervision of the last two Bridges Coordinators, instructors Loretta Rush and Tony Yates. Dr. Terry Cluck, Biology Professor at East Central University, is the Principal Investigator under the

THE LEARNING FOCUSED COLLEGE 2.3
SSC supports scholarship

Bridges grant, and therefore responsible for the approval of proposed methods of lab safety and protocol.

Special Projects in Microbiology is an independent study course designed to allow students to expand their lab experience beyond the introductory Microbiology course. The students are given a thorough grounding in safe laboratory practices and techniques in the Microbiology class. Julie Clark was the last student who enrolled in Special Project in Microbiology. The protocol for her experiment was reviewed by SSC instructor Beverly Williams, who directly supervised her project, and Dr. James Kuhn, a local veterinarian. The project was determined to be at BioSafety Level 1 according to OSHA guidelines, which was well within the capabilities of Julie Clark and the available lab facilities. The project was discussed in advance with the MSE Division Chair, VPAA, and President Utterback.

The above examples were evaluated on a case by case basis initiated by the instructor involved. A more formal procedure is in place for programs with formal outside accreditation such as MLT and Nursing. The MLT and Nursing programs have both received maximum accreditation, which validates the practices. These students are held to the highest standards.

THE LEARNING FOCUSED
COLLEGE 2.3
SSC supports scholarship

SSC creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

Intellectual property rights involving the use of ideas and sources of others by students, faculty, and staff are extensively covered in the SSC plagiarism policy. As stated by SSC Board **Policy II-7-4**, Intellectual property produced by College employees while receiving financial support or utilizing equipment provided by the federal government, State of Oklahoma, or private grants and/or contracts administered by Seminole State College, are the property of the College.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 4D:

In keeping with SSC's history of self-analysis and ongoing commitment to improvement, while SSC is not a "research institution," the College does sponsor some student and faculty research-related projects; therefore, SSC should consider establishing an Institutional Review Board that would serve the purpose of ensuring that all research projects adhere to the highest ethical standards.

SSC's faculty, administration, and Board of Regents also need to revisit our policy on Intellectual Property Rights, which was approved in 1998, to better align with current practices of other colleges and the new HLC accreditation criteria.

Criterion 5: Engagement and Service

As called for by its mission, SSC identifies its constituencies and serves them in ways both value.

Cross-Cutting Themes Relevant to Criterion Five:

THE FUTURE-ORIENTED
COLLEGE

THE LEARNING FOCUSED
COLLEGE

THE CONNECTED
COLLEGE

THE DISTINCTIVE
COLLEGE

CORE COMPONENT 5A:

SSC LEARNS FROM THE CONSTITUENCIES IT SERVES AND ANALYZES ITS CAPACITY TO SERVE THEIR NEEDS AND EXPECTATIONS.

SSC's commitments are shaped by its mission and its capacity to support those commitments.

SSC's mission is to offer courses, provide programs and confer associate degrees to prepare our students at the two-year level and beyond. Therefore, SSC's commitments are:

- To meet the community needs in a changing global society by offering courses and training to the professional community and specific businesses and industries in our five-county service area to obtain license-mandated training (e.g. criminal justice, insurance education, computer science, Spanish, parenting, restaurant safety training, and forklift safety training).
- To encourage and implement working partnerships with other agencies or firms to enhance quality and quantity of services provided. SSC will provide collaborative service in order to respond to our diverse community needs in the form of service learning curriculum for the common good of society (e.g. Child Development, Sociology, Life Sciences, Anthropology, Medical Laboratory Technician, Leadership Development and Nursing).

THE FUTURE-ORIENTED COLLEGE	1.2
SSC is driven by the mission	
THE DISTINCTIVE COLLEGE	4.4
SSC is self-reflective	



IMAGE 110: SSC Faculty at the ECU Articulation Agreement meeting

- To make its programs and services broadly accessible to all identified constituencies through technology and diverse teaching methodologies to affect greater quality and efficiency in the delivery of educational programs and services (e.g. outreach courses offered at Shawnee High School, Chandler High School, Okemah High School, various Head Start sites, Holdenville and Stroud First National Bank, Prague BancFirst, Stroud BancFirst, Meeker BancFirst, correctional facilities, online classes, IETV classes, blended courses, fast-track courses, and weekend classes).
- To prepare students to continue their education beyond the two-year level, train students for careers and other educational opportunities, and make available resources and services designed to benefit students and the community at large by offering Associate of Applied Science and Associate of Applied Science in Applied Technology degrees, Associate of Science and Associate of Arts transfer degrees, and Certificate programs.
- To foster a learning environment that values and nurtures the process of students working toward self-chosen personal and academic goals (e.g. Articulation Agreements 2 + 2 Programs with East Central University, Langston University, Oklahoma City University, Southeastern Oklahoma State University, University of Central Oklahoma, and University of Oklahoma, and offering courses through Mid-America Christian University and Cameron for students to work toward their bachelors degrees).

SSC's **Statement of Institutional Beliefs and Commitments** provides further evidence of SSC's commitments to student success, universal access, extensive and effective collaboration, instructional innovation, and quality over quantity.

These commitments are shaped by the College's capacity to support them. This support comes from the College's four resource areas: human, fiscal, technological, and physical resources.

SSC draws upon its **human resources** to shape and support the College's commitments by helping students reach their educational and personal development goals by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society. SSC supports these commitments by retaining qualified faculty and staff.

SSC uses its **fiscal resources** to support its commitments by dedicating these often limited resources only to high quality programs and services to prepare students to continue their education beyond the two-year level, and to train students for careers and other educational opportunities. SSC supports these commitments by the institutional budgeting process.



IMAGE 111: MLT Instructor Perthena Latchaw looks at a new hematology analyzer

SSC uses its **technological resources** to support the College's commitments by creating greater quality and efficiency in the delivery of educational programs and services by making available resources and services designed to benefit students and the community at large. SSC supports these commitments by updating and maintaining our current technology, and acquiring and utilizing state-of-the-art equipment.

SSC uses its **physical resources** to support the College's commitments by making the College's programs and services broadly accessible to students of diverse backgrounds and experiences. SSC supports these commitments by making programs and services available both on campus and off campus. SSC provides the physical capabilities or facilities for these programs and services. Students may take distance learning courses through Mid-America Christian University toward their bachelors degrees on the SSC campus. Also, our external constituents frequently use SSC's facilities (e.g. Chamber of Commerce, Lions Club, Seminole Nation, County Superintendents, and Rotary Club meetings) which demonstrates SSC's commitment to enhancing our five-county service area communities.

SSC practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

Most of SSC's "environmental scanning" occurs informally, through various civic and community services in which the College's employees are engaged. Through these connections, the College gains ideas for classes we can offer and services we can provide. For example, membership and attendance in the Rotary Club, the Chamber of Commerce, and Workforce Oklahoma meetings and task forces have provided leads for specific classes to be offered on campus, as well as at business sites. Requests have been made and met by the College for training for child care providers, insurance continuing education, ServSafe food preparation certification, real estate continuing education, and banking seminars.

In order to better understand the social climate of the College's five-county service area, as well as to be aware of national social issues, representatives of SSC are actively engaged in civic and community services, prominently including:

- Seminole, Wewoka, Shawnee and Prague Chambers of Commerce;
- East Central Oklahoma Red Cross;
- City of Seminole Planning Commission;
- Seminole Tourism Council;
- Seminole Recreational Authority;
- Little League Sports Organizations;
- Numerous Churches and Religious Organizations;
- Rotary, Kiwanis and Lions Civic Clubs;
- Business and Professional Women;
- Jasmine Moran Children's Museum Governing Board;
- Leadership Oklahoma;
- Oklahoma Academy of State Goals;
- Higher Education Alumni Association Council;
- East Central Oklahoma Workforce Investment Board and various WIB councils and committees, including: Business Services Team, Systems Leadership Team, and Youth Council;
- Oklahoma Partners in Industrial Education;
- Oklahoma Economic Development Council;
- Oklahoma State Chamber;
- Council for the Oklahoma Commission on the Status of Women;

THE CONNECTED
COLLEGE 3.2

SSC serves constituents

THE FUTURE-ORIENTED
COLLEGE 1.3

SSC understands social and
economic change

- Integris Seminole Medical Center Governing Board; and,
- Board of Directors for Oklahoma Educational Television Authority;

SSC also obtains environmental scanning by other means:

- Through the SSC **Service Survey Spring 2009**, **SSC Graduate Opinion Survey**, the online **“Your Two Cents”** survey, **Student Feedback on Classroom Instruction** survey, **Suggest a Course** form, **ACT Faces of the Future** survey, **Course Satisfaction** form, informal college/community planning retreats, and the **Community Survey Card, Help Us Tell Our Story** survey, the Pre-Campaign Survey Report for Seminole State College by Cargill Associates (available in the Resource Room), the College gathers data regarding satisfaction with current programs and services and additional programs and services that are in demand.
- Through advisory committee meetings, the Division Chairs for Criminal Justice and Behavioral Science, the Nursing Health Sciences Division and Business & Information Systems Division, and the supervisor of the Employment Readiness Program, and Child Development Coordinator gather input from community leaders.
- Through informal potential employer interviews conducted by the Business & Information Systems faculty. The B&IS Division gathers input about the relevance of the curriculum to professional employment outside of college by contacting community employers.

THE FUTURE-ORIENTED COLLEGE 1.3

SSC understands social and economic change

THE CONNECTED COLLEGE 3.2

SSC serves constituents

THE DISTINCTIVE COLLEGE 4.2

SSC appreciates diversity



IMAGE 112: President James Utterback (left) and Seminole Nation Chief Enoch Kelly Haney at installation of *The Guardian*

SSC demonstrates attention to the diversity of the constituencies it serves.

SSC's constituents are diverse in many ways – by gender, ethnicity, age, abilities, and economic status – among others. Specifically, SSC enjoys a diversity of gender, ethnicity and age among our faculty and staff. In fact, to promote ethnic diversity, the College advertises positions in African American, Native American and Hispanic publications.

The College is also responsive to the needs of our large Native American student and community population. The College works to enhance our relationships with this Native American constituency; these relationships are a celebrated part of SSC's history and cultural heritage. The College has a Native American Student Association on campus to serve Native American students, and recently was granted a Native American Serving Non-Tribal Institutions grant, which led to the creation of SSC's new All Nations Student Development Center in 2009. The All Nations Student Development Center provides technology, tutoring, and other services to help promote student retention and success. In 2007, the College received funds from the Seminole Nation to aid in the construction of the new Seminole Nation Learning Resource Center. Furthermore, the College is proud of our relationship with Seminole Nation Chief Enoch Kelly Haney, whose statue, *The Guardian*, was installed overlooking SSC's newly landscaped grounds and pond. *The Guardian* has become a strong, meaningful symbol for SSC's ongoing productive relationship with our Native American constituents. SSC's relationship with Chief Haney is further evidenced by the naming of our Enoch Kelly Haney Center in his honor in 2002. This center houses the Nursing Division, Business & Industry Division, Media Relations, President's Office, and Vice President for Institutional Advancement's Office, as well as top-notch

computer labs and multimedia meeting and conference facilities.

SSC's history of diversity includes recruiting international students for our athletic programs. Currently, SSC has 13 student athletes from England, Montenegro, South Africa, Canada, Mexico, Australia, Russia, Argentina, France, Kazakhstan, and Brazil. SSC has an International Students Club to help support these students.

SSC is committed to promoting student awareness of diversity within College curriculum, as demonstrated by General Education Outcomes 3 and 4: "Students will demonstrate knowledge related to functioning in society," and "Students will demonstrate an understanding of the roles of history, culture, and the arts within civilization," respectively. Thus, courses across the disciplines integrate assignments dealing with issues regarding diversity to fulfill these objectives. One such example is the Presidential Leadership Class, in which students travel to historic civil rights sites such as the National Civil Rights Museum. The College as a whole promotes awareness of diversity by hosting student programs such as Veterans Day and Constitution Day programs. In 2009, SSC had a Native American Symposium hosted by funds the College received through the Native American Serving Non-Tribal Institutions Grant. In 2008, **Native American Day** had over 250 attendees, mostly high school juniors and seniors. The College has also brought in speakers for In-Service to present on such issues as diverse learning styles and generational diversity. Additionally, SSC has a designated ADA specialist readily available to assist students with special needs.

In responding to external constituencies, the College is well-served by programs such as continuing education, outreach, customized training, and extension services.

Specifically, the College's Business & Industry Program provides specialized training and continuing education for individual businesses. These interactions provide a link between the business community, city government and the College.

SSC's **outreach** programs include offering courses at a variety of off-site locations. SSC currently offers courses at:

- area high schools in our five-county service area including Shawnee High School, Chandler High School, and Okemah High School;
- Gordon Cooper Technology Center and Wes Watkins Technology Center;
- Davis Correctional Center and Mabel Basset Correctional Center;
- the Seminole Nation Tribal Complex;
- Crossroads Head Start in Shawnee, Kickapoo Community Child Care Center in McCloud, Muskogee Nation Child Development in Okmulgee, and the Department of Human Services offices in Okemah (serving local Head Start employees and others).

SSC has worked to increase our number of online courses to meet the needs of nontraditional students in order to increase their access to higher education, and has likewise increased our number of IETV courses received and offered



IMAGE 113: SSC Veterans Day celebration

THE CONNECTED COLLEGE	3.2
SSC serves constituents	
THE FUTURE-ORIENTED COLLEGE	1.3
SSC understands social and economic change	

through Okemah, Mason, Konawa, Aline-Cleo, Moss and Depew High Schools; Davis Correctional Center and Mabel Basset Correctional Center; and Mid-America Christian University. Further outreach efforts include state legislative mandate to provide tuition waivers to concurrently enrolled high school seniors. SSC took this mandate a step further and extended the tuition waivers to concurrently enrolled high school juniors as well.



IMAGE 114: Opening of the Community Service Center



IMAGE 115: SSC's Rural Business and Resources Center hosts a Rural Economic Development seminar for area leaders

The College is actively involved in **economic development through extension services** in Seminole and surrounding communities. In recent years, the Seminole State College Educational Foundation has taken major steps to assist with local economic development efforts. The Foundation owns two buildings in Seminole that foster these efforts. A downtown building, the Community Service Center, was purchased by the Foundation to provide a home for the College's Employment Readiness (TANF) program, as well as space for the Workforce Oklahoma and Oklahoma Employment Securities Commission offices. The workforce and employment offices were on the verge of having to move to a neighboring town due to lack of adequate rental space until the Foundation provided this site. The Foundation also purchased a vacant grocery store and remodeled it to be used as a business incubator. The Community Service Center now houses two successful call center operations. A partnership with Rural Enterprises of Oklahoma has created the SSC Rural Business and Resources Center, which provides assistance to small businesses and entrepreneurs with their business plans, financial plans, and state and federal programs. The Center serves as a resource to area communities trying to recruit new businesses.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 5A:

SSC is continuously analyzing the needs of our constituencies and acting upon those needs to meet or exceed those constituencies' expectations. As needs are discovered, SSC begins work on developing ways to accommodate them in creative, specific, efficient and effective programs. SSC has created a culture of communication, which includes collaboration, commitment to learning and service, outreach, improving educational outlets and making educational opportunities available to a diverse population, which are goals represented within our Mission Statement.

SSC should continue its work to further develop formal tools for environmental scanning. SSC has made a significant financial commitment as reflected in our budgeting allocations to providing courses and educational opportunities in unique and varied formats, and SSC should continue this pattern.

CORE COMPONENT 5B:

SSC HAS THE CAPACITY AND COMMITMENT TO ENGAGE WITH ITS IDENTIFIED CONSTITUENCIES AND COMMUNITIES.

SSC's structures and processes enable effective connections with its communities.

SSC often provides facilities for community activities. The David L. Boren Library is open to the communities we serve through the Friends of the Library program, and non-students are given full access to the computers in the Library's Student Success Center based on availability. Therefore, the community has access to SSC's tutoring, computer, and online services. Local schools and organizations are given access to the Jeff Johnston Auditorium for concerts, performances, and events. The E. T. Dunlap Student Union Meeting Room is made available for meetings of local clubs and organizations, and the gymnasium is available for high school tournaments. Community members have access to meeting facilities in the Haney Center by contacting the President's Office.

SSC's Office of Media Relations is responsible for keeping the surrounding communities informed about campus happenings. Media Relations promotes and assists with Chamber of Commerce events, Jasmine Moran Children's Museum events, and Seminole Oil Museum events. Media Relations also promotes and informs the public about new local businesses and is involved in Project Heart, a community health incentive.

The College's outreach and recruiting efforts provide effective connections with our communities through our 37th annual Interscholastic Meet, which involved over 800 students from 40 local high schools in March 2009; our Peak Into Engineering (PIE) program, and our 36th annual Science Fair, which hosted 71 students from five elementary, five middle, and four high schools.

SSC's federally-funded GEAR UP and Talent Search further promotes our connection with our communities through their varied efforts with students at area high schools and helping them understand the importance of attaining a college education.

SSC's miscellaneous programs' advisory councils, continuing education courses, cultural activities, student organizations and their activities, Global Studies Program international trips, and offsite and IETV course offerings at varied locations also provide effective connections to the communities we serve.

SSC's cocurricular activities engage students, administrators, and faculty with external communities; likewise, SSC's educational programs connect students to these external communities.

Students are involved in internships, clinicals, and practicums throughout our five-county service area and other parts of the state. In the Nursing Program, students have given flu shots to the community at Seminole Medical Center; students helped staff the Red Cross disaster shelter during the 2007 ice storm;



IMAGE 116: Science instructor Beverly Williams welcomes participants to SSC's annual Science Fair



IMAGE 117: Engineering instructor Richard Walcott teaches students at SSC's summer PIE Academy

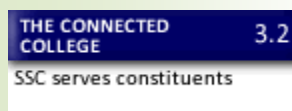




IMAGE 118: Social Science students and members of PTK host a safety fair for the community



IMAGE 119: Oklahoma State Representative Ryan Kiesel talks to members of the President's Leadership Class

THE LEARNING FOCUSED
COLLEGE 2.5
SSC strengthens
organizational learning

and students have assisted at health fairs. Faculty and students are involved in all of these activities. These types of activities are used to reinforce clinical skills taught in the program and to emphasize the importance of volunteerism as part of the student's professional development as a Registered Nurse. Nursing students are also intimately involved with the community as a result of the clinical component of each semester. These experiences are more than just hospital settings, including health departments, public schools, home health agencies, Indian health clinics, and diabetic clinics, to name a few.

In the Social Sciences Division, students have hosted Safety and Voter Registration Drives. In the Business & Information Systems Division, faculty and students provide technical support to the community when someone calls requesting assistance with different computer systems. The faculty select an appropriately-skilled student and provide support. Within the science courses and MLT Program, students have been engaged in career fairs, internships and practicums, and National Medical Lab Week activities.

The President's Leadership Class engages students and administrators with external communities by attending events. Some of these events include: Higher Education Day at the State Capital; College-sponsored luncheons with Senator Harry Coates, Representative Ryan Kiesel, and local and state civic-leader Melvin Moran; Rotary and other civic club meetings; and Jasmine Moran Children's Museum banquets and programs.

A color-coded chart of all of SSC's degree programs showing which of the College's courses contain elements of students engaging with the community is available in the VRR as **Degree Program Matrices**.

SSC's resources – physical, financial, and human – support effective programs of engagement and service.

The College provides appropriate **physical support** in the form of classroom and laboratory facilities, and school vehicles for necessary travel inherent in service learning classes and other programs of engagement. For instance, the Nursing Program's computer labs are equipped with 10 computers and a variety of software. The Nursing Skills Lab has mannequins and supplies necessary for students to practice skills, such as two IV pumps and multiple hospital prototype simulations.

Similarly, the College provides appropriate **financial support** for our programs of engagement and service. In the Nursing Program, SSC has paid for a faculty member to become a CPR instructor trainer. She is able to offer the required CPR training for the students.

The David L. Boren Library has an annual budget for electronic and traditional resources. In 2008, the Nursing Program was able to add \$1400 to the electronic budget to upgrade the Nursing Index subscription to a full text subscription. The Library currently spends \$6,136 on 12 professional journal subscriptions each year for the Nursing Division.

The Nursing equipment budget is decided based on need. Most equipment is used to keep the Nursing Skills lab and computer labs current and updated. The

summer 2008 Nursing equipment expenditures totaled \$4,990, and the Nursing Program was able to purchase new mannequins and software.

Overall, the range of total E&G monies devoted to Instruction has ranged from 59% to 65%. This demonstrates that the College's first priority in budgeting is for instructional programs, including programs of engagement. The College provides financial support for supplies for projects, and salaries and supplemental stipends for up to four instructors for the Service Learning courses. The College provides scholarship funds for all of the Presidential Leadership Class students, monies for travel including out-of-state travel, salary for one instructor and one vice president for overload pay, out-of-state training for instructors, classroom supplies, and travel.

The College's **Human Resources** also adequately support SSC's programs of engagement. For example, all six nursing instructors are involved in experiential learning activities via the clinical setting. They maintain certifications and licensure required by SSC and the state of Oklahoma. In the Presidential Leadership Class, this program of engagement is supported by the time and effort of the College President, Vice President for Institutional Advancement, and their support staff of two individuals and two work-study students. Furthermore, in Leadership Development through the Classics course, (which is Phi Theta Kappa-sponsored and trained), the College commits the resources of one faculty and the VPIA.

SSC's planning processes project ongoing engagement and service.

The College's **Three-Year Plan**, in particular, includes examples of our planning for programs of ongoing engagement and service, such as our service learning opportunities:

Example 1 – Objective 2.6.2 (from Three-Year Plan):

Maintain the quality of the Business & Information Systems Programs.

- Provide opportunities for students to develop leadership and entrepreneurial skills through service learning opportunities.

Example 2 – Goal 2.11 To enhance the quality of the Social Science Division (from Three-Year Plan):

Encourage and promote development of Service Learning courses across the Division.

Example 3 – from Academic Efficiencies (from Three-Year Plan):

The Three-Year Plan also shows plans for providing instruction targeted to meet service area Business & Industry workforce development needs, and maintaining ongoing engagement with various constituencies, including our partnerships with the following entities:

- Mid-America Christian University adult baccalaureate degree completion programs, elementary and secondary education baccalaureate programs, and masters degree programs in business



IMAGE 120: Students participating in SSC's Upward Bound program

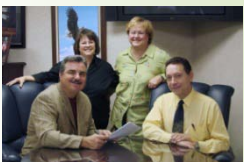


IMAGE 121: President James Utterback, Dr. Diana Lynd, Social Sciences Division Chair Pam Koenig, and VPAA Dr. Paul Gasparro sign an articulation agreement between SSC and UCO

- administration and counseling;
- East Central University adult degree completion program;
- Federal Title III Cooperative Grant Transfer Enrollment Project;
- GEAR UP Federal Grant and subsequent collaborations with area schools and community businesses;
- TRiO Federal Grants: Upward Bound, Veterans Upward Bound, Math Science Upward Bound, Educational Talent Search, Student Support Services and subsequent collaborations with area schools and postsecondary providers, State Workforce Investment Demand Occupations Identification;
- OSHRE Summer Academy: Peek Into Engineering;
- OSHRE Summer Academy in partnership with Oklahoma Baptist University: Introduction to Forensics and Evidence: A Chemical Experience;
- State TANF/OSRHE Employment Readiness contract;
- State DHS/OSRHE Child Development Star Scholars contract;
- Mabel Bassett Correctional Center offsite course delivery program;
- Davis Correctional Center offsite course delivery program;
- Nursing program partnership with the International University of Nursing;
- Alliance primary partner with Gordon Cooper Technology Center and Alliance co-partner with OSU-Okmulgee and Wes Watkins Technology Center including a number of Cooperative Agreements with area Technology Centers;
- Central Oklahoma Tech Prep Consortium;
- Offerings of the Associate in Arts degree program and Certificate of Mastery for Child Development at the Shawnee Head Start facility;
- Certificate of Mastery for Child Development offsite course delivery in Okemah, Shawnee, and McCloud;
- Concurrent enrollment programs with service area high schools;
- Articulation Agreements completed or in the process with East Central University, Langston University, Oklahoma City University, Oklahoma State University-Okmulgee, Southeastern Oklahoma State University, University of Central Oklahoma, and the University of Oklahoma;
- Business & Industry collaborations;
- Seminole: Coordination of partnerships with the College, Seminole State College Foundation and state agencies resulting in one-stop community employment and training facility housing TANF, Oklahoma Employment Securities Commission, and Workforce Oklahoma;
- Seminole Nation: Training seminars, conferences, workshops, and endeavors benefiting the community at large are provided through the College's long-standing partnership with the Seminole Nation;
- Shawnee and Holdenville First National Bank and Trust; and Meeker, Prague, Stroud BancFirst: Leadership development course offered to selected high school juniors and seniors who comprise the Student Bank Board;
- Haney Center Training Facilities: Technology training facilities in the Enoch Kelly Haney Technology Center provide training, workshops, and conference facilities to a wide range of businesses and

- governmental entities;
- Dan Boren Business Development Center: In partnership with the Seminole State College Educational Foundation, this business incubator center was opened at 600 W. Strother in Seminole in FY08 housing the AmeriContact call center;
 - Rural Business and Resources Center: In partnership with Rural Enterprises of Oklahoma Inc, the College provides economic development services to its five-county service area through the collaborative Rural Business and Resources Center;
 - Bricker Performance Education: Insurance Agents are provided continuing education leading to certification opportunities;
 - National Alliance on Mental Illness: Family members, partners, and friends are provided “Family-to-Family” mental health education through this partnership provided at no cost;
 - Restaurant Association: Food handlers are provided opportunities for restaurant and food certification through a food safety continuing education course;
 - Oklahoma Highway Patrol: A state sanctioned Driver Improvement course is provided for traffic offenders and those seeking refresher education in driving;
 - National Center for Security Research and Training (NCSRT): In partnership with NCSRT at Louisiana State University, the College has provided the community, state, and federal law enforcement agencies with national training on anti-terrorism and counter-terrorism techniques.



IMAGE 122: SSC VP Lana Reynolds with representatives from Rural Enterprises of Oklahoma

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 5B:

In keeping with our Mission, SSC is highly supportive of community outreach and involvement in College activities, and is responsive to various community and civic groups’ needs. The College offers a variety of cocurricular activities and provides good technology support and facilities for community engagement in these activities. SSC should work to increase these offerings and secure more classrooms and offices for these programs of engagement. SSC should also work to connect more students to the community through developing more cocurricular activities in certain academic divisions, such as Language Arts and Humanities and Health, Physical Education, and Recreation.

CORE COMPONENT 5C:

SSC DEMONSTRATES RESPONSIVENESS TO THE CONSTITUENCIES THAT DEPEND ON IT FOR SERVICE.

Collaborative ventures exist with other higher learning organizations and education sectors.

Collaborative ventures exist through a variety of mechanisms that allow for smooth transition from SSC to a four-year college or university. These ventures include our course transfer matrix as part of the Course Equivalency Project

THE LEARNING FOCUSED COLLEGE	2.5
SSC strengthens organizational learning	
THE CONNECTED COLLEGE	3.2
SSC serves constituents	
THE CONNECTED COLLEGE	3.3
SSC creates a culture of service	
THE CONNECTED COLLEGE	3.4
SSC collaborates	



IMAGE 123: Dr. John Fozard of Mid-America Christian University and Dr. James Utterback sign an articulation agreement between MACU and SSC

(CEP) that is provided by the Oklahoma State Regents for Higher Education. The course transfer matrix outlines courses that will transfer among Oklahoma's public colleges and universities. SSC has articulated various degree programs with public and private transfer universities. SSC and East Central University (ECU) have articulated all SSC Associate in Arts and Associate in Science transfer degrees with comparable ECU Bachelor of Arts or Bachelor of Science degree programs. SSC and Oklahoma City University have entered into an articulation agreement in Business, and SSC and Mid-America Christian University have entered into an articulation agreement in Elementary Education, with agreements being drafted with other institutions. These agreements will allow SSC students a smooth transition upon completion of their AA or AS degree with all courses transferring to their baccalaureate granting institution.

In collaboration with ECU, SSC participates in a Title III Cooperative Grant, Improving Student Academic Support Services. The three major capacities of this grant are to:

1. provide opportunities for faculty from across the four institutions to engage in meaningful academic dialogue that leads to the development of program articulation agreements;
2. assist faculty and staff in the self-evaluation of current practices and in the development and use of effective enrollment management practices as related to transfer students; and
3. sponsor the development of a strategic transfer enrollment management program that provides a seamless transition from the collaborating community colleges to the regional comprehensive institution via the establishment of Transfer Enrollment Management Centers.

Since the Oklahoma State Regents for Higher Education and the Oklahoma Department of Career and Technical Education are working together to develop policies allowing higher education institutions to collaborate, SSC has negotiated Cooperative Alliance Agreements with two area career technology centers, Gordon Cooper Career Technology Center and Wes Watkins Career Technology Center. An additional agreement is being negotiated between SSC and Oklahoma State University Technical Branch, Okmulgee. In these partnerships, students enrolled in approved programs receive college credit in technology courses in addition to completing required general education courses leading toward an Associate in Applied Science degree. Alliance partners jointly deliver technical degree programs; the college credit and degree is offered and awarded by SSC.

SSC has extended collaborative ventures that prompted the creation of outreach programs which have effectively responded to the needs of various constituencies. Through the use of IETV and actual on-site courses, SSC has taken college courses to surrounding communities, collaborating with area high schools, correctional facilities, vocational schools, and head start programs. In addition, SSC has added an experiential learning or service-learning component to various courses, creating many partnerships within our service area. These Service-Learning programs, while addressing service area needs, are allowing students to develop their academic skills and responsibility through civic

engagement.

SSC also is reaching out to area public schools with the assistance of federally funded TRiO and GEAR UP grants, to address the needs of K-12 students, veterans, and college bound students in preparing for and funding higher education. Upward Bound works with students in 9th, 10th, and 11th grades from schools in Bowlegs, Butner, Calvin, Earlsboro, Graham, Henryetta, Holdenville, Macomb, Maud, Okemah, Paden, Seminole, Shawnee, Strother, Tecumseh, Varnum, Wanette, Weleetka, and Wewoka.

SSC's transfer policies and practices create an environment supportive of the mobility of learners.

SSC's transfer policies and practices provide college-bound individuals an easy transition from the College to a baccalaureate-granting institution. SSC provides education in several broad fields of study for those students who plan to transfer to a baccalaureate-granting institution.

The Oklahoma State Regents for Higher Education (OSRHE) provides a policy of articulation among the higher education institutions of the State System, in which SSC actively participates. The OSRHE guarantees students transferring to an Oklahoma public four-year university with an Associate in Arts or Associate in Science degree that the associate degree will satisfy all freshman and sophomore general education requirements at the four-year university. Students who transfer to another regionally accredited college before completing an associate degree will receive general education credit for courses that match those at the transfer college or university.

General education requirements at four-year universities may be program specific and may vary. In order to address this, Seminole State College has established degree specific articulation agreements with various public and private baccalaureate degree granting institutions. These agreements offer students a smooth transition when transferring.

The establishment of the Transfer Enrollment Center with a full-time enrollment management specialist with Title III funds in 2003 has allowed an additional element in assisting students planning to transfer to baccalaureate granting institutions. With the General Education program modification making First Year Success/ Freshman Seminar a general education requirement, SSC established a practice of requiring all incoming freshmen to meet with an Enrollment Management Specialist or the Transfer Enrollment Manager to create a degree plan or to participate in career search if they are undecided on their major field.

Community leaders testify to the usefulness of the College's programs of engagement.

In the Nursing Program, while it is more common for the students to receive feedback and thank you notes directly from the service organization as opposed to the Program, **Midwest City Hospital** recently sent a thank you note for the fall 2008 semester's voluntary flu clinic. The MLT program has written feedback documents from employees, hospitals and clinics that testify to the usefulness

THE LEARNING FOCUSED
COLLEGE 2.4

SSC creates the capacity for
lifelong learning

THE DISTINCTIVE
COLLEGE 4.3

SSC is accountable

THE CONNECTED
COLLEGE

3.2

SSC serves constituents

THE CONNECTED
COLLEGE

3.3

SSC creates a culture of
service

of the MLT's community engagement activities. These documents are available in the Resource Room. The Business & Information Systems Division also has community feedback through the advisory committee, which is made up of business, organization, and government leaders in the College's five-county service area. More documentation of **Community Appreciation** regarding the usefulness of SSC's programs of engagement can be found in the VRR.

SSC's programs of engagement give evidence of building effective bridges among diverse communities.

The College builds effective bridges by promoting continued education among diverse populations. The Business and Industries Division developed a Basic Computer class geared to senior citizens. The Health, Physical Education and Recreation Division offers an arthritis-targeted aquatic exercise course and Life Sport Senior Citizen Aquatic Exercise course. These aquatic exercises courses make and are requested on a regular basis.

SSC's federal TRiO programs serve to provide effective bridges among diverse communities. These federal programs continue to grow and receive funding, which is evidence that they are effective. Upward Bound Math-Science (UBMS) is a good illustration of the effectiveness of one of these federal programs in creating bridges among diverse communities. Students served by UBMS are first generation, low-income students. The Upward Bound students are a diverse group who reflect the ethnic and cultural make-up of the service area. Although Upward Bound is prohibited by its federal regulations from recruiting for SSC, many of the students served by the program will attend Seminole State College. First-generation students tend to gravitate toward colleges with which they are most familiar. Those students who participate in the program throughout their high school years will spend four to five summers in a residential camp on the SSC campus. They live in the College residence hall, eat in the cafeteria, attend classes in several campus buildings, and use College recreational facilities.

UBMS is designed to generate in program participants the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education. In addition to the services provided by the regular Upward Bound Programs, the UBMS must provide intensive instruction in mathematics and science, including hands-on experience in laboratories, in computer facilities, and at field-sites. Services provided by the Project during the academic year and the six-week summer residential camp include individualized instruction in math, lab science, foreign language, composition, and literature; career exploration; financial aid, study skills, and ACT preparation workshops; cultural enrichment activities; tours of area colleges; and postsecondary enrollment assistance. The program also provides a summer "Bridges to the Baccalaureate" program for graduating participants. During the program, (which takes place the summer after the participant graduates from high school) participants are enrolled in up to nine hours of college credit at SSC.

SSC also enjoys a productive relationship with the Seminole Nation, as seen in the naming of facilities on campus such as the Enoch Kelly Haney Center and the

Seminole Nation Residential Learning Resource Center, and the services SSC provides for the Seminole Nation, including an ACT Workshop that had a large enrollment. In fact, Seminole Chief Kelly Haney recently recognized this productive relationship publicly at the ribbon cutting ceremony for the Seminole Nation Learning Resource Center in 2008 by stating that SSC has built trust with the Seminole Nation.

SSC participates in partnerships and contractual arrangements that uphold the College's integrity, and are focused on shared educational, economic, and social goals.

SSC strives to maintain our position as an integral community asset to our five-county service area. Legal contracts and formal arrangements are established between SSC and its partnerships in observance of the mission and philosophy of the College. The College maintains available legal counsel and has processes in place to ensure integrity of these partnerships and contractual arrangements, including our 2+2 agreements, contracts with publishers, contracts with service providers and builders, agreements with technology services such as Microsoft and WebCT, contract with SODEXO for food services, and employment contracts with faculty and staff.

Contracts and arrangements are coordinated by qualified employees who meet the standards of the College, and the VPAA ensures faculty qualifications. Consequently, SSC's partnerships and contracts focus on shared educational, economic, and social goals.

Shared Education Goals:

The following are examples of shared educational goals:

- SSC's Nursing Program annually surveys the students, hospitals, community settings, employers and graduates for their advice and opinions. The Nursing Program has an articulation agreement with the local technology centers, and is represented on the advisory boards of these technology centers as well. SSC is currently negotiating an agreement with the Unity Health Center in Shawnee, Oklahoma to provide a unique "Fast Track" program for the hospital LPNs to continue their education. Unity is anticipating providing scholarships for these students.
- SSC's Business & Information Systems Division holds an advisory council meeting each fall. Through this meeting, B&IS Division Chair and faculty are able to visit with local businesses and industry leaders to discover and address their needs. The B&IS faculty also sit on other advisory councils (at technology centers, hospital boards, and library boards). Employers have stated at advisory council meetings that they have a need for training on new Microsoft Office software; therefore, the B&IS division computer labs are updated with the current software, and computer courses are offered.
- The MLT Advisory Board meets formally once a year. However, informal feedback is solicited and given on an ongoing basis from the advisory Board as well as from employees at other medical facilities looking for possible employees, lab managers, clinical affiliates, and

THE CONNECTED COLLEGE	3.2
SSC serves constituents	
THE CONNECTED COLLEGE	3.3
SSC creates a culture of service	
THE CONNECTED COLLEGE	3.4
SSC collaborates	
THE DISTINCTIVE COLLEGE	4.3
SSC is accountable	



IMAGE 124: SSC partners with SODEXO to provide campus food service



IMAGE 125: SSC hosts the Business Advisory Council board meeting

alumni.

- Business & Information Systems Division (B&IS) and the Business & Industry (B&I) Division partner to hold an annual advisory council meeting. Through this meeting, the B&I coordinator is able to visit with local businesses and industry leaders to discover and address their needs.
- The Child Development, Criminal Justice, and Behavioral Sciences programs are in the early stages of advisory council formation to solicit community feedback and determine community needs.

Shared Economic and Social Goals:

SSC, the Rural Business Resource Center (RBRC), and the Dan Boren Business Development Center **share the same economic and social goals**. Seminole State College has a vested interest in the success of the communities it serves. To this end, the College's mission statement says that we will make available "... resources and services designed to

benefit students and the community at large." Additionally, one of the seven functions of the College, authorized by the Oklahoma State Regents for Higher Education, is to: "Participate in programs of economic development independently or with universities toward the end that the needs of each institution's geographic service area are met."

The RBRC is designed to provide assistance and support to grow existing businesses in the College's five-county service area, as well as to help recruit new businesses – whether start-up entrepreneurial businesses or major manufacturing plants – to the area. The RBRC Director serves as a liaison between businesses, community leaders, city officials and representatives from economic development organizations such as USDA, Oklahoma Department of Commerce and Rural Enterprises of Oklahoma.



IMAGE 126: The Oklahoma State Regents for Higher Education recognized the outstanding achievements resulting from the partnership between SSC and AmeriContact



IMAGE 127: President James and Karrie Utterback with Congressman Dan and Andrea Boren in front of the Dan Boren Business Development Center

The Dan Boren Business Development Center is located in a building purchased and renovated by the SSC Educational Foundation to house developing businesses. The ultimate goal of the project was to bring jobs to Seminole. A side benefit of the project was that it greatly improved the community with the creation of a new, attractive building in the heart of one of the city's older business and residential areas.

SSC and The Employment Readiness Program also share the same economic and social goals. The Employment Readiness Program was established in 1996 as a result of the Personal Responsibility and Work Opportunity Act of the federal government. The Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education enter into annual contracts to continue to provide

the Employment Readiness services. The Mission of the Employment Readiness Program details their goals, with the same emphasis as SSC's Mission on our five-county service area:

Employment Readiness services residents of **Hughes, Lincoln, Okfuskee, Seminole, and Pottawatomie counties**. The purpose is to enhance employment and training opportunities for unemployed adults. State two-year colleges are charged with developing, designing, and implementing individualized / specialized vocational educational training programs designed to serve TANF recipients, which best meet employment opportunities within the College's service area.

Similarly, the functions of the Employment Readiness Program reflect shared SSC social and economic goals. These functions are:

- Students may work toward a one-year certification through the College. Students may also work to obtain a Career Readiness Certificate to assist them with obtaining employment at a higher rate of pay with participating employers.
- Students who have not received a high school diploma or GED may work to obtain a GED. This supports the function of providing remedial education.
- All Employment Readiness students are adults who are seeking education that will improve their employability skills. This service is provided to qualified DHS clients that are in the general community.
- Employment Readiness serves to increase economic development by assisting adults in moving from welfare to work. All students are residents of the institution's geographic service area.

These functions of the Employment Readiness Program share the same social and economic goals as SSC because part of the College's Mission is to provide services that respond to diverse community needs, and to make available resources that benefit students and the communities at large.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 5C:

SSC works to ensure transferability of courses as part of the Oklahoma State Regents for Higher Education's Course Equivalency Project. SSC's Transfer Enrollment Center aids students in the transfer process. Since the grant money ran out for the Transfer Enrollment Center, SSC is evaluating options to continue to work to provide the valuable transfer services to our students.

SSC is sensitive to the needs of diverse communities, and offers programs and services to meet these needs, especially to support first-generation, low-income students, as seen by the services provided through our federal programs. Additionally, SSC enjoys a productive relationship with the Seminole Nation, and our economic sensitivity and responsibility are shown by the operations of our Rural Business Resource Center and Dan Boren Economic Development Center. Surveys could be used to more formally track how well our programs of engagement are received by or serve the community, so that SSC can evaluate



IMAGE 128: In 2008, the Seminole Nation hosted an ACT preparation workshop for tribal high school students at SSC's Haney Center

THE LEARNING FOCUSED
COLLEGE 2.5

SSC strengthens
organizational learning

THE CONNECTED
COLLEGE 3.2

SSC serves constituents

THE DISTINCTIVE
COLLEGE 4.4

SSC is self-reflective



IMAGE 129: US Congresswoman Mary Fallin speaks at a Town Hall meeting via satellite hosted by former SSC Regent Melvin Moran

THE CONNECTED
COLLEGE 3.2

SSC serves constituents

our current services and programs and identify ways to more fully respond to diverse community needs in order to better meet our Mission.

CORE COMPONENT 5D:

INTERNAL AND EXTERNAL CONSTITUENCIES VALUE THE SERVICE SSC PROVIDES.

SSC's evaluation of services involves the constituencies served.

SSC regularly evaluates our services such as provision of educational curriculum, physical plant, financial support, and technological services. These services meet the needs of constituencies including SSC students, area public school students, faculty, staff, community persons, businesses, corporations, distance learners, and professionals.

These constituencies are involved in the evaluations by participation on advisory boards, planning retreats, evaluation surveys, and collaborative planning, implementation, and evaluation processes. SSC has taken deliberate steps to involve its Board of Regents, SSC Educational Foundation Trustees, administrators, faculty, staff, and students as well as community leaders in its planning processes and has ensured participation in organizations and activities, which assist it in gauging societal and economic trends. SSC uses the Student Satisfaction Survey and Graduate Opinion Survey to evaluate student services including the Library Resource Center, enrollment, and Residential Centers, among others. The Business & Industry courses use a survey that involves students and community members to determine course effectiveness and relevance. SSC has taken deliberate steps to involve numerous constituencies in our planning processes so programs and courses are driven by the needs of external constituencies and not dictated by the College. SSC values communication and affiliation with the surrounding communities to discover and address concerns and needs through advisory committees, Town Hall meetings (see [Mary Fallin Town Hall via Satellite](#) article), and attendance at various community meetings and events. Furthermore, much money has been devoted to updating and increasing the technology at the College. Technology in-services and support are also readily available.

For a detailed representation of how SSC's constituencies are involved in the evaluation of College services, please see SSC's [Service Survey Spring 2009](#).

Service programs and student, faculty, and staff volunteer activities are well received by the communities served.

SSC's "service programs" are student, faculty, and staff volunteerism, which serve communities in the five-county area. The communities appreciate our volunteerism, as evidenced by verbal thanks, notes and e-mails, news articles, and public recognition.

Student Volunteer Activities:

SSC's student volunteer activities include service activities of student

organizations, student athletes, Veteran's Fraternity, student government, and departmental student groups, which serve such constituencies as students – online / offsite / and on-campus, community members within the five-county area, staff, and faculty. These activities are well received by these communities, which is evidenced by provision of financial support, growth in attendance and request for renewal, increased utilization of resources and facilities, and verbal and written expressions of gratitude. For example, SSC's Sigma Kappa Delta (SKD) English Honor Society received a thank you note from the Hughes County Family and Youth Services center for their donation of baby formula, toys, clothes, diapers and other necessities as part of SKD's "Baby Store Drive" social responsibility activity. The Phi Theta Kappa Honor Society (PTK) has received thank you notes for their volunteer activities from Interfaith Social Services, Unity Hospital, Seminole Hospital, the Seminole Chamber of Commerce, MDA, the American Cancer Society, and active military personnel who received letters through PTK's Operation Holiday Cheer. The "Leadership Development through the Classics" Class has received calls, emails and verbal thanks from the staff of the Seminole Chamber of Commerce, the Oklahoma Oil Museum and the Jasmine Moran Children's Museum for their volunteer activities. The Presidential Leadership Class has likewise received similar expressions of appreciation from these groups, as well as from "A League of Their Own" (a softball event for local kids with disabilities), elected officials and speakers including the Oklahoma Governor, Lieutenant Governor, State Senators and Representatives, and Supreme Court Justices. The Native American Student Association (NASA) has received verbal expressions of appreciation from the Seminole Nation for their help with the annual Seminole Nation Days, and has received donations from Pleasant Grove Elementary School in Shawnee for bringing a drum and powwow demonstration to the school. The SSC Women's Basketball team and Volleyball team members volunteered to stuff eggs for the Children's Museum, and their picture was in the *Seminole Producer* as an acknowledgment and appreciation of these efforts. Documentation of **Community Appreciation** of these activities is available for review in the VRR.

Faculty Volunteer Activities:

SSC's faculty volunteer activities include technological support, scholastic meets and academies, service learning partnerships, professional leadership in conferences, and on-campus volunteer activities, which serve various campus entities including students, faculty, and staff, as well as community members and businesses. These activities are well received by these constituents, which is evidenced by utilization of services, continued participation in the activities, positive remarks on exit surveys, and verbal thanks. For instance, SSC's English instructors frequently judge an essay contest for Canadian Valley Electric Cooperative's student scholarship, and have received letters of appreciation from the company for this service. SSC faculty also enjoy a close relationship with the Jasmine Moran Children's Museum, and many faculty are on the Museum's Board. Executive Director Marci Donaho has written letters of appreciation for faculty members' volunteerism at the museum. SSC Social Sciences instructors Tracy Jacomo and Bill Knowles have received thank you letters for their service to the Seminole County Post Adjudication Review Board from Mark James, state director of the PARB. Other expressions of appreciation occur informally, as well, such as the verbal thanks English and creative writing instructor Jessica Isaacs received from Mary Jo Edgmon, Woody Guthrie's sister,



IMAGE 132: PTK members with stuffed animal donations for Smiles to the Hospital campaign



IMAGE 131: SSC students from both Phi Theta Kappa and the President's Leadership class have volunteered for A League of Their Own



IMAGE 130: SSC Volleyball and Women's Basketball teams stuff Easter eggs for the Jasmine Moran Children's Museum

for spending an afternoon reviewing Mrs. Edgmon's book-in-progress about Guthrie, and providing her insights about possible revisions and publishing venues. Mrs. Edgmon called Isaacs, set up an appointment, brought her book, and asked many questions about what Isaacs recommended about various sections of the book and its potential for publication. Indeed, SSC's faculty receive such informal expressions of gratitude frequently, which are just as important as the more formal letters and articles, and serve to provide a distinct, beneficial "forging" of SSC's close-knit relationship with the community. However, more tangible, written examples of **Community Appreciation** of faculty volunteer efforts are available in the VRR.

Administration and Staff Volunteer Activities:

SSC's staff and administrative volunteer activities include the Chamber of Commerce Golf Scramble, City of Seminole Fourth of July Celebration and Christmas Parade, Cancer Walk, SSC Interscholastic Meet for area high schools, Angel Tree, and the Kay Edwards Memorial Scholarship for SSC students. These activities serve Seminole and area community residents and businesses. SSC President James Utterback was honored in January 2009 as Seminole's "Citizen of the Year" in recognition of leadership provided to the community. Mechell Downey, secretary to the President, received a thank you note for her service to the Chamber of Commerce. SSC's Financial Aid Staff received a thank-you letter from SSC's Citizens Caring for Children for participation in their "Operation Shake Your Groove Thing" backpack and supplies drive. These various activities are well received by these communities. Documentation of this **Community Appreciation** is available for review in the VRR.

SSC's economic and workforce development activities are sought after and valued by civic and business leaders.

SSC's economic and workforce development activities include providing space for events, promoting partnership and collaborative efforts, sponsoring local events, and providing recognition of achievements in business and leadership. SSC responds quickly to community economic needs; for example, SSC worked with the displaced Wrangler employees to assist them when the local plant closed in 2003 in gaining a college degree to learn skills to help them re-enter the workforce. SSC also responded to community economic needs by providing facility space for AmeriContact Call Center, and the Modoc Tribe Department of Child Support Enforcement. These activities are sought after by civic and business leaders within our five-county service area. SSC's economic business partnerships with Seminole Nation, Rural Enterprises of Oklahoma and the AmeriContact Call Center have been recognized by the Oklahoma State Regents for Higher Education. Our local State Senator and Representative, as well as U.S. Congresswoman Mary Fallin and U.S. Congressman Dan Boren have publicly spoken about the valuable service the College provides the area in assisting with workforce training and other economic development efforts. In October 2007, SSC was awarded "Employer of the Year" by the Seminole County Business & Professional Women's group, for SSC's support and promotion of women in the workforce. This recognition was part of that group's annual "Making Positive Differences in the Lives of Working Women" award. SSC received a Workforce Diversity Grant in 2003 through the Nursing Division for a total of \$653,400 to the College over a three-year period. The College used

THE CONNECTED COLLEGE 3.2 SSC serves constituents



IMAGE 133: In 2004, President Utterback hosted a meeting between officials of local and state agencies concerning possible funding to attract jobs to Seminole

these grant funds to create a more welcoming campus environment, to hire a retention specialist, and to provide cultural activities. A list of SSC's **Various Economic and Workforce Development Activities** is available in the VRR.

External constituents participate in the College's activities and cocurricular programs open to the public.

Community members attend various lectures and other presentations on campus, including:

- author presentations by award-winning novelists Billie Letts and Tim Tingle;
- self-publishing lecture, which several community members from local writing groups attended;
- Russian Cosmonauts in 2002;
- The Global Studies Trips – 205 non-student community members have gone on trips since 2001;
- SSC Safety Fairs and Blood Drives;
- Ribbon Cutting Ceremonies / Grand Openings for Haney Center, Roesler Residential Learning Center, Seminole Nation Residential Learning Center;
- The 2009 NASA Powwow, which had several hundred attendees;
- Various awards ceremonies and induction ceremonies for student honor societies. For example, Sigma Kappa Delta students' friends and family members attend the annual awards and induction ceremony; over 50 people—students, community members, faculty, and staff – attended the April 2009 ceremony. Phi Theta Kappa had 95 people at their spring 2009 ceremony;
- SSC's Annual Art Show and Sale, which is also open to the public to attend and to purchase art;
- SSC's Sigma Kappa Delta English Honor Society sponsored a creativity workshop with author and composer Nathan Brown;
- US Congresswoman Mary Fallin's visit to the Seminole Rotary Club on SSC campus in April 2009, for which 95 people attended;
- A program presented by former Israeli Ambassador Yoram Ettinger at SSC in April 2009, of which 120 people attended.

The College's facilities are available to and used by the community.

Over 14,000 people attended over 200 special meetings and events in the Enoch Kelly Haney Center in 2007 – in addition to hundreds of students who attended classes in the Center. In 2008, over 23,000 people attended 398 special meetings and events. The David L. Boren Library is host to a variety of College and community activities. Other facilities in use by local community members include the Jeff Johnston Auditorium, the E. T. Dunlap Student Union Meeting Room, gymnasium, Wellness Center, tennis courts, and office space and renovated buildings for various business partnerships, commissions, and enterprises. Please see the **Haney Usage Report 2008** for the use of SSC's facilities by the community.

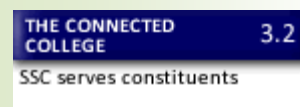


IMAGE 134: SSC's Business Fairs focus on services available in the community



IMAGE 135: Nathan Brown discussing how to unleash creativity to attendees from the campus and community

THE FUTURE-ORIENTED
COLLEGE 1.3
SSC understands social and
economic change



IMAGE 136: Criminal Justice and Forensic Science students in SSC's "Clandestine Grave Excavation" class learn to work a crime scene. Many students in this class take it to receive further credentialing

The College provides programs to meet the continuing education needs of licensed professionals in its community.

SSC provides programs to meet the continuing education needs of licensed professionals in its community. Classes are provided in a number of professional areas, leading to certification and professional endorsements, including:

- Criminal Justice COP/C.L.E.E.T.;
- Insurance Education;
- Computer Science;
- Spanish;
- Parenting;
- Restaurant Safety;
- Forklift Safety Training;
- Childcare;
- MLT;
- Surgical Technology;
- Aviation Maintenance Technology;
- Precision Machining Technology;
- Emergency Medical Technician; and
- Forensic Science.

STRENGTHS AND FUTURE DIRECTIONS FOR CORE COMPONENT 5D:

SSC's history is one of community service and support. SSC's faculty, staff, and students understand this important part of SSC's mission to serve our communities, and their volunteerism is sought after and valued by these communities.

SSC's faculty, staff, students, and other constituents need more formal opportunities to evaluate the College's services, though, and the new **SSC Service Survey Spring 2009** is a positive step toward this goal.

SSC's service area communities also utilize the College's many services and facilities. SSC should continue our already ongoing effort to further strengthen our community ties by formal tools of community satisfaction surveys and other forms of environmental scanning. SSC should work to provide more cocurricular activities in courses across the academic disciplines and work to involve the community as appropriate.

Conclusion and Request for Re-Accreditation

The purpose of all education is **discovery, application, and growth**. Too often, educators and other college employees become so busy meeting deadlines, attending meetings, publishing articles, and grading papers that we neglect to take the time to reflect on whether *what* we are teaching is what we *should* be teaching and in the most productive way, and whether the services we provide as a College facilitate student learning in the best way possible. Ultimately, though, to help our students learn – which is the business of higher education – we as a College must also learn about ourselves. This Self-Study has provided us with an important opportunity for self-reflection in order that we may take our discoveries and apply our knowledge toward improving all aspects of student learning at Seminole State College.

DISCOVERY, APPLICATION, AND GROWTH:

Through this Self-Study, we have discovered a need to continue our commitment to faculty and staff professional development. We have made progress toward that end by increasing our budget for those professional development opportunities.

We have discovered that we must continue to fulfill our obligation to supporting cultural awareness to our constituents. We will continue to build important relationships with our Native American constituents, through NASNTI grant activities, and services to the Seminole Nation, as well as others. We will continue to build our Global Studies Program to help students and community members experience diversity first-hand.

As a community-oriented College, we have a responsibility to enrich our communities by not only continuing our economic development programs, but also by providing cultural activities for our rural communities. SSC plans, therefore, to continue to work toward trying to make its conception of a Cultural Arts Center a reality as a venue that would allow the College to offer more fine arts classes and events to its demographic.

SSC has revived our survey processes to analyze our diverse constituents to ensure we are meeting their changing lifestyles and needs. As a result, the College has determined a need for more “alternative” class schedules, and has met this need by creating an Accelerated Evening College, and increasing its night, weekend, IETV, online, blended, and off-campus course offerings. Furthermore, in response to economic difficulties, SSC has increased our offerings of one- and two-day-a-week classes.

Another vital discovery we have made is our need for a new Strategic Plan, which has been developed and will continue to be revised for improvement

over the coming semesters. SSC has also discovered that Self-Study should be an ongoing, institutionalized process that maintains its momentum from one accreditation period to the next, and is committed to exploring ways to best support this continuous endeavor.

REQUEST FOR RE-ACCREDITATION:

The administrators, faculty, and staff of SSC believe we have done a thorough job with this Self-Study of evaluating our strengths as well as weaknesses, and are excited to take our discoveries and apply this knowledge toward formulating and executing plans to help us continue to improve over the coming years. All growth comes from self-reflection and challenge, and SSC is proud of the dynamic growth we have experienced in the last few years, and the continued growth we anticipate for the future.

We respectfully acknowledge our need to always strive for improvement, as all healthy institutions of higher learning must. We thank the Higher Learning Commission for its guidance, professionalism, and consideration during this Self-Study. We also acknowledge the successes we have achieved since the last Site Visit. We hope to continue to grow and improve by achieving continued accreditation from this Self-Study. We eagerly anticipate applying the discoveries we have made about ourselves toward improving our institution and student learning even more in the next decade.

Federal Compliance

Seminole State College students significantly depend on Title IV programs to finance their cost of attending college. In the past decade, over fifty percent of SSC students have consistently qualified for, and received financial support from one or more of the Title IV higher education funding programs. College employees have demonstrated the highest professional ethics and maintained the highest quality service in dispersing Title IV funds to our students. The exemplary performance of our staff has time after time been confirmed by internal and external audits. Title IV funding is essential to both the financial health of the College, and the educational goals of our students.

FEDERAL LOAN DEFAULT RATE

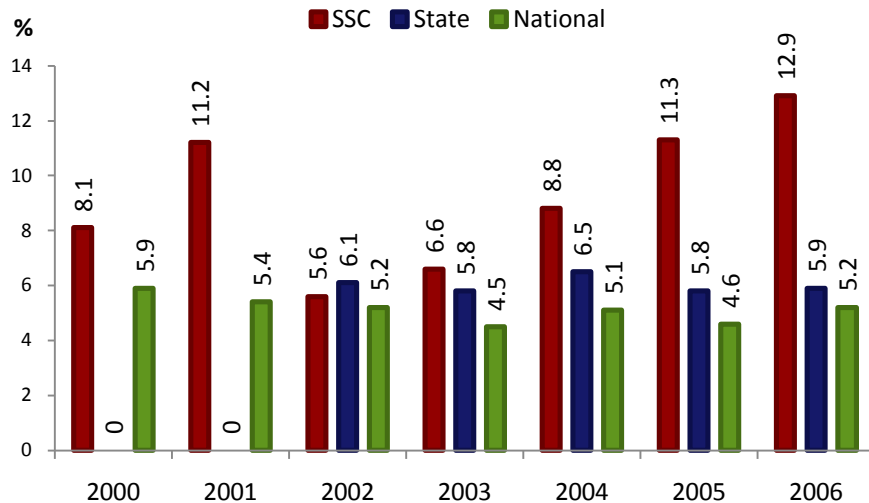
CHART: SSC Default Rate FY2004-06

OPE ID	School	Type	Control	PRGMS		FY2004	FY2005	FY2006
003178	Seminole State College 2701 Boren Boulevard Seminole, OK 74818-1902	Associates Degree	Public	FFEL	Default Rate	8.8	11.3	12.9
					No. in Default	23	35	52
					No. in Repay	260	309	402

Seminole State College's default rates have risen consecutively over the last three years from 8.8% in 2004 to 12.9% in 2006. This rise was expected due to changes in our loan default management plan. For comparison purposes, we chose three colleges that we feel are our closest peer institutions: Connors State College, Eastern Oklahoma State College, and Carl Albert State College. In 2006, their average cohort default rate was 11.4% as opposed to our default rate of 12.9%. In 2006, we decided that we needed to expand access to Seminole State's programs by relaxing our default management strategy in order to increase the number of students who would be eligible to borrow. During this period of time the number of borrowers has increased from 260 to 402. This relaxation was imperative to our campus and our community given the recent loss of employment due to some manufacturing facilities leaving town. We were able to do this because in 2004 our default rate was only 8.8%, a total of 2.6% below what our peer institution average is currently.

We are comparable to other peer institutions at this time with our default rate. We are strategically planning to increase the number of borrowers that we have in what we feel will eventually decrease our default rate and help our service area with accessibility to a college education.

SSC/State/National Default Rate Comparison



Copies of SSC's Default Prevention Plan are available in the Office of Financial Aid. Students are given a copy of the office's **Financial Aid Disbursement Policy** in Freshman Seminar. The staff at SSC works closely with students regarding the debt they are incurring when taking a student loan and also gives students advice in order to reduce SSC's default rate. In addition, policies are outlined in the Catalog and Student Handbook.

Fiscal Audits: Reviews and Findings

Significant findings from recent United States Department of Education (USDE) program audits and fines or corrective actions, if any, and plans to address the actions include:

- FY07-1 finding: SSC did not have a formal year-end financial statement on a cash basis from accrual basis. No repercussions.
- FY08-1 finding: SSC had to restate fixed assets as they were listed twice in construction in progress and fixed assets. No repercussions.

Significant findings from financial audit review (A-133) and repercussions for the College, if any, include:

- FY07-1 finding: SSC did not have a formal year-end financial statement on a cash basis from accrual basis. No repercussions.
- FY08-1 finding: SSC had to restate fixed assets as they were listed twice in construction in progress and fixed assets. No repercussions.

Results from review of the financial ratios and repercussions for the College, if any, include:

- FY07-1 finding: SSC did not have a formal year-end financial statement on a cash basis from accrual basis. No repercussions.
- FY08-1 finding: SSC had to restate fixed assets as they were listed twice in construction in progress and fixed assets. No repercussions.

Significant findings related to USDE review of campus crime or consumer information or other mandated compliance activity include:

- FY07-1 finding: SSC did not have a formal year-end financial statement on a cash basis from accrual basis. No repercussions.
- FY08-1 finding: SSC had to restate fixed assets as they were listed twice in construction in progress and fixed assets. No repercussions.

SSC's LST (limitation, suspension, termination) actions by USDE, reasons and outcomes, include:

- FY07-1 finding: SSC did not have a formal year-end financial statement on a cash basis from accrual basis. No repercussions.
- FY08-1 finding: SSC had to restate fixed assets as they were listed twice in construction in progress and fixed assets. No repercussions.

Findings from any USDE Inspector General reviews, discussion of fines and corrective actions, if any, and repercussions for the College, if any, include:

- FY07-1 finding: SSC did not have a formal year-end financial statement on a cash basis from accrual basis. No repercussions.
- FY08-1 finding: SSC had to restate fixed assets as they were listed twice in construction in progress and fixed assets. No repercussions.

OTHER ITEMS FROM ACADEMIC POLICY

Academic Affairs: Academic Progress

- Every course taught at Seminole State College has an approved syllabus that is based on a minimum standards template determined to be appropriate for all SSC students. The template must be used in its entirety but additional items may be added.
- The College has instituted early intervention progress reporting. The date is determined by Student Affairs (usually at approximately the sixth week of classes) at which time letters are sent to students who are determined to be not meeting minimum course standards. In addition, Academic Affairs has instituted a retention initiative that monitors freshman student attendance during the first few weeks of each semester. The program identifies freshman students who have missed any class period during the first few weeks, and these students are contacted through various means. Some students are referred to the Academic Affairs Tutoring Program for remedial help if necessary.

Academic Affairs: Class Attendance

- Punctual and regular class attendance is expected of all students at SSC. Students should fully understand the absence policy established by each of their instructors and how absences affect the course grades. Instructors should be contacted in advance of absences, if possible. It is the responsibility of the student to arrange for the make-up of any work missed. Individual instructors have the

- academic freedom to establish their individual course attendance policy (from SSC **Student Handbook**).
- The overall attendance policy that concerns the number of days a student may miss for financial reasons is documented in the appropriate Student Handbook sections. Each division within Academic Affairs may add reasonable attendance policies that determine a student's ability to attain certain grades based upon a number of classes missed that does not exceed financial aid rules. Each faculty member, in turn, may determine an attendance policy that also does not exceed financial aid or division limits. In the case of division and/or faculty member attendance policies, each must be clearly described in the appropriate syllabus and it must be ensured that all students understand the ramifications of not meeting these attendance policies.
 - If additional student responsibilities other than attendance are determined necessary for a particular course that may impact the outcome or grade of that class, they will be described in the appropriate syllabus. Each faculty member and Division Chair must ensure every student understands the ramifications of failure to meet these expectations. It is up to the Vice President for Academic Affairs to determine whether a syllabus entry that is not a part of the mandatory template is considered appropriate for the course and course level before it is included in the syllabus.

CREDITS, PROGRAM LENGTH, AND TUITION

Credits

Seminole State College adheres to the 16-week semester schedule for fall and spring wherein the College operates on a semester credit hour to facilitate student learning experiences. As recommended by the Oklahoma State Regents for Higher Education, a semester hour is equivalent to 16 clock hours, and classes consist of lab, lecture, or some combination of both. Beyond the traditional 16-week semester, we also offer intersession classes in December, May, and August, five-week Saturday courses, eight-week courses in the summer and also concurrent with the 16 week schedule in fall and spring, and distance education work—both in the blended and completely online format. The College monitors online course work with the intent that the student completes comparable work to that of a “traditionally-delivered course.” SSC also transcripts Vocational Technology coursework that is credited with clock hours through cooperative agreements between our institution and that of Gordon Cooper Technology Center in Shawnee, Oklahoma and Wes Watkins Technology Center in Wetumka, Oklahoma.

Per tradition, day classes typically meet two days or three days per week and night classes meet two days per week. For our distance education formats, we assign credit hours based on their meeting the same objectives of a “traditionally-delivered course.”

Program Length

All SSC program lengths have been approved by the SSC Board of Regents and the Oklahoma State Regents for Higher Education. SSC offers three degrees: Associate in Arts (AA), Associate in Applied Science (AAS), and Associate in Science (AS). Program Lengths vary depending on program and are published in the SSC Catalog and on our external website.

Tuition

Tuition is approved by the Seminole State College Board of Regents and submitted to the Oklahoma State Regents for Higher Education for final approval. The College charges tuition based on student residency—in-state, out-of-state, or international. SSC calculates tuition based on a per credit hour basis and publishes tuition prices on our website and in our course schedule books as well as recruiting literature distributed to prospective students. Furthermore, the Oklahoma State Regents publishes all institutions' tuition rates for consumer comparisons. Tuition cannot be raised by more than 10% per year sanctioned by the Oklahoma Legislature. Students also incur fees. Some fees are mandatory (library, technology) while other fees are only paid by students in specific enrollment (lab fees, zero level course). Prospective students and interested parties can find all **Fees Enumerated** in the Catalog and on our website. Students will receive an itemized and detailed bill listing all fees for the particular semester.

DISCLOSURE OF CAMPUS CRIME AND GRADUATION RATES

Each year the Chief of Police and the Vice President of Student Services update the Campus Crime Rates and **Graduation and Completion Rates**. The reported information is consistent with the data reported on the Integrated Postsecondary Data Education System (IPEDS) each year. SSC's Student Handbook provides information concerning these rates, including that copies of these reports are available in the Office of the Vice President for Student Affairs (both reports) and SSC Police Department (Crime Rates report only).

INSTITUTIONAL COMPLIANCE WITH THE HIGHER EDUCATION REAUTHORIZATION ACT

Documentation of Title IV Compliance

SSC has seven grant projects funded under Title IV of the Higher Education Act of 1965 (as amended - 1998):

- Upward Bound I - 1989;
- Talent Search - 1992;
- Veterans Upward Bound - 1995;
- Student Support Services - 2001;
- Upward Bound II - 2008;
- Upward Bound Math-Science - 2008;

- The College also has a GEAR UP Project - originally funded in 2005.

SSC is in full compliance with the requirements of the Higher Education Reauthorization Act of 1998 and the Higher Education Act of 1965. Reauthorization of the Higher Education Opportunity Act of 1965 (as amended) was signed into law on August 14, 2008 by President George W. Bush. The U. S. Department of Education is expected to begin the “rulemaking” process in February so changes in the HEO reauthorization will be reflected in each program’s specific regulations. When those regulations are finalized, the SSC programs affected (TRiO, GEAR UP, Title III, Financial Aid, etc.) will implement the necessary changes to ensure continued compliance with the HEO Act. Highlights of the new legislation expected to be included in new regulatory language include:

Changes Affecting All TRiO Programs

- Moves prior experience from being regulatory (i.e., defined by ED) to legislation (i.e., defined by Congress).
- Extends all grant terms to five years.
- Increases minimum program grant to \$200,000.
- Defines as the primary purpose of any TRiO evaluation “the identification of particular practices that further the achievement of the outcome criteria” included in the bill.
- Removes the “in exceptional circumstances” limitation on grant applications from secondary schools.
- Instructs ED to consider the “number, percentages, and needs of eligible participants in the area, institutions of higher education, or secondary school to be served” in granting applications.
- Creates an appeals process for TRiO applicants involving a re-reading by a second peer review panel.
- Instructs the Secretary to “rigorously evaluate the effectiveness” of TRiO programs (including Upward Bound), but mandates that in doing so the Secretary shall not (A) require programs to recruit more students than normal or (B) deny services to eligible students. Additionally, in designing an evaluation, the Secretary must consider (A) the burden placed on program participants and institutions and (B) whether the evaluation meets the standards of institutional review boards.

Talent Search

- Adds a student’s “completion...of a rigorous secondary school program of study” to the prior experience criteria.
- Allows grantees to target “students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or aging out of the foster care system, or other disconnected students.”

Upward Bound

- Allows grantees to target “students who are limited English proficient, students from groups that are traditionally underrepresented in

postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or aging out of the foster care system, or other disconnected students.”

- Kills the entire Absolute Priority, including the evaluation.
- Requires that one-third of participating students be low-income individuals, first generation college students, or students who have a high risk for academic failure.
- Instructs the Secretary to implement an evaluation of Upward Bound by June 30, 2010. (See parameters of evaluation methodology above.)

Veterans Upward Bound

- Includes language to expand the scope of the Veterans Upward Bound program to include federal reservists who served on active duty for more than 30 days, those who were called to action on or after September 11, 2001, and allows older veterans to participate in the program.

Student Support Services

- Allows branch campuses that were previously excluded to apply for grants. [NOTE: This provision actually applies to all TRIO programs but particularly impacts the SSS program.]
- Allows grantees to target “students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or aging out of the foster care system, or other disconnected students.”

Seminole State College will provide copies of all documents relevant to the Title IV compliance upon request. All grant projects are in compliance with requirements outlined in the Higher Education Act for annual reporting, audits, and record keeping. Copies of annual performance reports and other reports required for each project are available in the TRiO / GEAR UP offices. No audit exceptions have been noted for the TRiO / GEAR UP projects.

The institution operates federal aid programs responsibly and uses student information both responsibly and confidentially when necessary. We verify 30% of student aid applications and resolve any conflicts in student information discovered through the process. Currently, we participate in Federal Pell Grants, Oklahoma Tuition Aid Grants, Federal College Work-Study Funds, Federal Parent Loans for Undergraduate Students, Federal Supplemental Educational Opportunity Grants, and Stafford Loans.

PUBLIC DISCLOSURE TO STUDENTS

A top priority of Student Affairs is to provide accurate and up to date information to students. The Student Handbook is the student’s primary source of institutional information so it is important to have current information available to them. The College provides and distributes an updated hardcopy of

the Student Handbook every other year. An electronic copy of the Handbook is also available on the College Website. The Website version is updated as needed and is recognized as the official copy. To assure the most recent and accurate information is available to students, the Administrative Council or a representative of the Council provides information necessary for students to be well-informed to Student Affairs. Student Affairs is responsible for maintaining the accuracy of the Student Handbook.

INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

The College records, acts, and files student complaints and grievances in the office of Vice President for Student Affairs (VPSA). Similarly, academic issues are handled through the office of the Vice President for Academic Affairs (VPAA). Students may find instruction regarding due process in the Student Handbook.

When a student initiates a complaint in the VPSA's office, the first step is to determine if the complaint is an Academic Affairs related complaint whereupon the student is referred to Academic Affairs or the appropriate College agency. If it is a Student Affairs related complaint, the student is asked to provide a written statement of the complaint, which is then forwarded to the VPSA. The VPSA will review the complaint and meet with the student to discuss the issue in order to attempt to resolve it within the applicable College Policies and Procedures and/or any applicable laws. If the issue involves a violation of the Student Code of Conduct, the VPSA will follow the **Administrative Procedures Concerning Disciplinary Action** in the Student Handbook. If the student claims the VPSA could not resolve the issue, the student may appeal to the President's office. A log is kept of all student complaints that have reached the formal letter stage. Any open complaints are reviewed until resolution is achieved and the complaints are closed, per the procedures in the Student Handbook. The log is kept by the VPSA's Secretary.

When a student initiates a complaint in the VPAA's office, the first step is to determine if the complaint is an Academic Affairs related complaint. If it is not, the student is referred to Student Affairs or the appropriate College agency. If the issue is academically related, the student is urged to begin the complaint cycle at the lowest possible level, usually the instructor. If the student claims to have contacted the instructor and not received resolution of the issue, the student is referred back to the appropriate Division Chair. If this does not bring resolution to the complaint, or if the student has already spoken with the appropriate Chair, the student is requested to formally relate the issues involved in the complaint in a letter to the VPAA. Thereafter, the VPAA follows procedures for Student Academic Affairs Complaints located in the Student Handbook. A log is kept by Academic Affairs of all student complaints that have reached the formal letter stage. Any open complaints are reviewed daily until resolution is achieved and the complaints are closed, per the procedures in the Student Handbook.

INSTITUTION'S ADVERTISING AND RECRUITMENT MATERIALS

Seminole State College addresses the Higher Learning Commission's concern about accurate consumer information in advertising and recruiting materials by prominently providing contact information on the website and all publications including the Class Schedule, Catalog, Student Handbook, and *Collegian*. Furthermore, SSC makes reference to its affiliation with the Commission on the College's Website and in the Catalog.

As a result of this Self-Study:

- The Commission's logo, URL, and local phone number were included on the bottom of the College's home page.
- The Commission's URL, address and local phone number were included on the web page noting accreditation.
- The Vice President for Institutional Advancement, Coordinator of Media Relations, and President's secretary were informed of the need to include the Commission's URL, street address and local phone number on all references to the HLC. The individuals will make changes to future publications, which make references to the College's accreditation with the HLC.
- The College's homepage also includes the College's contact information in a prominent location as to avoid any confusion.

PROFESSIONAL ACCREDITATION

Seminole State College is accredited by the HLC as well as the following:

- National Accrediting Agency for Clinical Laboratory Sciences - last visit was Nov. 2007;
- National League for Nursing Accrediting Commission - last visit was Oct. 2003;
- The Oklahoma Board of Nursing – last visit was May 2009;
- The Council on Law Enforcement Education and Training - last visit was fall 2006;
- National Association for the Education of Young Children – April 2009 initial accreditation;
- The Oklahoma State Regents for Higher Education.

Additionally, every five years Seminole State College Associates of Applied Science degree programs without external accrediting affiliations are reviewed by the Oklahoma State Regents for Higher Education, which is accredited through the U.S. Department of Education. A copy of this policy can be found in the **Oklahoma State Regents for Higher Education Policy, Part II – Chapter 2 – Academic Affairs**.

FEDERAL COMPLIANCE VISITS TO OFF-CAMPUS LOCATIONS

Seminole State College does not have any other reported campuses with an administrative head where students can complete at least one degree program or where personnel provide a full-range of administrative and student services. SSC does have two reported off-campus sites at Mabel Bassett Correctional Facility and Davis Correctional Center. Students can complete a degree at these sites, but administrative and student services are provided by the home campus and SSC faculty. Moreover, Seminole State College recently concluded agreements with Wes Watkins Technology Center and Gordon Cooper Technology Center to offer A.A.S. Degrees with Technical Specialty Options. The College is currently undergoing the process for HLC approval of these additional off-campus sites.

EVALUATION OF FEDERAL COMPLIANCE

Seminole State College is confident that it complies with all federal mandates. The College is committed not only to continuing its compliance through its identified practices, but also to those practices that occur from the College's evolution. We are deeply committed to honesty, integrity, and good faith practices and will continue our service to our community through adhering to the highest legal and ethical ideals.



SEMINOLE STATE COLLEGE

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